





Organization Information

Organization Name *

BH2 STREAM School

Telephone

8282283612

Fax

Address

Post Office Box 574

Unit/Suite

Zip Code

27886

City

Tarboro

State

North Carolina



Primary Contact Name *

Tammy Barrow

Opening Year *

2026

Is Management Organization Used

Yes No

Primary Contact Relation To Board *

Board Treasurer

Management Organization Name

Management Organization Contact Name

Primary Contact Email *

tbarrow1654@gmail.com

Management Organization Phone

Primary Contact Phone *

8282283612

Management Organization Email

Primary Contact Address *

1308 West Wilson Street

Unit/Suite *

Zip Code *

27886

City *

Tarboro

State *

North Carolina

Board Members Roster

Name	Street Address	Zip Code	Email	Expertise
Tammy Barrow	136 Edgewood Drive, Henderson, NC	27536	tbarrow1654@gmail.com	30 Years in Education
Bryant, Carlton			cbryant@act-1.com	Executive Vice President
Cherry, Michele			michele.cherry@ecuhealth.org	Grants Administrator
Crocker, Dr. Daniel			alligator1@gmail.com	Retired Physician



Name	Street Address	Zip Code	Email	Expertise
Davis - Sharrod, Tawan			ladytmh77@gmail.com	Broker
Herring, Jeremy	3213 Edinburgh Drive North West, Wilson	27896	jayfulmusic@gmail.com	Educator/ Entrepreneur
Herring, Kristian	526 Ridgewood Road, Tarboro, NC	27886	kristianherring@gmail.com	Principal/ District Coach
Kingsberry, Hassan			hassankingsberry@gmail.com	Attorney/ County Manager



1. Application Contact Information

Q1. Name of Proposed Charter School

The BH2 STREAM School

Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

252.314.4522

Q3. Geographic County in which charter school will reside

Edgecombe County

Q4. LEA/District Name

Edgecombe County Public Schools

Q5. Zip code for the proposed school site, if known

27886



Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

I. Definition - Charter Support Organization (CSO)

A for profit or nonprofit, nongovernmental entity that provides:

a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or

b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.

Yes

No

Q10. Projected School Opening Month

July 2026

Q11. Will this school operate on a year-round schedule?


Yes (Year-Round)

No

Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).


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Resources


Enrollment Summar...



Applicant Evidence :


Enrollment Summar...

Uploaded on **4/20/2025**
by **Tammy Barrow**


Q13. At full capacity, what is your estimated student enrollment and grade spans?

At full capacity, the BH2 STREAM School will house scholars in grades kindergarten through eighth, with 40 scholars in each grade level. This will be 360 scholars maximum.


Q14. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

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Resources


Enrollment Demogra...

Applicant Evidence :


Enrollment Demogra...

Uploaded on **3/1/2025**
by **Tammy Barrow**

Q15. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



The BH2 STREAM School planning committee met and determined that we would serve 40 scholars in each grade level from Kindergarten through 6th grade in the first year. The BH2 STREAM School will be primarily centered on optimizing the learning environment, fostering a strong sense of community, and ensuring effective resource management. Additionally, the growth plan to add one grade level annually until the BH2 STREAM school reaches K-8 status is based on strategic planning, gradual expansion, and the promotion of long-term sustainability.

In the initial year of operation, serving 40 scholars in each grade level offers numerous advantages. Firstly, it allows for the establishment of small class sizes, which have been shown to enhance scholar engagement, facilitate personalized instruction, and foster positive educator-scholar relationships (Small Class Size Research: <https://classsizematters.org/research-and-links/> (https://classsizematters.org/research-and-links/) See Attachment: Small Class Size Research). With fewer scholars per class, our educators will be able to more effectively address individual learning needs, provide targeted support, and create a conducive learning environment where every scholar feels valued and supported.

Moreover, starting with this modest scholar population enables the BH2 STREAM school to focus on building a strong foundation for its STREAM (Science, Technology, Reading, Engineering, Arts, and Mathematics) curriculum. By concentrating resources and attention on a smaller cohort of scholars, our educators can develop and refine innovative teaching methods, integrate interdisciplinary approaches, and implement project-based learning experiences that align with the BH2 STREAM School's mission and vision.

Furthermore, serving 40 scholars per grade level facilitates the formation of a tight-knit school community. With manageable class sizes, our scholars, parents, and educators have more opportunities to interact, collaborate, and forge meaningful connections. This sense of belonging fosters a supportive and inclusive school culture, where everyone feels invested in each other's success and well-being. Additionally, a smaller scholar body allows for more personalized communication between staff and families, enabling proactive engagement and responsive support.

From a logistical standpoint, serving 40 scholars per grade level in the first year will enable the BH2 STREAM School to utilize its facilities, resources, and staffing efficiently. It ensures that classroom spaces are adequately utilized without overcrowding, thereby promoting a conducive learning environment. Additionally, it allows for the effective deployment of qualified educators, ensuring that each classroom is staffed with experienced educators who can provide high-quality instruction and individualized attention to scholars.

As the BH2 STREAM School progresses, the growth plan to add one grade level annually until reaching K-8 status is strategically designed to ensure sustainable expansion and continuous improvement. By gradually increasing the number of grade levels, the BH2 STREAM School can maintain a focus on quality over quantity, carefully integrating new scholars, faculty, and programs



while preserving the integrity of its educational model.

This incremental approach will also allow the BH2 STREAM School to adapt and refine its strategies in response to evolving needs, challenges, and opportunities. It provides time for thorough planning, curriculum development, and staff training at each stage of expansion, minimizing disruptions and maximizing effectiveness. Additionally, by adding one grade level per year, the BH2 STREAM School can monitor enrollment trends, assess scholar performance, and adjust resources accordingly, ensuring that growth is purposeful and well-managed.

Applicant Evidence :


Small Class Size Rese...

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by **Tammy Barrow**

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- I certify
- I do not certify

Q17. Explanation (optional)



2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Q18. Organization Type

- Non-Profit Corporation
- Municipality

Q19. Official name of the private, non-profit corporation as registered with the NC Secretary of State

- This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSR).

The BH2 STREAM School

Q20. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

Q21. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No

Q22. Attach as Appendix F Federal Documentation of Tax-Exempt Status



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Total Files Count: 10

Applicant Evidence :



Uploaded on **4/24/2025**

by **Tammy Barrow**

Q23. Name of Registered Agent and Address

- As listed with the NC Secretary of State

The BH2 STREAM School

Post Office Box 574

Tarboro, North Carolina 27886

Q24. Federal Tax ID

99-2397294



3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUIKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb6Q1kKyM7A==&PG=6&IRP=0>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q26. Requirements

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

Yes

No

Q27. Does your board agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award?

Yes

No

Q28. Is the facility identified by the applicant feasible for opening on an accelerated schedule?

Yes

No



Applicant Comments :

The BH2 STREAM School Board of Directors has decided to convert the Salvation and Deliverance Church into a space that the BH2 STREAM School can also occupy, as opposed to either purchasing another facility or building a new one. In the board's opinion, repurposing an existing structure is more cost-effective and environmentally friendly than constructing a new building from scratch. By utilizing the church's facilities, the school can save significant resources that would otherwise be spent on land acquisition, construction materials, and labor costs.

The 2026 plan would entail leasing modular units and placing them on the church campus. These buildings come with amenities such as restrooms and parking facilities, thus saving time and money on installation and construction. Moreover, the layout of the church lends itself to conducive and functional educational purposes by providing spacious classroom sizes, administrative offices, and recreational areas.

Q29. Demonstrate in narrative form, that the facility identified by the applicant is feasible for opening on an accelerated schedule.

The collaboration between the BH2 STREAM School and the Salvation and Deliverance Church, facilitated by Oakley Collier Architects, presents a compelling pathway for the school to open on the church campus. First, by repurposing the church's facilities, the BH2 STREAM School can minimize the financial burden associated with acquiring or constructing a new building. This cost-effective approach allows the school to allocate resources towards enhancing educational programs and services rather than investing heavily in real estate.

Next, the engagement of Oakley Collier Architects signifies a commitment to ensuring that the converted facility meets the necessary educational occupancy code standards. Their expertise in architectural design and regulatory compliance will streamline the process of obtaining an Educational Occupancy permit, thereby expediting the school's opening on the church campus.

Moreover, the development of a facilities use agreement between the church and the BH2 STREAM School will establish clear guidelines for the utilization of the shared campus space. This agreement will not only formalize the partnership but also fosters mutual respect and cooperation between the two entities. It ensures that the needs and priorities of both the school and the church are accommodated in a manner that promotes harmonious coexistence.


Q30. Attach as Appendix A1 Acceleration Evidences to demonstrate that you have a facility secured for opening on an accelerated schedule.

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Total Files Count: 5



Applicant Evidence :


Appendix A.1 - Accel...

Uploaded on **4/24/2025**
by **Tammy Barrow**

Q31. The State Board shall also consider the presence or absence of evidence of the following eight (8) factors in making its determination of whether to accelerate a planning year: (1) whether the mission and educational program outlined in the nonprofit board's application will provide parents and students with different educational opportunities than are currently available in the area;

(2) whether local, state, or national nonprofit partnerships have committed to assisting the school;

(3) whether the school will contribute to potential for economic and educational development of the region;

(4) whether an organization that has experience in creating public schools is mentoring the applicant;

(5) whether obstacles to educational reform efforts leave chartering as an available option;

(6) whether an existing charter school board has agreed to mentor the applicant;

(7) whether the nonprofit corporation has existed for more than two years; and

(8) whether the proposed board has previously operated or currently operates a public charter school. Please confirm that you understand the above accelerated factors.

Yes


No

Applicant Comments :

The BH2 STREAM School Board of Directors understands each of the above accelerated factors. The attached document further demonstrates the need for arts opportunities that are not currently offered for our scholars.



Applicant Evidence :


Edgecombe Arts Off...

Uploaded on **4/14/2025**
by **Tammy Barrow**

Q32.Factor (1) Describe your school's unique mission and educational program.



The BH2 STREAM School will be centered around a unique mission and educational program designed to cater to the diverse needs of our scholars. Our focus on STREAM (Science, Technology, Reading, Engineering, Arts, and Mathematics) education, accelerated learning, compacted curriculum, individualized learning, and multi-tiered levels of support sets us apart as an innovative institution committed to excellence in education. Through a rigorous STREAM curriculum, personalized instruction, and comprehensive support systems, we aim to inspire a lifelong love of learning and future-proof our scholars with the skills and knowledge necessary to succeed in an ever-evolving global society.

Our curriculum integrates Science, Technology, Reading, Engineering, Arts, and Mathematics into interdisciplinary, culturally responsive, project-based learning experiences. This holistic and scholar-centered approach fosters critical thinking, problem-solving skills, and creativity, preparing scholars to tackle real-world challenges with confidence and ingenuity.

Recognizing the potential of every scholar, we will offer accelerated pathways that allow scholars to progress at a pace that challenges and engages them. Our scholars will be empowered to reach their full academic potential and pursue their passions through enriched learning opportunities and advanced coursework.

The BH2 STREAM School's **compacted curriculum** will ensure that scholars receive a comprehensive education that maximizes instructional time and minimizes repetition of content. Through strategic pacing and targeted instruction, and vertical and linear lesson planning, we will cover the necessary material efficiently, allowing for deeper exploration and mastery of concepts.

The BH2 STREAM School understands that every scholar has unique strengths, interests, and learning styles. Our personalized approach to education includes ongoing assessment, differentiated instruction, and tailored support to meet the diverse needs of each scholar. Whether through small group instruction, one-on-one tutoring, or enrichment activities, we will strive to ensure that every scholar receives the **individualized** attention they deserve.

The BH2 STREAM School will be committed to providing **comprehensive support systems** to address the academic, social, and emotional needs of our scholars. Our multi-tiered approach includes universal interventions for all scholars, targeted interventions for those who require additional support, and intensive interventions for scholars with more significant challenges. By collaborating with families, community partners, and specialized professionals, we will create a supportive environment where every scholar can thrive.

The BH2 STREAM School will **actively involve families, businesses, and community organizations** in the educational process, fostering a sense of belonging and collaboration. Community service will be the mechanism by which this happens as our scholars will participate in a minimum of 10 hours of service to the community annually.



The BH2 STREAM School will offer a **variety of extracurricular activities**, clubs, and partnerships with local institutions to provide scholars with opportunities for hands-on learning and exploration in STEAM fields. These will include, for example, Robotics Club, Science Olympiad Team, Coding and Computer Science Club, Art and Design Workshops, and Math Enrichment programs.

At the BH2 STREAM School, we will be committed to engaging in **ongoing professional development** to stay abreast of best practices in education, ensuring that our dedicated faculty are equipped to meet the evolving needs of our scholars. We will emphasize project-based learning, inquiry-based learning, cooperative learning, arts integration, and movement-based instruction.

One of the most distinctive features of the school's program is its compacted curriculum. Recognizing the importance of maximizing scholars' potential and minimizing redundancy, the school will offer a rigorous and accelerated curriculum that allows scholars to progress at their own pace. This compacted curriculum ensures that scholars are continually challenged and engaged, fostering a culture of academic excellence and continuous growth.

Furthermore, the school will incorporate an Early High School component, allowing scholars to earn high school credit while still in middle school. This innovative approach not only accelerates scholars' academic progress but also provides them with early exposure to the demands and expectations of high school-level coursework. By seamlessly transitioning from middle school to high school, scholars will be better prepared to excel academically and pursue advanced coursework in their areas of interest.

The BH2 STREAM School's unique mission and educational program are grounded in the belief that all scholars have the potential to become "future-proof scholars" capable of navigating the challenges and opportunities of the modern world. By emphasizing critical thinking, discovery, and integrity, the school aims to empower scholars to become lifelong learners, ethical leaders, and innovative problem-solvers.

In addition to its academic curriculum, the BH2 STREAM School will prioritize the development of essential skills such as communication, collaboration, and adaptability. Through project-based learning, extracurricular activities, and leadership opportunities, scholars will gain valuable interpersonal and professional skills that are essential for success in college, career, and life.

Furthermore, the BH2 STREAM School will foster a culture of respect where all scholars feel valued, supported, and empowered to reach their full potential. By celebrating the unique talents, perspectives, and contributions of every scholar, the BH2 STREAM School will create a vibrant learning community where diversity is embraced as a source of strength and innovation.

Overall, the BH2 STREAM School offers a unique mission and educational program designed to cultivate future-proof scholars who are intellectually curious, ethically grounded, and socially responsible.



Q33.Factor (2) Describe any local, state or national nonprofit partnerships that have committed to assisting the school.

Janice Bryant Howroyd, a pioneering businesswoman from Tarboro, North Carolina, has committed to supporting the BH2 STREAM School. Bryant Howroyd is best known as the founder and CEO of The ActOne Group, one of the largest privately held, woman-owned workforce solutions companies in the United States. Howroyd's entrepreneurial journey began in 1978 when she started her staffing company with just \$900. Today, her company operates in over 19 countries, serving thousands of clients.

Despite her incredible success in the business world, Howroyd remains deeply committed to giving back to her community. Through her nonprofit organization, ActOne Group Foundation, she focuses on initiatives that support education and youth development. In particular, the foundation is dedicated to helping our BH2 STREAM School by providing resources and assistance to enhance scholars' learning experiences.

Her ties to Tarboro underscore her commitment to empowering underserved communities and providing opportunities for future generations. Through her leadership and philanthropy, Howroyd continues to inspire others to pursue their dreams and make a positive impact in their communities. Mrs. Bryant-Howroyd has committed to helping the BH2 STREAM School experience success.

Q34.Factor (3) Describe how the school will contribute to the potential for economic and educational development of the region.



In the heart of Tarboro, North Carolina, lies the opportunity to foster economic and educational growth through the establishment of a pioneering institution – a school dedicated to Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM). This comprehensive approach to education holds the key to unlocking the region's potential, propelling both its economy and its youth toward a brighter future. Here, we explore the numerous ways in which such a school would catalyze transformation, positioning Tarboro as a hub of innovation and academic excellence.

Tarboro, like many rural communities, faces educational disparities stemming from limited resources, inadequate infrastructure, and a lack of access to quality education. At the BH2 STREAM School, we will bridge these gaps by providing scholars with cutting-edge resources, innovative curricula, and specialized instruction. Through hands-on learning experiences in science labs, technology workshops, and arts programs, scholars develop critical thinking, problem-solving skills, and creativity – essential competencies for success in the 21st-century workforce. Establishing a school in Tarboro, North Carolina, that prioritizes STREAM education presents a strategic opportunity to address prevalent educational gaps within the community. As a result, the school can tackle these disparities head-on, fostering a culture of academic excellence.

One of the primary educational gaps in Tarboro is the limited access to quality education, particularly in STEM fields. At the BH2 STREAM School, scholars will gain access to specialized resources, advanced technology, and experienced educators, ensuring they receive a rigorous and comprehensive education. This level of support and engagement is essential for nurturing talent and empowering scholars to reach their full potential, regardless of their socioeconomic background or prior academic experience.

The achievement gap, which disproportionately affects scholars from underserved communities, remains a persistent challenge in Tarboro. The BH2 STREAM School will adopt an inclusive approach to education, offering personalized learning experiences tailored to meet the diverse needs of scholars. Through differentiated instruction, project-based learning, and individualized support, the school will address learning disparities and promote academic success for all scholars, bridging the achievement gap in education.

By integrating STREAM into the curriculum, the school will equip scholars with the tools and mindset needed to tackle complex challenges and thrive in a rapidly evolving world. Through hands-on experimentation, collaborative projects, and interdisciplinary learning, scholars will develop a deep understanding of core concepts and acquire practical skills that are transferable across various domains.

In Tarboro, there is a growing demand for STEM-literate individuals to fill emerging job opportunities in fields such as advanced manufacturing, information technology, and biotechnology. However, many scholars lack exposure to STEM disciplines and are unaware of the diverse career pathways available to them. The BH2 STREAM School will not only promote STEM literacy but will also cultivate



a culture of entrepreneurship. By providing hands-on experiences, industry partnerships, and career exploration opportunities, the school will ensure that scholars are equipped with the knowledge, skills, abilities, and confidence to pursue STEM-related careers and contribute to the local economy.

For many scholars in Tarboro, educational gaps stem not only from academic challenges but also from social and emotional barriers. The BH2 STREAM School will prioritize holistic development, fostering a supportive and inclusive learning environment where scholars feel valued, respected, and empowered to succeed. By celebrating diversity, encouraging creativity, and promoting self-expression through the arts, the school will build confidence and resilience in scholars, enabling them to overcome obstacles and pursue their aspirations with determination and courage.

The BH2 STREAM School will serve as a fertile ground for nurturing talent and fostering innovation. By encouraging exploration and experimentation across diverse disciplines, we will cultivate a culture of curiosity and entrepreneurship. Scholars will be empowered to pursue their passions, whether in coding, robotics, environmental science, literacy, or the arts, laying the foundation for a new generation of innovators and thought leaders.

By providing a stimulating learning environment and fostering creativity, the BH2 STREAM School will empower scholars to unleash their potential and become agents for positive change.

Through hands-on learning experiences, interactive projects, and immersive activities, scholars will be encouraged to think critically, ask questions, and seek solutions to real-world problems. By fostering a spirit of inquiry and discovery that inspires scholars to explore and experiment, the BH2 STREAM School will ignite a passion for learning that empowers scholars to discover their interests and talents.

The arts play a crucial role in nurturing creativity and self-expression. By integrating arts education into the curriculum, the BH2 STREAM School will provide scholars with opportunities to explore their creative potential and express themselves through various mediums, including visual arts, performing arts, and digital media. Whether through painting, music, theatre, or graphic design, scholars will learn to think outside the box, take risks, and embrace innovation, laying the foundation for future breakthroughs and artistic endeavors.

Innovation thrives in environments where diverse perspectives converge, and ideas are shared freely. The BH2 STREAM school will emphasize interdisciplinary learning, bringing together scholars from different backgrounds and interests to collaborate on STEM challenges, artistic performances, and community initiatives. Scholars will learn to leverage their strengths, communicate effectively, and work together to achieve common goals, thereby fostering a culture of teamwork.

Access to cutting-edge technology and resources is essential for nurturing talent and innovation. The BH2 STREAM school will invest in state-of-the-art facilities, equipment, and technology tools to support scholar learning and exploration. From robotics labs and maker spaces to multimedia



studios and digital fabrication facilities, scholars will have access to the tools and resources they need to bring their ideas to life and pursue their passions in STEM, reading, and the arts.

Entrepreneurship is a cornerstone of innovation, requiring individuals to identify opportunities, take risks, and develop creative solutions to address unmet needs. The BH2 STREAM School will encourage entrepreneurial thinking and problem-solving skills through project-based learning, design challenges, and innovation competitions. By empowering scholars to develop business plans, prototype inventions, and pitch ideas to real-world audiences, the BH2 STREAM School will prepare them to become future innovators, entrepreneurs, and community changemakers.

Diversity is a driving force behind innovation, as it brings together individuals with unique perspectives, backgrounds, and experiences. The BH2 STREAM School will celebrate diversity, creating a welcoming and supportive environment where all scholars feel valued and empowered to contribute their ideas and perspectives. By embracing diversity of thought, the school will fuel a rich tapestry of ideas and perspectives.

Aside from providing educational opportunities for scholars, the BH2 STREAM School will bring a range of tangible economic benefits to Tarboro and the surrounding region. Beyond creating jobs in education and administration, the BH2 STREAM School will serve as a magnet for local investment, attracting businesses drawn to a skilled workforce and a culture of innovation. Moreover, the presence of a high-quality educational institution will enhance property values and stimulate local commerce, driving economic growth and revitalization in our area.

The BH2 STREAM School will require a diverse workforce, including educators, administrators, support staff, and specialists in STEM, reading, and arts fields. By creating new job opportunities, the school will inject additional income into the local economy, supporting families and businesses in Tarboro. Moreover, the demand for ancillary services, such as transportation, food, and maintenance, will further stimulate job growth and economic activity within the community.

The BH2 STREAM School will attract skilled professionals to Tarboro, including teachers, researchers, and industry experts with expertise in STEM, reading, and arts disciplines. These professionals will not only contribute to the intellectual capital of the community but will also serve as role models and mentors for scholars, inspiring them to pursue careers in high-demand fields. Additionally, the presence of talented individuals will attract businesses and organizations seeking to leverage local expertise and resources, further boosting economic development in Tarboro.

Quality education is a key driver of property values, as families are willing to pay a premium to live in areas with top-rated schools. As the BH2 STREAM School is expected to be known for its academic excellence and innovative programs, property values in Tarboro are anticipated to increase, benefiting both homeowners and local businesses. The influx of families seeking access to high-quality education will also stimulate demand for housing and commercial real estate in the area,



spurring construction and development projects.

The BH2 STREAM School will attract investment from businesses, philanthropic organizations, and government agencies looking to support education initiatives and workforce development efforts. These investments will take various forms, including grants, sponsorships, donations, and partnerships aimed at enhancing educational programs, expanding infrastructure, and promoting innovation within the school. Moreover, the school's emphasis on STEM, reading, and arts education will attract research funding and collaborations with universities and research institutions, further driving economic growth in Tarboro. Moreover, as scholars develop and prototype their ideas, they will seek support from local businesses, mentors, and incubators, fostering a thriving ecosystem of startups and small businesses in Tarboro.

In today's knowledge-based economy, a skilled workforce is essential for attracting businesses and driving economic vitality. The BH2 STREAM School will equip scholars with the competencies necessary to excel in high-demand fields, including technology, engineering, and healthcare. By producing a pipeline of talented graduates, the BH2 STREAM School will enhance Tarboro's competitive advantage, attract employers seeking to tap into a skilled labor pool, fuel significant economic development in the region, contribute to Tarboro's prosperity, and position the community for long-term growth and success.

Collaboration with local industries and businesses will be integral to the success of the BH2 STREAM School. By forging partnerships with technology firms, engineering companies, and cultural organizations, the school will provide scholars with real-world exposure and hands-on learning opportunities. These partnerships will extend beyond the classroom, offering internships, mentorship programs, and career pathways that prepare scholars for the demands of the modern workforce.

By incorporating industry-relevant content, projects, and assignments, the BH2 STREAM School will design its curriculum to align with the needs and demands of local industries. Whether through hands-on projects in engineering, technology-focused electives, or arts programs that integrate digital media and design, the BH2 STREAM School will prepare scholars for diverse career pathways and industry sectors prevalent in Tarboro and the surrounding region.

Industry partnerships will provide scholars with valuable experiential learning opportunities that complement classroom instruction. Through internships, job shadowing programs, and site visits to local businesses and organizations, scholars gain first-hand exposure to the workplace environment, industry practices, and professional expectations. These experiences not only enhance scholars' understanding of various industries but also allow them to develop essential soft skills such as communication, teamwork, and problem-solving, which employers highly value.

Moreover, these industry partnerships will facilitate mentorship and networking opportunities for



scholars, connecting them with professionals, experts, and alumni working in their fields of interest. Mentors will provide guidance, advice, and support to scholars as they navigate their educational and career pathways, offering insights into industry trends, job opportunities, and professional development strategies. Networking events, career fairs, and alumni associations will further facilitate connections between scholars and industry stakeholders, helping them build relationships and expand their professional networks within the community.

The BH2 STREAM School will collaborate with industry partners to develop career pathways and certification programs that prepare scholars for specific roles and occupations in high-demand fields. Whether through industry-recognized certifications in technology, engineering apprenticeships, or arts-focused training programs, the BH2 STREAM School will provide scholars with pathways to acquire specialized skills and credentials that employers value. These programs will not only enhance scholars' employability but also address industry shortages and workforce needs within Tarboro and the surrounding region.

Industry partnerships will offer opportunities for collaborative projects and research initiatives that benefit both scholars and businesses. By partnering with local companies on research projects, design challenges, and product development initiatives, scholars will gain hands-on experience working on real-world problems and contributing to meaningful outcomes. This will provide businesses with fresh perspectives, talent, and solutions to industry challenges. In turn, community engagement and economic development will strengthen ties between the BH2 STREAM school, local businesses, and the broader community. Through collaborative initiatives, such as community service projects, industry-sponsored events, and workforce development programs, the BH2 STREAM School will become an integral part of the local ecosystem, enhancing the quality of life in Tarboro and the surrounding region.

The BH2 STREAM school will be more than just an educational institution; it will be a hub of community engagement and empowerment. Through outreach programs, workshops, and events, the BH2 STREAM School will serve as a catalyst for positive change, inspiring both scholars and their families to pursue higher education and achieve their career aspirations. By fostering a sense of pride and ownership in the community, the BH2 STREAM school will strengthen social cohesion and collective resilience, laying the groundwork for sustainable development.

By promoting lifelong learning, the BH2 STREAM School will empower residents to become active participants in shaping the future of their community. With a community-centered approach to education, the BH2 STREAM School will actively involve residents, families, and local organizations in its programming and decision-making processes. Through community forums, advisory boards, and outreach events, the BH2 STREAM School will solicit input and feedback from stakeholders, ensuring that its programs and initiatives are responsive to the community's needs and aspirations. By fostering a sense of ownership and investment in the BH2 STREAM School, residents will become active partners in supporting scholar success and advancing educational opportunities for all.



As parent and family engagement is crucial for scholar success and academic achievement, the BH2 STREAM School will create opportunities for parents and families to actively participate in their children's education through parent-teacher conferences, workshops, and family literacy nights. By providing resources, information, and support to parents, the school will strengthen the home-school connection, empowering families to become advocates for their children's learning and development. Additionally, parent and family engagement initiatives will contribute to a sense of belonging and community cohesion, fostering positive relationships among residents and enhancing social capital within Tarboro.

By forging strategic alliances with employers, cultural institutions, and nonprofit organizations, the BH2 STREAM School will expand access to resources, expertise, and opportunities for scholars and residents. This will create pathways for scholars to connect with the broader community, gain real-world experience, and make meaningful contributions to society.

Learning from each other is a fundamental value of the BH2 STREAM School that will underpin community engagement and empowerment. The school will celebrate its scholar body and community, embracing differences in culture, language, and background. By promoting cultural awareness, empathy, and respect, the BH2 STREAM School will cultivate an environment where all residents feel valued, respected, and empowered to participate in school and community life fully. Through multicultural events, the school will foster a sense of belonging and unity among residents, strengthening social cohesion and collective identity in Tarboro.

The BH2 STREAM School will instill a sense of civic responsibility and community service in its scholars, empowering them to become active and engaged citizens. Through service-learning projects, volunteer opportunities, and civic education initiatives, scholars will learn about local issues, explore ways to address community needs, and make positive contributions to the welfare of Tarboro. By encouraging scholars to become agents of change and advocates for social justice, the school will foster a culture of civic engagement and activism, inspiring residents of all ages to take action and make a positive impact in their community.

The BH2 STREAM School will serve as a center for lifelong learning, offering adult education programs, continuing education classes, and professional development workshops for residents seeking to enhance their skills, pursue new interests, or advance their careers. By providing accessible learning opportunities, the BH2 STREAM School will empower residents to fulfill their potential, pursue their passions, and contribute to the intellectual and economic vitality of Tarboro.

In an increasingly interconnected world, global competitiveness is paramount. The BH2 STREAM School will equip scholars with the skills and knowledge needed to thrive in the global marketplace. By emphasizing critical thinking, collaboration, and adaptability, the school will prepare scholars to navigate complex challenges and seize emerging opportunities. In doing so, Tarboro will emerge as a global leader in innovation and talent development, attracting attention and investment from



around the world.

The BH2 STREAM School will place a strong emphasis on developing 21st-century skills that are essential for success in today's global economy, where rapid technological advancements and evolving industry demands require individuals to adapt, innovate, and think critically. The BH2 STREAM School will prepare scholars to navigate complex challenges, seize opportunities, and thrive in diverse cultural and professional environments, thereby enhancing Tarboro's global competitiveness.

The global economy is continually evolving, with emerging industries such as artificial intelligence, renewable energy, biotechnology, and digital media shaping the future of work. The BH2 STREAM School will anticipate these trends and prepare scholars for the jobs of tomorrow by offering specialized coursework, experiential learning opportunities, and industry partnerships in high-growth sectors.

The BH2 STREAM School will promote cultural exchange, international collaboration, and global perspectives through multicultural education, global studies programs, and exchange programs with schools abroad. By exposing scholars to diverse cultures, languages, and perspectives, the school will foster empathy and respect, essential qualities for effective global engagement and collaboration in an increasingly interconnected world.

Technology is a driving force behind globalization, enabling individuals and organizations to connect, collaborate, and innovate across borders. The BH2 STREAM School will integrate technology into the learning environment, equipping scholars with digital literacy skills and proficiency in emerging technologies such as data analytics and virtual reality. By harnessing the power of technology for learning and innovation, the school will equip scholars to thrive in a digital economy and utilize technology as a tool for global connectivity, communication, and problem-solving.

The BH2 STREAM School's participation in international competitions, conferences, and exchanges will provide scholars with opportunities to showcase their talents, collaborate with peers from around the world, and gain global exposure. The school will encourage scholars to participate in competitions such as robotics tournaments, science fairs, and art exhibitions, where they can demonstrate their skills, exchange ideas, and learn from diverse perspectives. Additionally, scholar exchanges and cultural immersion programs will enable scholars to experience different cultures firsthand, develop language skills, and build international networks, enhancing their global competitiveness and cultural competency.

Entrepreneurship and innovation are key drivers of global competitiveness, enabling individuals and organizations to create value, drive economic growth, and address complex challenges. The BH2 STREAM School will foster an entrepreneurial mindset and culture of innovation through project-based learning, design thinking workshops, and entrepreneurship programs. By empowering



scholars to identify problems, develop innovative solutions, and turn ideas into action, the school will cultivate a new generation of entrepreneurs, innovators, and change makers who contribute to Tarboro's competitiveness and resilience in the global marketplace.

Applicant Evidence :

	
Industry partnership...	Edgecombe Arts Off...

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Q35.Factor (4) Describe whether an organization that has experience in creating public schools is mentoring the applicant.

While no organization is set up to mentor the BH2 STREAM school at this time, it is important to note that the board members have over sixty (60) years of successful experience in K-12 public education ranging from administration, curriculum and instruction, public information, teaching, and instructional assistance. With this experience, this team of professionals has successfully implemented the restart school model to ensure academic success and school turnaround. Here, the team utilized calendar flexibility, curriculum flexibility, licensure flexibility, and financial flexibility to reimagine public school education for scholars.

Q36.Factor (5) Describe any obstacles to educational reform efforts that leave chartering as an available option.



In Tarboro, North Carolina, the BH2 STREAM School is certainly an option, as a result of several obstacles within the broader landscape of educational reform efforts that have been tried but have been unsuccessful at closing the achievement gap for scholars in the area. These challenges contribute to the attractiveness of the BH2 STREAM School as *the* potential solution.

1. The existing **traditional educational structure** in Edgecombe County and the surrounding area does not sufficiently cater to the specific needs and demands of STREAM-focused education. This structure is rigid and resistant to change, making it difficult to implement innovative teaching methods and interdisciplinary approaches inherent in STREAM education. For example, Martin Millennium Academy was created by Edgecombe County Public Schools with a focus on global education with a dual-language approach to instruction; however, the school is not successfully reducing the achievement gaps. Therefore, a high performing school that meets the demands of modern times offers an excellent opportunity to provide an innovative, future-proof educational experience for scholars.

2. **Funding and resources** for educational initiatives are scarce in Tarboro. This lack of resources within the traditional public school system poses challenges and hinders the development and implementation of comprehensive STREAM programs, including access to technology and qualified teachers. The BH2 STREAM School will have the ability to seek alternative funding sources, including grants, donations, and partnerships with businesses and community organizations. This financial flexibility will enable The BH2 STREAM School to invest in specialized resources and materials, technology, and professional development opportunities for teachers, all of which are essential for delivering high-quality STREAM education.

3. Edgecombe County Public Schools often prioritizes core subjects over interdisciplinary learning, which constrains the integration of STREAM education into the curriculum. The BH2 STREAM School, on the other hand, will have more **flexibility** in designing its curriculum, allowing for a more holistic approach to education. Furthermore, disparities in educational outcomes and opportunities among the different demographic groups are a persistent challenge in Edgecombe County and the surrounding area. The BH2 STREAM School has the potential to address these inequities by offering alternative educational pathways that cater to the diverse needs and interests of scholars. Through targeted outreach and recruitment efforts, the BH2 STREAM School can attract a diverse scholar body and provide them with the tools and resources they need to succeed.

4. **Resistance to change** within the existing education system impedes efforts to introduce innovative teaching methods and curricula. The BH2 STREAM School will provide a platform for educators, parents, and community members to collaborate and drive educational reform from the ground up. With the establishment of our school dedicated to STREAM education, the BH2 STREAM School will create a supportive environment where experimentation and innovation are encouraged, fostering a culture of continuous improvement and excellence.

5. For some of the BH2 STREAM School board members, navigating **bureaucratic hurdles** and obtaining approval for significant reforms within the public school system has proven to be cumbersome and time-consuming. The BH2 STREAM School offers a more streamlined path to



implementing educational innovations, bypassing some of the bureaucratic red tape. Having faced rigid regulations that hindered innovation and flexibility in curriculum design, these BH2 STREAM School board members look forward to the opportunity to have more autonomy in decision-making, thereby allowing them to tailor educational approaches to the specific needs and interests of their scholars. As a result, the BH2 STREAM school can circumvent some of these bureaucratic obstacles and implement a more dynamic and interdisciplinary approach to learning.

6. Building **support and awareness within the community** for the value and potential benefits of STREAM education is crucial but challenging. In Edgecombe County Public Schools, for example, there are no middle school or high school choirs and only 1 high school and 1 middle school band. The BH2 STREAM school will have more autonomy in marketing and promoting its unique educational offerings, allowing it to garner community support more effectively, especially since the arts programs in the area are on a significant decline.

All in all, this makes the BH2 STREAM School the viable alternative for scholars and families seeking a more tailored and dynamic learning experience.

Q37. Factor (6) Describe whether an existing charter school board has agreed to mentor the applicant.

While no charter school board is set up to mentor the BH2 STREAM school at this time, it is important to note that the board members have over fifty-nine (59) years of successful experience in K-12 public education ranging from administration, curriculum and instruction, public information, teaching, and instructional assistance. With this experience, this team of professionals has successfully implemented the restart school model to ensure academic success and school turnaround. Here, the team utilized calendar flexibility, curriculum flexibility, licensure flexibility, and financial flexibility to reimagine public school education for scholars.

Q38. Factor (7) Describe whether the nonprofit corporation has existed for more than two years.


Our nonprofit corporation has been in existence for less than two years. However, the board members have over 60 years of successful experience in K-12 public education, spanning administration, curriculum and instruction, public information, teaching, and instructional assistance.

Q39. Factor (8) Describe whether the proposed board previously operated or currently operates a public charter school?



Our proposed board has not previously operated nor is currently operating a public charter school. However, two board members hold licenses in administration: Tammy Barrow and Kristian Herring. Mr. Herring is a high-performing principal who consistently exceeds growth, ranking among the top 25% of state administrators to achieve this. Under his leadership, a North Carolina public school improved from a C to an A within one academic year, and another North Carolina public school that had never achieved growth in its history of school performance grades did so, thereby making history for the school. The school was a low-performing school (F) when Mr. Herring arrived, but within three years, it is now one of the highest-performing schools in the district.

Applicant Evidence :


Herring Data (BH2 S...

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by **Tammy Barrow**



4. Conversion

Q40. Is this application a Conversion from a traditional public school or private school?

Yes

No

Applicant Comments :

The BH2 STREAM School will not use a conversion model from a traditional public school or private school.



5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

Q57. Do you want this application to be considered for standard or fast-track replication?

- Standard
- Fast-Track



No, this is not a replication



6. Alternative

*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an “alternative school” must submit an application to the Office of Charter Schools describing in detail the school’s mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

Q68. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No



7. EMO/CMO

Q70. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

- Yes
- No



8. Remote Academies

§ 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. **A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.**

Q85.

Is the school you're applying to create a remote charter academy?

- Yes
- No



9. Mission Purposes, and Goals

9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

Q112. Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

We are committed to cultivating future-proof scholars through critical thinking, discovery, and integrity.

Applicant Comments :

Rationale: The BH2 STREAM School acknowledges the current deficits in socioeconomic disparity, coupled with limited academic achievement in Edgecombe County and surrounding areas. We recognize that to change the trajectory of our diverse community, we must allow scholars to explore the value of knowledge with a nontraditional approach. Therefore, our goal is to provide an environment that empowers and inspires all scholars to navigate their futures and the complexities of tomorrow with confidence and high ethical values. Grounded in science, technology, reading, engineering, arts, and mathematics, our scholars will become a community of adaptive, courageous, curious, empathetic, equipped, and resilient lifelong learners who are prepared to thrive in a dynamic world beyond high school.

Measures for Success: high academic achievement, 100% college and career ready

Q113. Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



Passion drives achievement.
Collaboration ignites innovation.
Empowerment fuels success.



Applicant Comments :

Rationale: At the BH2 STREAM School, every achievement becomes an enduring milestone in our scholars' journey towards unparalleled excellence. We shape all scholars to create their own path and reach their full potential in a supportive and dynamic environment. We also create a culture where leaders grow, relentlessly pursue greatness, and thrive in an ever-changing world.

Measures for Success: passion projects, cooperative learning, innovation incubator, community partnerships, 95% + on grade level

Several research studies support the positive effects of STREAM education on scholars' academic achievement and growth. Some notable resources include:

1. "The Power of STEM: Evidence from West Africa" by Chris Papageorgiou, Fidel Perez-Sebastian, and Nikolaos Vettas (2017) - This study examines the impact of STEM education on scholars' outcomes in West Africa and finds positive effects on academic achievement.
2. "The Effects of Integrated STEM Instruction on Student Achievement: A Systematic Review of Research" by Tamara J. Moore, Leonard Annetta, and Mesut Saçkes (2018) - This systematic review analyzes multiple studies on integrated STEM instruction and concludes that it positively influences scholars' achievement.
3. "STEAM Education: A Review of the Research" by Susan M. Schneibel and Meredith C. Kier (2020) - This literature review explores the research on STEAM (STEM + Arts) education and highlights its benefits for scholars' academic success and growth.
4. "STEM Education: A Review of the Contributions of the Disciplines of Science, Technology, Engineering, and Mathematics to Education" by Harold F. O'Neil Jr. and Ray Perez (2013) - This comprehensive review discusses the impact of STEM education on scholars' learning outcomes and highlights its potential to enhance academic achievement.
5. "The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies" by James S. Catterall, Susan A. Dumais, and Gillian Hampden-Thompson (2012) - This report examines the relationship between arts involvement and academic outcomes in at-risk youth, demonstrating that arts participation is associated with higher academic achievement, including better grades and standardized test scores.
6. "Champions of Change: The Impact of the Arts on Learning" by Edward B. Fiske (1999) - This publication explores the benefits of arts education on scholars' cognitive and social development, highlighting how participation in the arts contributes to improved academic performance, critical thinking skills, and overall school engagement.
7. "Critical Links: Learning in the Arts and Student Academic and Social Development" by Judith M. Burton, Robert Horowitz, and Hal Abeles (2000) - This comprehensive study reviews existing research on the relationship between arts education and scholars' outcomes, providing evidence of the positive effects of arts integration on academic achievement, cognitive development, and social skills.



8. "The Arts in Early Childhood: Social and Emotional Benefits of Arts Participation" by Lisa H. Thurber (2012) - This research article discusses how engagement in the arts during early childhood can promote social and emotional development, which in turn contributes to academic success and well-being in later years.

These resources offer valuable insights into the positive effects of STREAM and arts education on scholars' academic achievement, growth, and outcomes. They provide empirical evidence to support the implementation in educational settings and highlight the importance of integrating the arts into educational programs.

Q114. Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



In terms of the demographic population, the percentage of the White population in Edgecombe County (39.4%) is less than the White population for North Carolina (68.7%). The rate of the Black or African American population in Edgecombe County (57.6%) is much higher than the Black or African American population for North Carolina (21.4%). The Hispanic or Latino population comprises 4.6% of Edgecombe County, which is significantly lower than North Carolina (9.4%).

The North Carolina Department of Commerce annually ranks the state's 100 counties based on economic well-being and assigns each a Tier designation. The 40 most distressed counties are designated as Tier 1, the next 40 as Tier 2, and the 20 least distressed as Tier 3. The BH2 STREAM School board utilized this resource to enhance its understanding of demographics and needs. Edgecombe County has consistently been assigned a Tier 1 designation.

The BH2 STREAM School board acknowledges that median household income reflects the relative affluence and prosperity of an area. Areas with higher median household incomes are likely to have a greater share of educated residents and lower unemployment rates. The median household income in Edgecombe County (\$36,866), is much lower than the median household income in North Carolina (\$54,602).

Using data from the Federal poverty thresholds set annually by the Census Bureau, we recognize that a high poverty rate is both a cause and a consequence of poor economic conditions. Children in poverty are more likely to have behavioral and emotional problems. People with a disability are more likely to live in poverty compared to the rest of the population. In Edgecombe County, an estimated 24.0% of the population lives below the poverty level, compared to 15.0% of the population in North Carolina. The most common racial or ethnic group living below the poverty line in Edgecombe County, NC is Black, followed by White and Hispanic.

Additionally, the BH2 STREAM School board focused on rates of food insecurity. It is the board's understanding that the Supplemental Nutrition Assistance Program (SNAP) is a federal assistance program that provides low-income families with electronic benefit transfers (EBTs) that can be used to purchase food. The program's goal is to increase food security and reduce hunger by increasing access to nutritious food. The percentage of households with SNAP benefits in Edgecombe County is 28.0%, which is much higher than the state value of 13%.

In terms of education, the BH2 STREAM School board wants to have a positive impact on the graduation rates of Edgecombe County. Graduating from high school is a significant personal milestone and a crucial step in an individual's social and economic advancement. Graduation rates can also serve as an essential indicator of an educational system's performance. In Edgecombe County, the percentage of residents aged 25 or older with a high school degree or higher was lower (81.1%) compared to the state (87.8%). The percentage with a bachelor's degree or higher in Edgecombe County was also lower (13.6%) compared to N.C. (31.3%).



Additionally, high school dropouts earn less income than high school and college graduates and are more likely to be unemployed. Further, high school dropout rates are linked with heightened criminal activity and incarceration rates, influencing a community's economic, social, and civic health. Edgecombe County's high school dropout rate was 3.1%, which was higher than the rate in North Carolina (1.5%).

Another factor that influences education success is that of suspension. Higher rates of suspension can be related to high rates of antisocial or delinquent behaviors, which may further contribute to potential future involvement in the juvenile justice system. Additionally, schools with higher suspension rates have higher rates of law or board of education violations and generally spend more money per scholar. Edgecombe County's rate of high school suspension (32.1 per 100 scholars) was higher than North Carolina's rate (11.6) in the 2023-2024 school year.

This data profile of Edgecombe County indicates that the county consistently ranks at the lower end of favorable indices within North Carolina, such as graduation rates, while concurrently occupying positions at the higher end of less favorable rankings, including poverty levels, food insecurity, and average household income. Nonetheless, the BH2 STREAM School will strive to reflect the community it serves by ensuring representation from various racial and ethnic groups. This fosters a sense of belonging and cultural appreciation among scholars, ultimately enhancing their educational experience. Efforts will be made to recruit faculty and staff members who reflect our scholar population, serving as role models and mentors for scholars from all backgrounds.

The BH2 STREAM School also acknowledges that the socioeconomic challenges that Edgecombe County faces impact scholars' access to resources and opportunities, widening achievement gaps. We will implement strategies to support scholars from economically disadvantaged backgrounds, including providing access to free or reduced-price meals, offering extracurricular activities at no cost to scholars, and partnering with community organizations to provide additional support services. Furthermore, the BH2 STREAM School will prioritize recruiting educators who are experienced in working with scholars from diverse socioeconomic backgrounds and who are committed to fostering a supportive and nurturing learning environment for all scholars, regardless of their economic circumstances.

Applicant Evidence :



Uploaded on **4/23/2025**

by **Tammy Barrow**



Q115. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



Over the past decade, Edgecombe County has experienced shifts in scholar enrollment across its schools. Various factors, including demographic changes, economic conditions, and educational policies, influence these trends. In recent years, some schools have seen declining enrollments, while others have experienced growth, reflecting the broader dynamics within the community. We acknowledge the merger of three elementary schools (Baskerville Elementary, D.S. Johnson Elementary, and Fairview Elementary) and one middle school (J.W. Parker Middle School) from Nash County Public Schools, effective the 2024-2025 school year; therefore, we have included data from these schools. Additionally, North East Carolina Preparatory is a K-12 charter school in Edgecombe County, and we have included their data as well.

The most recent Average Daily Membership (ADM) for the elementary and middle schools in **Edgecombe County** is as follows:

School	2018-2019 ADM	2021-2022 ADM	2022-2023 ADM	2023-2024 ADM	Difference between '18-'19 and '23-'24
Baskerville Elementary	388	310	311	326	-62
Coker-Wimberly Elementary	279	234	231	224	-55
D.S. Johnson Elementary	438	382	368	330	-108
Fairview Elementary	338	283	287	271	-67
G.W. Bullock Elementary	694	549	560	564	-130
G. W. Carver Elementary	653	521	545	519	-134
Princeville Elementary	188	238	201	181	-7
Stocks Elementary	488	395	380	369	-119



J.W. Parker Middle	264	282	249	240	-24
Martin Millennium Academy (K-8)	603	594	562	554	-49
Phillips Middle	129	127	127	112	-17
South Edgecombe Middle	372	363	307	268	-104
W. A. Pattillo Middle	292	304	303	303	+11
West Edgecombe Middle	336	330	308	277	-59
North East Carolina Preparatory School K-12	911	893	909	1006	+95

Data Sources: <https://ncreports.ondemand.sas.com/src/> (<https://ncreports.ondemand.sas.com/src/>), <https://dpi.nc.gov> (<https://dpi.nc.gov>)

The trend is that all schools have decreased in ADM outside of two schools from the 2018-2019 year in comparison to the 2023-2024 school year: W. A. Pattillo Middle School and North East Carolina Preparatory School (K-12). At a minimum, these schools lost a cumulative total of 937 scholars. Additionally, we are aware of a waiting list for North Carolina Preparatory School.

The **academic performance outcomes** of these schools serve as vital benchmarks for assessing the educational landscape and identifying areas for improvement.

School	2018-2019	2021-2022	2022-2023	2023- 2024
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Baskerville Elem.	30-F Growth Not Met	24-F Growth Not Met	26-F Growth Not Met	28-F Growth Not Met
Coker-Wimberly Elem.	43- D Met Growth	40-D Met Growth	46- D Exceeded Growth	44-D Met Growth
D.S. Johnson Elem.	34-F Growth Not Met	22-F Growth Not Met	27-F Met Growth	26-F Growth Not Met
Fairview Elem.	34-F Growth Not Met	22-F Growth Not Met	27-F Met Growth	26-F Growth Not Met
G.W. Bullock Elem.	52- D Met Growth	31-F Growth Not Met	35-F Growth Not Met	39-F Met Growth
G.W. Carver Elem.	59-C Exceeded Growth	57-C Exceeded Growth	56-C Growth Not Met	55-C Growth Not Met
Princeville Elem.	46- D Met Growth	37-F Growth Not Met	48-D Met Growth	47-D Met Growth



Stocks Elem.	37-F Met Growth	38-F Growth Not Met	50-D Exceeded Growth	54-D Exceeded Growth
J.W. Parker Middle	33-F Growth Not Met	24-F Growth Not Met	41-D Exceeded Growth	45-D Exceeded Growth
Martin Millennium (K-8)	55-C Exceeded Growth	35-F Growth Not Met	44-D Exceeded Growth	48-D Exceeded Growth
Phillips Middle	31-F Growth Not Met	45-D Exceeded Growth	44-D Met Growth	42-D Growth Not Met
South Edgecombe Middle	49-D Met Growth	49-D Met Growth	46-D Met Growth	50-D Met Growth
W.A. Pattillo Middle	50-D Exceeded Growth	24-F Growth Not Met	30-F Growth Not Met	35-F Growth Not Met
West Edgecombe Middle	60-C Exceeded Growth	45-D Met Growth	48-D Exceeded Growth	46-D Met Growth



North East Carolina Preparatory School *K-12 Charter	55-C Met Growth	60-C Exceeded Growth	63-C Exceeded Growth	64-C Met Growth
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Data Sources: <https://ncreports.ondemand.sas.com/src/> (<https://ncreports.ondemand.sas.com/src/>), <https://dpi.nc.gov> (<https://dpi.nc.gov>)

It is important to note that there are only two schools in Edgecombe County with a consistent upward trend of growth in K-5 or 6-8 for the past four reporting years, Stocks Elementary and North East Carolina Preparatory. While South Edgecombe has met growth and maintained a grade of D over the past four reporting periods, there is a decline in the school performance grade (SPG) score from the 2021-2022 and 2022-2023 school years. In addition, North East Carolina Preparatory School has an upward trend in the SPG score, while the letter grade remains a C. It is also important to note that although Edgecombe County Public Schools exited low-performing status in the 2022-2023 academic year, the school system regained a low-performing designation in the 2023-2024 academic year.

Due to COVID, the 2019-2020 school year did not require EOG assessments. Additionally, in the 2020-2021 school year, EOGs were given; however, accountability measures were not counted due to learning loss.

At the BH2 STREAM School, specific elements of the proposed educational model that will **address the needs of the target population** include:

1. An **interdisciplinary curriculum** that fosters connections between subjects and promotes critical thinking skills by offering a curriculum that emphasizes real-world applications and hands-on learning experiences. Scholars will develop a deeper understanding of complex topics and enhance their problem-solving abilities.
2. We will incorporate **project-based learning** activities into the curriculum, allowing scholars to engage in collaborative projects that require them to apply their knowledge and skills to solve authentic problems.
3. By **leveraging technology tools and resources**, scholars will be able to explore STEM concepts in interactive and dynamic ways. Our teachers will enhance scholar engagement, differentiate learning experiences, and prepare scholars for the digital age.
4. By **integrating visual arts, music, theater, and other creative disciplines**, scholars will develop a holistic understanding of complex concepts and cultivate their artistic talents.
5. The BH2 STREAM School will focus on **individualized support**, recognizing that scholars have diverse learning styles and needs. To support scholar success, the school will prioritize personalized learning approaches.



6. By offering **small class sizes, differentiated instruction, and targeted interventions**, our teachers will meet the unique needs of each scholar and foster a culture of academic excellence.

By implementing these key elements, the BH2 STREAM School will offer a distinctive and innovative educational experience that addresses the needs of our target population.

Q116. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

The total projected enrollment for year 1 at the BH2 STREAM School will be 280 scholars in grades K-6. We intend to increase enrollment by one grade (6th) in year 2, with a total enrollment of 320 scholars. In year 3, by adding grade 7, we will increase by forty scholars for a total of 320 scholars. In year 4, we will include grade 8, forty additional scholars for a total membership enrollment of 360 scholars. We will remain K-8, with 360 scholars in year 5.

The total enrollment of K-8 scholars in Edgecombe County is 5,941, including one charter school and four schools merging into the district for the 2024-2025 school year. The projected percentage of the Average Daily Membership (ADM) for year 1, when compared to the Local Education Agency (LEA), Edgecombe County Public Schools, is 4%. In year 2, the proposed ADM percentage increases to 4.7%. For year 3, the proposed ADM percentage is 5.4%, with the proposed ADM percentage for years 4 and 5 at 6.1%.

Q117. Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



At the BH2 STREAM School, we desire to revolutionize education by offering a comprehensive approach that goes beyond traditional schooling. We envision a dynamic learning environment that prioritizes Science, Technology, Reading, Engineering, Arts, and Mathematics (**STREAM**) education while fostering a culture of academic excellence and community engagement. One of the key pillars of our charter school will be to provide **diverse educational tracks** to cater to the individual needs and aspirations of our scholars. In collaboration with our local community college, we have established a partnership that offers our scholars access to advanced coursework, mentorship opportunities, and resources to support their academic and career goals. This partnership will extend beyond traditional classroom instruction, providing scholars with real-world experiences and connections that enhance their learning and future prospects.

Early literacy intervention is another cornerstone of our educational approach. We recognize the importance of literacy skills as the foundation for academic success and lifelong learning. Through targeted interventions, small-group instruction, and evidence-based strategies, we will strive to ensure that every scholar develops strong reading and writing abilities from an early age. In line with our commitment to **nurturing young writers**, we will implement a comprehensive writing process that empowers scholars to express themselves creatively and effectively. From brainstorming and drafting to revising and editing, scholars will be guided through each stage of the writing process with personalized feedback and support. As a culminating project, scholars will have the opportunity to publish their own books, showcasing their talent and hard work to the broader community. Our **school-wide novel studies** will provide an immersive literary experience that fosters critical thinking, collaboration, and a love of reading. By selecting engaging and diverse texts that resonate with scholars' interests and experiences, we will create a shared intellectual journey that inspires curiosity and deepens understanding. The **Number Labs** program is another innovative initiative that will set our school apart. By integrating hands-on activities, interactive technology, and real-world applications, we will transform mathematics education into a dynamic and engaging experience. Through **inquiry-based learning** and problem-solving challenges, scholars will develop mathematical proficiency and confidence while cultivating a growth mindset. Central to our mission is the belief that education is a transformative force that extends beyond the classroom walls. We envision our campus as a **hub of learning and empowerment for scholars and their families** alike. In addition to supporting our scholars' academic endeavors, we will provide **resources and support for parents to pursue their own educational goals**. By modeling the importance of lifelong learning and personal growth, we aim to create a culture of academic excellence that extends across generations.

Q118. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



Leveraging a digital survey shared on social media platforms was the pivotal strategy to generate support and establish crucial, initial relationships within the community. By effectively utilizing the survey, we aimed to gauge community interest, gather feedback, and foster engagement, ultimately strengthening the foundation for the BH2 STREAM School. The first step in this process involved designing a comprehensive digital survey tailored to capture the diverse perspectives and preferences of community members. The survey was strategically crafted to gather insights on various aspects related to our proposed charter school, including curriculum preferences, potential challenges, and overall levels of support. Additionally, the survey incorporated questions aimed at identifying community stakeholders, such as parents, educators, local businesses, and government officials, whose involvement and support are integral to the success of our initiative. To maximize outreach and participation, the survey was disseminated through popular social media platforms, including Facebook, Twitter, and Instagram. By leveraging the extensive reach and accessibility of these platforms, we wanted to ensure widespread distribution of the survey among residents of Edgecombe County and the surrounding area, enabling us to capture a broad spectrum of opinions and perspectives. Upon launching the digital survey, proactive efforts were made to promote it across the identified online forums, community groups, and local networks to encourage participation and increase visibility. As responses began to pour in, we began analyzing and synthesizing the data collected to derive meaningful insights and actionable recommendations. Through data analytics techniques, we were able to identify prevalent themes, trends, and sentiments expressed by respondents, providing valuable input for addressing community needs and preferences. Key findings from the survey are summarized in the next question, highlighting key takeaways, notable trends, and areas of consensus or divergence within the community. This survey will also help us make additional informed decisions regarding our strategic plan. Moreover, the Board of Directors will leverage the survey results to cultivate and strengthen relationships with key stakeholders, demonstrating a commitment to transparency and responsiveness to community input. The results have helped us gain additional momentum, as the respondents are showing favorable support for an additional option in Edgecombe County.

Q119. Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school.
- (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5



Applicant Comments :

The overwhelming response to the BH2 STREAM School's survey conducted by the Board of Directors paints a vivid picture of the educational landscape in the area. It highlights a clear need for a school that focuses on Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM).

With 121 individuals passionately expressing their desire to enroll their scholars in the BH2 STREAM School, it's evident that there is a strong demand for a school that offers a specialized curriculum emphasizing STREAM disciplines. This enthusiastic response underscores a palpable longing within the community for an educational institution that prioritizes innovative learning approaches, interdisciplinary connections, and hands-on experiences in STEM and the arts.

The survey results reflect a diverse array of voices, representing parents, guardians, and community members who recognize the value of a STREAM-focused education for their scholars. These individuals, driven by a shared commitment to providing the best possible learning opportunities for the next generation, have eagerly adopted the vision of the BH2 STREAM School as a beacon of educational excellence.

What emerges from the survey responses is a collective recognition of the importance of preparing scholars for the demands of the 21st-century workforce, where proficiency in STEM fields is increasingly vital. Parents and community members alike envision the BH2 STREAM School as a place where scholars can cultivate the critical thinking, problem-solving, and innovation skills necessary to thrive in an ever-evolving global economy.

Moreover, the survey results underscore a desire for educational options that cater to diverse learning styles and interests. By offering a curriculum that integrates the arts with STEM subjects, the BH2 STREAM School aims to engage scholars in meaningful and creative exploration, tapping into their innate curiosity and passion for discovery.

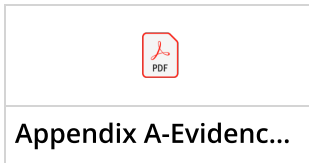
Beyond academic considerations, the survey responses reveal a more profound aspiration for a school that fosters a sense of community, belonging, and pride. Parents express a desire for their scholars to attend a school where they feel supported, challenged, and valued as individuals. The BH2 STREAM School's commitment to fostering a positive school culture, characterized by collaboration and respect, resonates deeply with survey respondents who yearn for an educational environment that nurtures the whole child.

The survey results also highlight existing gaps in educational offerings within the community. Respondents express frustration with the limitations of traditional educational models and a hunger for innovative approaches that better meet the needs of today's learners. The emergence of the BH2 STREAM School as a potential solution to these challenges represents a hopeful step forward in addressing these unmet needs and empowering scholars to reach their full potential.



Overall, the overwhelming response to the survey conducted by the BH2 STREAM School's Board of Directors serves as a powerful testament to the educational need and demand for a specialized STREAM-focused institution in Tarboro, North Carolina. The community is ready and eager to embrace the BH2 STREAM School's vision of excellence, innovation, and opportunity for all scholars.

Applicant Evidence :



Uploaded on **4/18/2025**
by **Tammy Barrow**

9.2. Purposes of the Proposed Charter School

Q120. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- Hold schools accountable for meeting measurable student achievement results.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- Improving student learning.
- Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- Encourage the use of different and innovative teaching methods.



Applicant Comments :

Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.

The BH2 STREAM School will provide the staff opportunities to innovate boundlessly in building curriculum. The BH2 STREAM School will be dedicated to providing its staff with unparalleled opportunities to innovate and excel in curriculum development, fostering a dynamic learning environment where creativity and exploration thrive. Here's how we'll ensure our educators have the freedom and support to innovate boundlessly:

1. The BH2 STREAM School will adopt a **flexible curriculum framework** that allows teachers to tailor instructional content to meet the unique needs and interests of their scholars. This framework will provide educators with the autonomy to experiment with different teaching approaches, instructional materials, and assessment methods, fostering a culture of innovation and adaptability.
2. Teachers will have the opportunity to collaborate with colleagues, educational experts, and industry professionals to design interdisciplinary, project-based learning experiences that integrate STREAM concepts. This **collaborative** approach will enable educators to draw upon a diverse range of perspectives and expertise, leading to the development of innovative and engaging **curriculum** materials.
3. The BH2 STREAM School will provide teachers with access to a wide range of **resources**, including digital **tools**, educational technologies, and hands-on materials, to support their curriculum development efforts. Whether it's leveraging virtual reality simulations for immersive science lessons or incorporating maker space equipment for hands-on engineering projects, educators will have the tools they need to bring their curriculum ideas to life.
4. The BH2 STREAM School will foster **professional learning communities** (PLCs) where teachers can share ideas, collaborate on curriculum projects, and provide feedback to one another. These communities will serve as incubators for innovation, providing educators with a supportive network of peers who are passionate about pushing the boundaries of traditional teaching practices.
5. The BH2 STREAM School will prioritize **ongoing feedback and reflection** as essential components of the curriculum development process. Teachers will have regular opportunities to receive feedback from administrators, colleagues, and scholars, allowing them to refine and improve their curriculum materials based on real-world experiences and outcomes.

By providing our staff with these opportunities and supports, the BH2 STREAM School will empower educators to innovate boundlessly in curriculum development, ultimately enhancing the learning experiences and outcomes of our scholars.

Hold schools accountable for achieving measurable results in scholar performance.



The BH2 STREAM School will meet scholar performance targets, with 60% of scholars proficient on End-of-Grade and End-of-Course assessments in Year 1, 70% in Year 2, 80% proficient in Year 3, 90% proficient in Year 4, and 95% or more proficient in Year 5.

Provide parents and scholars with expanded choices in the types of educational opportunities that are available within the public school system.

Currently, there are limited STEM curriculum opportunities within the county. Additionally, there are very few fully functioning arts programs available for scholars in the district. The establishment of the BH2 STREAM School will serve as a beacon of expanded educational choices within Edgecombe County, addressing the current dearth of STEM curriculum options and the scarcity of fully functioning arts programs available to scholars in the district. By offering a comprehensive STREAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum, the school will provide parents and scholars with a unique alternative within the public school system.

Firstly, the BH2 STREAM School will fill a critical gap in the local educational landscape by offering a curriculum that integrates STEM subjects with the arts, fostering interdisciplinary learning and creative expression. This holistic approach will appeal to parents and scholars seeking a well-rounded education that not only emphasizes technical skills but also nurtures creativity and innovation.

Moreover, the BH2 STREAM School will offer specialized programs and extracurricular activities that cater to the diverse interests and learning styles of its scholars. Whether scholars are passionate about robotics, digital media, performing arts, or environmental science, the school will provide opportunities for them to explore their interests and pursue their passions in a supportive and engaging environment.

Additionally, the school's focus on STREAM education will prepare scholars for the demands of the 21st-century workforce, equipping them with the knowledge, skills, and mindset needed to succeed in an increasingly technology-driven and interconnected world. This will be particularly valuable for scholars and parents who prioritize STEM education as a pathway to future career opportunities and academic success.

By opening the BH2 STREAM School, parents and scholars in Edgecombe County and surrounding areas will have access to a high-quality educational option that aligns with their values and aspirations, ultimately expanding choices within the public school system and enriching the educational landscape for the entire community.

Improving scholar learning.

In Edgecombe County, there is a pressing need for high-performing elementary and middle schools that provide scholars with access to a rigorous curriculum experience. Currently, the county lacks educational institutions that consistently demonstrate academic excellence and adequately chal-



lenge scholars to excel. This educational gap underscores the importance of establishing the BH2 STREAM School, which will ensure that scholars have access to a rigorous and enriching curriculum.

The scholars in Edgecombe County deserve educational opportunities that inspire them to reach their full potential and prepare them for success in higher education and the workforce. By offering a comprehensive STREAM curriculum, the BH2 STREAM School will provide scholars with a challenging and stimulating learning environment that cultivates critical thinking, problem-solving skills, and creativity.

The school's emphasis on STREAM education will expose scholars to a wide range of disciplines, including science, technology, engineering, arts, and mathematics, fostering interdisciplinary connections and real-world applications. Through hands-on projects, collaborative activities, and inquiry-based learning experiences, scholars will be encouraged to explore their interests, develop their talents, and pursue academic excellence.

Furthermore, the BH2 STREAM School will prioritize the recruitment of highly qualified educators who are passionate about inspiring and challenging scholars. These dedicated teachers will utilize innovative teaching methods, differentiated instruction, and personalized learning opportunities to meet the diverse needs of scholars, ensuring that every scholar receives the support and encouragement necessary to thrive academically.

Increasing learning opportunities for all scholars, with a special emphasis on at-risk or gifted scholars.

The BH2 STREAM School will broaden learning opportunities for all scholars. Particularly, for at-risk scholars, the BH2 STREAM School will provide tailored support, nurturing their talents and addressing individual needs. Gifted scholars will benefit from enriched programs, which challenge them to excel even further. Through innovative teaching methods and personalized attention, the BH2 STREAM School will cultivate a dynamic learning environment, ensuring every scholar has the opportunity to thrive academically and personally.

Encourage the use of different and innovative teaching methods.

The BH2 STREAM School will be committed to implementing innovative teaching methods that engage scholars, promote active learning, and enhance academic achievement. By integrating movement-based instruction, brain-based research, cooperative learning structures, and STREAM concepts, the school will provide scholars with a dynamic and immersive educational experience.

Movement-based instruction will be seamlessly integrated into daily lessons to stimulate scholar engagement and promote learning retention. For example, in a science class focused on the human body, scholars may participate in a "brain break" activity where they perform yoga poses or stretches that correspond to different parts of the anatomy they are studying. This kinesthetic ap-



proach not only reinforces content knowledge but also supports scholars' well-being and physical health.

Brain-based research will inform instructional practices to optimize learning outcomes. Teachers will incorporate strategies such as chunking information, providing frequent feedback, and offering opportunities for reflection to enhance scholars' understanding and memory retention. In a math class, for instance, scholars may engage in a "think-pair-share" activity where they work collaboratively to solve a problem, activating multiple areas of the brain and deepening their understanding of mathematical concepts.

Cooperative learning structures will be employed to promote collaboration, communication, and teamwork among scholars. Through group projects, peer tutoring, and collaborative problem-solving activities, scholars will develop essential social and interpersonal skills while also mastering content knowledge. In an engineering design challenge, for example, scholars may work in teams to construct a prototype of a renewable energy device, applying principles of physics and mathematics to solve real-world problems.

Finally, STREAM concepts will serve as the foundation for interdisciplinary learning experiences that integrate science, technology, engineering, arts, and mathematics. For instance, scholars may participate in a STEAM fair where they showcase projects that combine elements of coding, artistic design, and environmental science to address a specific challenge, such as sustainability or climate change.

Q121. Provide a brief narrative to coincide with each applicable legislative purpose(s).



- [Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.](#)

The BH2 STREAM School will present exciting professional opportunities for teachers. They will be encouraged to spearhead the learning program, shaping curriculum and instruction. Additionally, they will take on innovative roles, fostering leadership by introducing new teaching methods and technologies. As community ambassadors, our teachers will engage with local stakeholders, thereby bridging the gap between education and society. This holistic approach empowers educators to not only teach but also lead, innovate, and positively impact the community, enriching both their careers and the educational landscape in Edgecombe County.

- [Hold schools accountable for meeting measurable scholar achievement results.](#)

We will track scholar achievement through performance targets: 60% proficient on EOG assessments in year 1, rising to 70% in year 2, 80% in year 3, 90% in year 4, and exceeding 95% in year 5, ensuring accountability for academic progress.

- [Provide parents and scholars with expanded choices in the types of educational opportunities that are available within the public-school system.](#)

The BH2 STREAM School will offer parents and scholars expanded educational choices within the public school system. By emphasizing Science, Technology, Engineering, Arts, and Mathematics, it provides a specialized curriculum tailored to individual learning styles and interests. This approach fosters creativity, critical thinking, and real-world problem-solving skills, preparing scholars for diverse career paths in today's evolving job market. Additionally, it offers an alternative to traditional public schools, catering to families seeking innovative, hands-on learning experiences for their children. Ultimately, it enriches the educational landscape by providing a unique option that complements existing school offerings.

- [Improving scholar learning.](#)

The BH2 STREAM School will enhance scholar learning through relentless dedication. By tailoring curriculum to individual needs, leveraging innovative teaching methods, and fostering a supportive environment, scholars are empowered to excel. Through small class sizes, personalized attention, and continuous assessment, the school ensures no scholar is left behind. Engaging hands-on activities and real-world applications deepen understanding and inspire curiosity. Collaborative projects and extracurricular opportunities further enrich the learning experience. With unwavering commitment to excellence, this charter school in Edgecombe County transforms scholars into critical thinkers and lifelong learners.

- [Increasing learning opportunities for all scholars, with a special emphasis on at-risk or gifted scholars.](#)

The BH2 STREAM School will broaden learning opportunities for all scholars. Particularly, for at-risk



scholars, the BH2 STREAM School will provide tailored support, nurturing their talents and addressing individual needs. Gifted scholars will benefit from enriched programs, which challenge them to excel even further. Through innovative teaching methods and personalized attention, the BH2 STREAM School will cultivate a dynamic learning environment, ensuring every scholar has the opportunity to thrive academically and personally.

- [Encourage the use of different and innovative teaching methods.](#)

Our desire at the BH2 STREAM School will be to foster innovation by empowering educators to explore diverse teaching methods tailored to individual learning styles. Collaborative platforms and partnerships with local industries will provide real-world context, preparing scholars for evolving career landscapes. Continuous professional development for teachers will ensure they remain abreast of cutting-edge pedagogical techniques, fostering an environment of creativity and resilience. Through this commitment to innovation, the school will equip scholars with the tools they need to experience success.



Applicant Comments :

The BH2 STREAM School recognizes that Edgecombe County and our surrounding areas offer a diverse array of industries that can provide valuable partnerships with our school. Collaborating with these sectors will offer our scholars hands-on experiences, mentorships, and insights into various career pathways.

Clean Energy and Advanced Manufacturing

- **Natron Energy-** A leader in sodium-ion battery technology, Natron Energy is establishing the first U.S. giga factory at the Kingsboro megasite in Edgecombe County. This facility is expected to create over 1,000 jobs with an average wage of \$64,071. Our scholars can gain exposure to careers in clean energy, engineering, and advanced manufacturing through internships and site tours.

Pharmaceuticals and Medical Manufacturing

- **Pfizer Pharmaceuticals-** Operating one of the world's largest sterile injectable facilities in Rocky Mount, Pfizer produces a significant portion of the U.S. hospital supply. This site can offer opportunities for our scholars to explore careers in pharmaceuticals, quality control, and bio-medical science.
- **Wolf and Flow X-Ray-** Specializing in medical and dental imaging products, this company relocated its headquarters and manufacturing operations to Rocky Mount, investing over \$4.5 million and creating 68 new jobs. Our scholars can learn about medical device manufacturing and imaging technologies.

Automotive and Engineering

- **Hitachi Astemo (formerly Keihin North America)-** A leader in manufacturing Engine Control Units, Hitachi Astemo combines advanced robotics and automated manufacturing technology. The company established the Keihin Carolina Systems Technology Endowed Chair at Edgecombe Community College to honor teaching excellence, highlighting its commitment to workforce development.

Manufacturing and Industrial Technology

- **Sara Lee Frozen Bakery-** Manufacturing 100% of all Jimmy Dean biscuits sold worldwide, Sara Lee sponsors annual performances of the North Carolina Symphony in Tarboro, demonstrating its community involvement. Our scholars can learn of careers in industrial technology.
- **LS Cable & System U.S.A.-** A leading manufacturer and supplier of energy wire and cable products for industrial, renewable energy, and utility markets, LS Cable & System U.S.A. has operated in Tarboro since 2021. The company values the region's business atmosphere and community support. Our scholars can explore renewable energy, utility markets, as well as industrial career opportunities.



- HC Composites (World Cat)- Manufacturing twin-hull boats, HC Composites expanded its Tarboro operations by relocating Glacier Bay Catamarans of Seattle. The company plans to create 120 new jobs, offering opportunities in boat manufacturing and composite materials.

Health and Social Services

- The health care and social assistance sector is a significant employer in Edgecombe County, providing numerous opportunities for our scholars interested in pursuing careers in nursing, medical technology, and social work.

9.3. Goals for the Proposed Charter School

Q122. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



1. School Operations Goal: Achieve a 95% attendance rate among scholars within the first five years of operation.

The BH2 STREAM School will track attendance records monthly and compare them to the established goal. The BH2 STREAM School will also implement strategies such as scholar incentives, parent engagement programs, and personalized support to encourage regular attendance. With proper support systems and community involvement, attaining a 95% attendance rate is feasible. The BH2 STREAM School will report progress on attendance rates to the governing board quarterly and to parents and staff monthly.

2. Academic Goal: Achieve a 10% increase in standardized test scores across all subjects within the first three years of operation.

The BH2 STREAM School will utilize standardized tests such as the NC EOG and EOC assessments to measure academic growth. A 10% increase is ambitious yet achievable with focused effort and resources when implementing data-driven instructional practices, offering professional development opportunities for teachers, and providing targeted intervention for struggling scholars. The BH2 STREAM School will share progress on standardized test scores with the governing board annually and provide parents and staff with quarterly academic updates.

3. Finance Goal: Maintain a balanced budget with a 5% surplus by the end of each fiscal year.

The BH2 STREAM School will monitor its income and expenses on a monthly basis to ensure financial stability. With careful economic management and strategic planning, maintaining a surplus is feasible by developing a detailed budget plan, prioritizing spending, and seeking additional funding through grants and community partnerships. The BH2 STREAM School will provide financial reports to the governing board every quarter and conduct annual budget reviews with stakeholders.

4. Governance Goal: Maintain 100% compliance with all federal laws, state regulations, and charter school policies.


The BH2 STREAM School will conduct regular audits and evaluations to ensure adherence to legal and regulatory requirements. With dedicated oversight and commitment to transparency, maintaining compliance is achievable by developing clear policies and procedures, providing ongoing training for staff and board members, and establishing a culture of accountability. The BH2 STREAM School will communicate updates on regulatory compliance to the governing board on a biannual basis and provide regular training sessions for staff and board members on governance best practices.



Applicant Comments :

The BH2 STREAM School acknowledges that our goals are ambitious. However, these goals are not impossible judging from the impact that Kristian Herring has had at schools in which he has led. Attached is evidence of the aggressive growth experienced by scholars at these schools.

Applicant Evidence :


Herring Data (BH2 S...

Uploaded on **4/18/2025**
by **Tammy Barrow**

Q123. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



The Board of Directors will employ various strategies to assess whether the BH2 STREAM School is effectively working toward attaining its mission statement of cultivating future-proof scholars through critical thinking, discovery, and integrity.

1. The governing board will receive **regular progress reports** from school administrators detailing the school's initiatives, achievements, and challenges in fostering critical thinking, discovery, and integrity among its scholars. These reports will include data on academic performance, scholar engagement, and disciplinary actions.
2. The board will **receive analyzed assessment data** to evaluate scholars' progress in critical thinking skills, literacy, numeracy, and other relevant areas. They will receive an analysis of improvements over time, as well as a comparison of the school's performance to state and national standards.
3. The governing board will ensure that the school's curriculum aligns with its mission statement. Additionally, school administrators will **review curriculum documents, instructional materials, and lesson plans** to verify that they promote critical thinking, exploration, and ethical behavior.
4. Board members will receive information from school administrators regarding **classroom observations and walkthroughs** conducted to observe teaching practices and scholar behavior firsthand. The administrators will look for evidence of inquiry-based learning, problem-solving skills, and respectful interactions among scholars and teachers.
5. The board will **gather feedback from various stakeholders**, including scholars, parents, teachers, and community members, through surveys, focus groups, and meetings. They will use this feedback to assess the school's effectiveness in fostering critical thinking, discovery, and integrity.
6. The governing board will hold school administrators accountable as they **evaluate the school's extracurricular activities and enrichment programs** to ensure they align with the mission statement.
7. Board members will **assess the school's partnerships with local businesses, universities, and community organizations** to enhance scholars' learning experiences and evaluate their relevance to promoting critical thinking, discovery, and integrity.
8. The governing board will **review the school's professional development programs** for teachers and staff to ensure they align with the mission statement. They will also seek opportunities for educators to enhance their instructional practices and promote critical thinking and ethical behavior.
9. Board members will participate in **long-term goal setting and strategic planning processes** to ensure that the school's initiatives align with its mission statement. They will monitor progress towards these goals and make adjustments as needed to stay on track.
10. The governing board will **establish accountability measures** to track the school's performance and hold administrators, teachers, and staff accountable for achieving the mission statement.





10. Educational Plan

10.1. Instructional Program

Q124. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



At the BH2 STREAM School, we have meticulously crafted an instructional program that prioritizes holistic education, ensuring our scholars will thrive academically, emotionally, and socially. Our comprehensive approach integrates several key components aimed at fostering dynamic learning environments across all disciplines, addressing the diverse needs of our scholars while preparing them to excel in a rapidly evolving world.

The BH2 STREAM School believes in nurturing well-rounded scholars who excel not only in core academic subjects of reading and mathematics, but also in all the interconnected facets of the STREAM disciplines (Science, Technology, Reading, Engineering, the Arts, and Mathematics). Through **STREAM integration**, we will infuse creativity and innovation into our curriculum, enabling scholars to explore real-world challenges through hands-on, project-based learning experiences. By seamlessly integrating STEAM subjects across the curriculum, the BH2 STREAM School will empower scholars to develop critical thinking, problem-solving, and collaboration skills essential for success in the 21st century.

Recognizing the importance of physical activity in promoting cognitive development and overall well-being, the BH2 STREAM School will incorporate **movement-based instruction** into our daily routines. From brain breaks to kinesthetic learning activities, our scholars will engage in movement to enhance focus, retention, and classroom participation. By incorporating movement into the learning process, we will create an energized and dynamic atmosphere where scholars are actively involved in their education, leading to improved academic outcomes and a deeper appreciation for lifelong health and fitness.

Additionally, the BH2 STREAM School will be committed to continuous improvement, both for our scholars and our educators. Through Paul Bambrick-Santoyo's book, the **Get Better Faster** coaching approach, teachers will receive ongoing coaching support and differentiated professional development opportunities to enhance their instructional practices and effectively meet the diverse needs of our scholars. By providing targeted coaching, feedback, and resources, we will empower educators to implement research-based strategies that optimize scholar learning and achievement. Through a culture of collaboration and reflection, the BH2 STREAM School will cultivate a community of lifelong learners dedicated to excellence in education.

Central to our instructional program will be the **mastery of academic standards** aligned with state and national frameworks. Through rigorous and engaging instruction, scholars will delve deeply into core content areas, gaining a thorough understanding of key concepts and skills. By emphasizing mastery over memorization, the BH2 STREAM School will ensure that scholars develop the critical thinking, problem-solving, and analytical skills necessary for success in higher education and beyond. Through authentic assessments and performance tasks, scholars can demonstrate their proficiency and readiness to tackle complex challenges with confidence and competence. The BH2 STREAM School will track individual standards mastery, along with whole group summaries.



The BH2 STREAM School recognizes that every scholar is unique, with individual strengths, challenges, and learning styles. To address this, we will utilize **diagnostic assessments** to identify scholars' specific instructional needs and tailor instruction accordingly. Through **differentiated instruction**, teachers will provide targeted support and enrichment opportunities to meet scholars where they are and effectively scaffold their learning. By offering personalized learning experiences, our scholars will be empowered to progress at their own pace, ensuring that no one is left behind and that every scholar has the opportunity to reach their full potential.

At the BH2 STREAM School, we will instill a culture of accountability and ownership among our scholars, empowering them to track their progress and set goals for academic growth. Through regular feedback, self-assessment, and reflection, scholars will take ownership of their learning journey, developing essential skills such as self-regulation, time management, and goal setting. By fostering a sense of agency and responsibility, the BH2 STREAM School will prepare scholars to navigate future academic and professional endeavors with confidence and resilience.

By implementing a comprehensive instructional program that addresses the diverse needs of our scholars, the BH2 STREAM School will be committed to **closing achievement gaps** and ensuring equitable access to high-quality education for all. Through rigorous academics, personalized support, and a focus on 21st-century skills, the BH2 STREAM School will prepare scholars to thrive in an increasingly complex and interconnected world. By fostering creativity, adaptability, and a love of learning, our scholars will be empowered to become lifelong learners and future leaders poised to make meaningful contributions to their communities and beyond.

Q125. **Will the proposed charter school serve a single-sex student population?**

- Yes
- No

Q129. **Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.**



In a learning environment with a class size of 20 scholars per class, spanning kindergarten through eighth grade, the focus is on fostering holistic development, critical thinking, and collaboration through various pedagogical approaches and interdisciplinary activities.

The **small class size** enables personalized attention and tailored instruction, catering to the diverse needs of learners at various stages of development. **Small-group instruction** enables teachers to provide individualized support, address specific learning objectives, and facilitate meaningful interactions among scholars.

STEM project-based activities engage scholars in hands-on, inquiry-based learning experiences that integrate concepts from science, technology, engineering, and mathematics. These activities foster problem-solving skills, creativity, and the practical application of knowledge in real-world settings. By immersing scholars in collaborative projects, they develop essential skills such as teamwork, communication, and critical thinking.

Emphasizing the Four C's—**Collaboration, Creativity, Critical Thinking, and Communication**—guides instructional practices and learning outcomes across all grade levels. Collaborative activities encourage scholars to work together, share ideas, and learn from one another. Opportunities for creativity foster innovative thinking and self-expression, promoting a culture of creativity and innovation. Critical thinking skills are honed through inquiry-based learning and analytical tasks. Effective communication, both verbal and written, is emphasized in all subject areas, enabling scholars to articulate their thoughts, express ideas clearly, and engage in meaningful discourse.

Incorporating the **Engineering Design Process** into the curriculum provides scholars with a structured framework for solving relevant problems and designing innovative solutions. By following steps such as defining the problem, generating ideas, building prototypes, and testing solutions, scholars develop resilience, adaptability, and perseverance in the face of challenges. This iterative process encourages experimentation, risk-taking, and continuous improvement.

The integration of **reading and writing across all subject areas** ensures that literacy skills are consistently developed and reinforced throughout the day. The SWRL (Speak, Write, Read, Listen) approach emphasizes daily practice in speaking, writing, reading, and listening, fostering language proficiency and comprehension skills across diverse contexts. Through interdisciplinary connections, scholars apply literacy skills in authentic, meaningful tasks that deepen their understanding of content and promote lifelong learning.

Arts integration infuses creativity, expression, and aesthetic appreciation into the curriculum, enriching scholars' learning experiences and fostering interdisciplinary connections. Through visual arts, music, theatre, and dance, scholars explore diverse perspectives, engage in self-expression, and make meaningful connections across subject areas. By integrating the arts into STEM projects, literacy activities, and other learning experiences, scholars develop a holistic understanding of



concepts and cultivate their creativity, imagination, and cultural awareness.

The **One School, One Book** program promotes a culture of literacy and community engagement by selecting a single title each month for all scholars, staff, and families to read together. Collaborating with community readers enhances the reading experience and fosters connections between the school and the broader community. By sharing a common reading experience, scholars will develop a sense of belonging, empathy, and a shared purpose, while also strengthening their literacy skills and deepening their appreciation for literature.

Q130. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



The BH2 STREAM School will be dedicated to cultivating future-proof scholars through critical thinking, discovery, and integrity. To achieve this mission and meet the standards set by the North Carolina Accountability model, the BH2 STREAM School has designed a curriculum focused on STREAM (Science, Technology, Reading/Writing, Engineering, Arts, and Mathematics) education. This curriculum is tailored to our targeted scholar population, and we have evidence to demonstrate its success in driving academic improvement for all scholars and closing achievement gaps.

The STREAM curriculum aligns seamlessly with our mission in several ways. First, it promotes critical thinking by engaging scholars in hands-on, interdisciplinary projects that require problem-solving and innovation. Through activities such as project-based learning and design challenges, scholars develop the ability to analyze information and apply their knowledge to real-world situations critically.

Next, the curriculum fosters a spirit of discovery by encouraging scholars to explore, experiment, and inquire. By integrating science, technology, engineering, and mathematics (STEM) with reading, writing, and the arts, scholars are exposed to a wide range of subjects and have opportunities to discover their interests and talents.

Additionally, integrity is promoted through the emphasis on ethical considerations in STEM fields and the encouragement of collaboration and teamwork. Scholars learn the importance of honesty, responsibility, and respect for others, both in their academic work and in their interactions with peers and mentors.

Our **accelerated, compacted STREAM curriculum** is designed to meet the needs of our targeted scholar population, which includes scholars who demonstrate high potential in STEM subjects. By providing advanced coursework and enrichment opportunities, the BH2 STREAM School aims to challenge these scholars and help them reach their full academic potential.

Furthermore, the STREAM curriculum's interdisciplinary nature allows for differentiation and personalized learning experiences. Scholars with diverse learning styles and abilities can engage with the material in ways that suit their individual needs, whether through hands-on experiments, artistic expression, or collaborative projects.

As indicated in the Vision section of the application, various pieces of empirical evidence suggest that schools implementing STREAM and the arts experience an increase in academic achievement. This lends credence to the notion that the BH2 STREAM School will have a similar impact in Edgecombe County and the surrounding area.

Our plan to **drive academic improvement** for all scholars is rooted in the principles of access and excellence. By providing rigorous and engaging coursework in STEM subjects, the BH2 STREAM School will aim to raise the academic bar for all scholars and create a culture of high expectations and achievement.



Furthermore, our commitment to closing achievement gaps is reflected in our efforts to provide targeted **support and intervention** for scholars who may be struggling academically. Through personalized learning plans, small group instruction, and mentoring programs, the BH2 STREAM School will work to ensure that every scholar has the opportunity to succeed.

Data analysis will demonstrate that our accelerated, compacted STREAM curriculum will be successful in closing achievement gaps among our scholar population. By providing early intervention and enrichment opportunities, The BH2 STREAM School will see significant improvements in scholar performance, particularly among historically underserved groups.

Moreover, our focus on **diversity** ensures that all scholars have access to high-quality educational experiences and support services. This fosters a supportive learning environment where every scholar feels valued, respected, and empowered to achieve success. In terms of the North Carolina Accountability model, we are convinced that our approach to education will yield significant success in terms of academic outcomes, whereby at least 60% of our scholars will master the grade-level standards in year one, leading to 95% or higher in year five and beyond. Additionally, the BH2 STREAM School will meet or exceed the annual growth standards.

We will determine the success of our STREAM curriculum in several key areas. First, academic performance data will indicate that scholars in our program consistently outperform their peers on standardized tests and assessments in STEM subjects. This will demonstrate the effectiveness of our curriculum in promoting deep understanding and mastery of key concepts. Moreover, anecdotal evidence from teachers, scholars, and parents will attest to the positive impact of the STREAM curriculum on scholar engagement, motivation, and confidence. Ultimately, the BH2 STREAM School wants our scholars to respond with an increased interest in STEM subjects and have a greater sense of achievement and fulfillment from their academic experiences.

Several research studies support the positive effects of STREAM education on scholars' academic achievement and growth. Some notable resources include:

1. "The Power of STEM: Evidence from West Africa" by Chris Papageorgiou, Fidel Perez-Sebastian, and Nikolaos Vettas (2017) - This study examines the impact of STEM education on scholars' outcomes in West Africa and finds positive effects on academic achievement.
2. "The Effects of Integrated STEM Instruction on Student Achievement: A Systematic Review of Research" by Tamara J. Moore, Leonard Annetta, and Mesut Saçkes (2018) - This systematic review analyzes multiple studies on integrated STEM instruction and concludes that it positively influences scholars' achievement.
3. "STEAM Education: A Review of the Research" by Susan M. Schneibel and Meredith C. Kier (2020) - This literature review explores the research on STEAM (STEM + Arts) education and highlights its benefits for scholars' academic success and growth.
4. "STEM Education: A Review of the Contributions of the Disciplines of Science, Technology, Engineering, and Mathematics to Education" by Harold F. O'Neil Jr. and Ray Perez (2013) - This



comprehensive review discusses the impact of STEM education on scholars' learning outcomes and highlights its potential to enhance academic achievement.

5. "The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies" by James S. Catterall, Susan A. Dumais, and Gillian Hampden-Thompson (2012) - This report examines the relationship between arts involvement and academic outcomes in at-risk youth, demonstrating that arts participation is associated with higher academic achievement, including better grades and standardized test scores.

6. "Champions of Change: The Impact of the Arts on Learning" by Edward B. Fiske (1999) - This publication explores the benefits of arts education on scholars' cognitive and social development, highlighting how participation in the arts contributes to improved academic performance, critical thinking skills, and overall school engagement.

7. "Critical Links: Learning in the Arts and Student Academic and Social Development" by Judith M. Burton, Robert Horowitz, and Hal Abeles (2000) - This comprehensive study reviews existing research on the relationship between arts education and scholars' outcomes, providing evidence of the positive effects of arts integration on academic achievement, cognitive development, and social skills.

8. "The Arts in Early Childhood: Social and Emotional Benefits of Arts Participation" by Lisa H. Thurber (2012) - This research article discusses how engagement in the arts during early childhood can promote social and emotional development, which in turn contributes to academic success and well-being in later years.

These resources provide valuable insights into the positive impact of STREAM and arts education on scholars' academic achievement, growth, and outcomes. They provide empirical evidence to support our implementation at the BH2 STREAM School and highlight the importance of integrating these into our educational program will lead to unparalleled growth (20% of North Carolina Accountability model) and academic achievement (80% of North Carolina Accountability model), resulting in increased school performance grades that are atypical in Edgecombe County and the surrounding areas.

Q131. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



The BH2 STREAM School will be poised to redefine educational paradigms by embracing a multifaceted instructional approach. Central to the school's philosophy are primary instructional strategies meticulously designed to empower teachers and engage learners across all grade levels, from kindergarten through eighth grade.

Through a dynamic blend of STEM challenges, project-based learning, differentiation, small group instruction, and cooperative learning structures, the BH2 STREAM School endeavors to cultivate a culture of academic excellence, igniting intellectual curiosity and fostering a lifelong passion for learning among its scholars.

At the heart of the BH2 STREAM School's instructional framework lies a commitment to **STEM (Science, Technology, Engineering, and Mathematics) challenges**. In all content areas, these challenges serve as catalysts for inquiry-based learning, encouraging scholars to explore real-world problems, devise solutions, and collaborate with peers to implement their ideas. By immersing scholars in hands-on, experiential learning experiences, STEM challenges not only deepen conceptual understanding but also foster the development of essential 21st-century skills, including critical thinking, creativity, collaboration, and communication. At the BH2 STREAM School, STEM challenges will be integrated seamlessly into the curriculum, providing scholars with authentic opportunities to apply theoretical knowledge in practical contexts. Whether designing and building a functioning prototype, conducting scientific investigations, or coding interactive simulations, our scholars will be actively engaged in the process of discovery, learning to approach problems systematically and persistently. By embracing STEM challenges as a cornerstone of instruction, the BH2 STREAM School equips scholars with the skills and mindset necessary to thrive in an increasingly complex and technologically driven world.

Complementing STEM challenges is the incorporation of **project-based learning (PBL)** as a central instructional strategy at the BH2 STREAM School. PBL empowers scholars to explore topics of personal interest (passion projects), pursue inquiries, and produce authentic, meaningful artifacts that demonstrate their understanding. Through sustained inquiry, collaboration, and reflection, scholars will not only acquire subject knowledge but also develop essential competencies, including problem-solving, research skills, time management, and self-regulation. At the BH2 STREAM School, PBL will serve as a vehicle for interdisciplinary exploration, enabling scholars to make connections across diverse subject areas and contextualize their learning within real-world contexts. Whether conducting historical inquiries, designing sustainable solutions for environmental challenges, or producing multimedia presentations, scholars will be allowed the opportunity to take ownership of their learning and pursue projects that resonate with their passions and interests.

Additionally, one featured ED Talk will occur every nine weeks. This is an opportunity for a scholar or a group of scholars to present their PBL passion project publicly at our awards ceremony. By embracing PBL as a pedagogical approach, the BH2 STREAM School will foster a culture of creativity, innovation, and intrinsic motivation, laying the foundation for lifelong learning and personal growth.



Recognizing the diverse range of learners within its scholar body, the BH2 STREAM School places a strong emphasis on **differentiation** as a fundamental instructional strategy. Differentiation involves tailoring instruction to meet the individual needs, interests, and readiness levels of each scholar, thereby ensuring that all learners have equitable access to a rigorous and engaging curriculum. Through flexible grouping, tiered assignments, scaffolding, and varied instructional modalities, teachers at the BH2 STREAM School strive to create learning experiences that are responsive, inclusive, and empowering for every scholar. In practice, differentiation at the BH2 STREAM School will be implemented through a personalized approach to instruction, where teachers will utilize formative assessment data to design targeted interventions and extensions that cater to each scholar's unique learning profile. Whether through individualized learning plans, small-group instruction, or enrichment opportunities, scholars receive the support and challenge they need to reach their full potential. By embracing differentiation as a guiding principle, the BH2 STREAM School will foster a culture of academic excellence and ensure that all scholars receive the necessary scaffolding and support to succeed.

Central to the instructional model at the BH2 STREAM School will be the integration of **small group instruction** as a pedagogical strategy aimed at maximizing individualized support and fostering meaningful interactions among scholars and teachers. Small group instruction allows teachers to target specific learning objectives, provide tailored feedback, and differentiate instruction based on scholars' needs, strengths, and areas for growth. By leveraging the power of small groups, teachers can create collaborative learning environments where scholars feel valued, supported, and empowered to take risks in their learning. At the BH2 STREAM School, small-group instruction will be characterized by its flexibility and adaptability, with teachers strategically forming groups based on ongoing assessment data, scholar interests, and learning preferences. Whether facilitating guided reading sessions, leading cooperative math problem-solving activities, or conducting hands-on science experiments, teachers will engage scholars in dynamic, interactive learning experiences that promote a deeper understanding and mastery of the content. By embracing small group instruction as a cornerstone of their practice, teachers at the BH2 STREAM School will foster strong relationships with scholars, identify and address individual learning needs, and create inclusive communities where every scholar can thrive. In addition, small-group instruction at the BH2 STREAM School will be characterized by unique heterogeneous ability groupings, whereby scholars can cooperate with peers of varying abilities. This provides the optimal opportunity for all scholars to access the curriculum.

Movement-based instructional strategies integrate physical activity into learning to enhance engagement and academic performance. These strategies will include activities such as stretching, dance, role-playing, or using movement to teach concepts like math by walking number lines or spelling through jumping to each letter. By incorporating movement, students are more actively engaged in the learning process, which improves focus, retention, and overall cognitive function.



These strategies offer significant benefits for our scholars at risk in Edgecombe County and surrounding areas, particularly in grades K-8. Many at-risk scholars may struggle with attention, behavior, or traditional instructional methods. Movement-based activities cater to diverse learning styles, particularly kinesthetic learners who benefit from hands-on experiences. Additionally, physical activity helps reduce stress and anxiety, which are common barriers to academic success.

These strategies will foster a dynamic and inclusive classroom environment that meets the needs of all learners, including those who are at risk. By making learning more engaging and accessible, movement-based instruction can lead to increased academic achievement, improved classroom behavior, and a more positive attitude toward learning, all of which are crucial for the long-term success of at-risk scholars.

Rounding out the instructional repertoire at the BH2 STREAM School will be the incorporation of **cooperative learning structures** to foster collaboration, communication, and social-emotional development among scholars. Grounded in the principles of positive interdependence, individual accountability, equal participation, and simultaneous interaction, these structures will provide a framework for engaging scholars in purposeful, structured collaboration that will promote academic achievement and positive peer relationships. At the BH2 STREAM School, cooperative learning will be woven into the fabric of daily instruction, with teachers employing a diverse range of structures such as Think-Pair-Share, RallyCoach, and Jigsaw to scaffold learning and promote active engagement through movement-based instruction. Through cooperative learning experiences, scholars will learn to work collaboratively, communicate effectively, and empathize with others, developing essential interpersonal skills that are vital for success both inside and outside the classroom. By creating a culture of cooperation and mutual support, the BH2 STREAM School will cultivate a positive learning environment where scholars feel empowered to take risks, share ideas, and learn from one another.

Q132. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.



At the BH2 STREAM School, our comprehensive instructional plan will ensure scholars' readiness to transition from one grade to the next, and across grade spans, upon program completion through a strategic focus on several key components: STREAM education, compacted and accelerated curriculum, multi-tiered systems of supports (MTSS), and graduation requirements. Additionally, we will focus on literacy strengthening foundational literacy skills through early intervention programs to ensure long-term academic success and alignment with future college-level coursework. This plan aligns with MyFutureNC to bridge the gap between Pre-K-12 education and the university system, supporting the 2030 postsecondary attainment goal.

The STREAM interdisciplinary approach to education seamlessly integrates subjects, providing scholars with holistic learning experiences that foster critical thinking, problem-solving skills, and creativity. By immersing scholars in STREAM education, the BH2 STREAM School will ensure that learners have the essential skills and knowledge needed for success in today's rapidly evolving world.

Compacted and accelerated curriculum models involve condensing material from traditional grade levels and advancing scholars through the content at an accelerated pace. This approach will be particularly beneficial for high-achieving scholars who require more significant intellectual challenges to remain engaged and motivated. By implementing a compacted and accelerated curriculum, the BH2 STREAM School will cater to the diverse academic needs of our scholars, ensuring that each learner is appropriately challenged and supported to reach their full potential.

At the BH2 STREAM School, our accelerated curriculum program in grades 6, 7, and 8 will provide scholars with a curriculum designed to prepare them for high school-level courses. By the 8th grade, scholars can participate in the 9th-grade Standard Course of Study, which includes English 1 and Math 1. Upon completion, they will receive high school credit hours for these subjects, which will be posted to their transcripts. Grade-point averages will be calculated based on the high school credit courses, integrating them into the overall GPA calculation alongside their middle school courses. This ensures a seamless transition and recognition of their advanced academic achievements.

For electives, all scholars will have Health/Physical Education. They will be able to choose/audition for one major and one minor, including the following: Vocal music, Instrumental music, STEM, Digital Literacy (creative writing), Dance, Theatre Arts, and Visual Arts.

The BH2 STREAM School will employ MTSS to provide targeted interventions and support to scholars at varying levels of need. This tiered approach will include three levels of support: universal (Tier 1), targeted (Tier 2), and intensive (Tier 3). By implementing MTSS, we will identify scholars who may require additional academic, behavioral, or social-emotional support and provide them with the necessary interventions to ensure their success. This proactive approach to support helps prevent academic struggles and ensures that all scholars have the opportunity to thrive.



Although the BH2 STREAM School will not serve high schoolers, as we expand in grades we serve, we will ensure that scholars are adequately prepared for post-secondary education, career opportunities, and civic engagement.

By aligning our curriculum with grade-level expectations and academic standards, scholars will experience a smooth transition as they advance from one grade to the next. The compacted and accelerated curriculum will challenge high-achieving scholars. At the same time, MTSS will provide targeted support to those who require additional assistance, ensuring that all learners can progress at their own pace.

Q133. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

The BH2 STREAM School's year-round school calendar enhances our commitment to cultivating future-proof scholars by providing continuous opportunities for critical thinking, discovery, and integrity throughout the year, ensuring consistent academic engagement and growth.

Our year-round academic calendar, integrating designated days for staff development and fostering professional learning communities, aligns seamlessly with our mission and educational plan. By incorporating regular opportunities for faculty growth and collaboration, the BH2 STREAM School will reinforce our commitment to cultivating future-proof scholars. These scholars will not only be equipped with academic knowledge but also possess essential skills such as critical thinking, adaptability, and integrity. The inclusion of staff development days ensures that educators stay abreast of the latest pedagogical advancements and educational research, thereby enhancing their ability to nurture scholars' critical thinking skills. Furthermore, professional learning communities will foster collaboration and innovation among faculty members, promoting the exchange of ideas and best practices to better serve our scholars.

During intercessions, we will utilize the information gathered from the learning profiles to provide additional, targeted instruction for scholars who are academically behind. Moreover, scholars who are excelling will be provided enrichment opportunities to extend their learning during intercessions.

The academic calendar reflects our dedication to preparing scholars for the present and the challenges and opportunities of the future.

Q134. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be



optimal for student learning.



The BH2 STREAM School's daily and weekly schedule is meticulously designed to optimize scholar learning and engagement. It ensures comprehensive coverage of core subjects and provides ample opportunities for enrichment and intervention.

The school day at the BH2 STREAM School will begin promptly at 8:00 AM with a Morning Community meeting. This meeting, aligning with Policy SHLT-003, will serve as a time for community-building, setting goals, and fostering a positive atmosphere for learning. This 15-minute meeting, facilitated by teachers using Google Slides for consistency, will set a positive tone for the day ahead, allowing scholars to check in with the status of their social-emotional well-being.

Following the morning meeting, scholars in Kindergarten through 2nd grade will embark on 150 minutes of English Language Arts (ELA) instruction. This extended time frame will allow for a deep dive into literacy skills, including reading, writing, speaking, and listening, which are foundational to academic success. Social Studies concepts will be seamlessly integrated into the ELA curriculum, providing interdisciplinary connections and enhancing scholars' understanding of the world around them. In addition, K-2 scholars will have 90 minutes of math instruction (emphasizing the focus from concrete to representational to abstract concepts) and 30 minutes of science instruction (from an inquiry-based lens).

For scholars in Grades 3 through 8, the instructional day will be structured into 90-minute blocks for each core subject area, including ELA, Mathematics, Science, and Social Studies, with an integration of cursive writing in grades 3 through 5. This extended instructional time will allow in-depth exploration of each subject, fostering critical thinking, problem-solving, and analytical skills. By providing longer blocks, teachers will be able to engage scholars in meaningful learning experiences, including hands-on activities, group discussions, and project-based learning.

The school day will also include a 60-minute lunch/recess period, providing scholars with essential time for physical activity, socialization, and relaxation. This break in the day will promote overall well-being, allowing scholars to recharge before returning to the classroom for afternoon instruction.

In addition to core academic subjects, the school schedule will incorporate time for Common planning and professional learning communities. This will allow teachers to collaborate, share best practices, and align instruction to meet the diverse needs of scholars. This collaborative time will ensure consistency across grade levels and promote a culture of continuous improvement.

The BH2 STREAM School will be committed to providing personalized support for all scholars, including those with advanced abilities (AIG), exceptionalities (EC), and those who require additional assistance, such as multilingual (ML) scholars. We will utilize a model to meet these diverse needs, clustering scholars based on their learning profiles and providing targeted interventions and enrichments during designated times throughout the day. Intervention/ Enrichment time, ranging



from 30 to 45 minutes, will be carefully designed to address individual scholar needs and will ensure academic growth and success.

Elective classes, known as Encore, will offer scholars opportunities to explore their interests and talents in Visual Arts, Health/Physical Education, Instrumental Music, Vocal Music, STEM, Digital Literacy (Creative Writing), Dance, and Theatre Arts. These classes will be scheduled on an A/B Day rotation to accommodate shared Encore teachers and ensure equitable access to enrichment opportunities for all scholars.

Scholars will dismiss at 3:15 pm Monday through Thursday and at 1:00 pm on Fridays. Early dismissal on Fridays will provide opportunities for ongoing staff development, collaborative preparations for the following week, and data conversations. On early dismissal days, scholars will be required to continue their education by completing lessons on their i-Ready individualized learning paths.

Q135. Describe a typical day for a teacher and a student in the school's first year of operation.



As the first rays of sunlight peek through the curtains, Ms. Stacy Stream rises early, preparing for another fulfilling day at the BH2 STREAM School. She knows that each day is a fresh opportunity to inspire and empower her third-grade scholars like Ian Janeer.

As the school buses roll in, the Dean of Scholars stands at the entrance (threshold), greeting each scholar with a warm smile and a cheerful "Good morning!" She knows this is a critical opportunity to connect with each scholar as they arrive (Conscious Discipline). Ian Janeer steps off the bus with his kindergarten brother following, and they both respond with hugs given to the Dean of Scholars, excitement evident in their eyes.

Ian Janeer hugs his brother, encouraging him for a great day, and heads to Ms. Stacy Stream's classroom, where he joins his classmates in forming a line at the door (threshold). Ms. Stacy Stream welcomes each scholar with a greeting of their choice (a handshake, a fist bump, a high-five, a smile, a dance, or other personalized greeting), setting a positive tone for the day ahead.

Inside the classroom, Ian Janeer unpacks his bookbag and places his personal belongings in the correct location. He joins a few peers at a table to make his breakfast choice and sits to eat and complete his morning work ("Do Now"). Ms. Stacy Stream monitors the scholars eating breakfast as she takes attendance. During breakfast, scholars watch the televised morning announcements given by the Principal and scholars, including important dates, upcoming events, daily birthdays, the Pledge of Allegiance, and ending with the school's daily affirmation.

After breakfast, Ian Janeer and his peers participate in the morning community meeting. At this point in the school year, scholars take turns leading the community meeting discussions and sharing stories from their lives to grow their social-emotional skills. Ms. Stacy Stream is in Phase 4 of the Rigor Trajectory (Get Better Faster); therefore, to help facilitate the morning meeting, she uses universal prompts such as "Tell me more.", and "Why is that important?" The morning community meeting wraps up with each scholar sharing a positive affirmation for the day.

With the morning rituals complete, it's time for core content instruction (Concept Study) to begin. Ms. Stacy Stream reviews the "I can" statements and standards, along with the focus responses to the three essential questions: 1) What am I learning? 2) Why is it important? 3) How is it connected to the real world? She then collects evidence on the number of scholars who have mastered the "Do Now" and records that data on the data tracker outside her door.

Ms. Stacy Stream reviews the expectations during stations (Studio Time) and reminds the scholars that their products must be submitted at the end of station time. She ensures that scholars know how to access the visual schedule to move from station to station. The scholars have been engaged in a project-based learning unit. Their driving question is "how to create a living environment that will be more attractive to the local species of birds than the eaves of the school building where the



birds create a mess.” Ian Janeer and his peers are released to go to their stations and begin engaging in differentiated activities that are interdisciplinary and include math, reading, science, engineering, and art. Ms. Stacy Stream’s lessons and stations are integrated so much that it is not obvious that her primary instruction is reading.

The principal enters quietly to complete his weekly walkthrough, and notes that Ms. Stacy Stream’s station activities are differentiated, engaging, directly related to the standards focus, and each requires a scholar product for evidence of understanding that Ms. Stacy Stream will review later that afternoon in professional learning community time. Ian Janeer eagerly participates in collaborative work at the stations, applying his knowledge to real-world problems and collaborating with his peers regarding the local birds.

While groups of scholars are at stations, Ms. Stacy Stream provides small group instruction to scholars who need additional support with the week’s standards. She is always progress monitoring and adjusting her whole group and small group lessons as needed, while maintaining high expectations, offering encouragement and guidance to her scholars.

At the end of the instructional block, Ms. Stacy Stream (using No Nonsense Nurturing) asks scholars to line up for the transition to the elective Encore classes. The scholars know that they are to line up according to the disciplines for which they have previously auditioned and selected as majors—all of the art scholars in line together, next the music scholars, followed by the technology scholars. This helps with a smooth transition as Ms. Stacy Stream drops off each group in their respective classrooms.

Ian Janeer attends music class with excitement. Voice was his first choice, and he was selected as a voice major. He loves music and wants to be a musician with a focus on voice. He also has a strong interest in robotics, so when he attends his technology elective, it is also a highlight of his school day.

While 3rd-grade scholars are at Encore, Ms. Stacy Stream and her grade-level colleagues come together for their professional learning community (PLC) time. Today’s focus is data, and the staff know the materials and data they need to bring with them (percentage of “Do Now” and “Exit Ticket” proficiencies) to complete the agenda for the PLC. First, they are asked to look at the data before them and state what they notice (the “here’s what”). Once they have said their observations, they begin to identify the implications (the “so what”), stating how this information might impact the scholars’ ability to move forward to the following standard, and finally collaborate to create specific, measurable, achievable, relevant, and time-bound (SMART) goals that will help guide their following action in instruction (the “now what”). The teachers leave the PLC time feeling confident in their plans and know they represent the high expectations and rigor to support the school’s mission: We are committed to cultivating future-proof scholars through critical thinking, discovery, and integrity.



As the morning progresses, Ian Janeer encounters a peer conflict that requires intervention. With the guidance of the Dean of Scholars, he visits the reflection room to regain his composure and, when ready, participates in a restorative conversation with his peer. Through this process, Ian Janeer learns valuable lessons about conflict resolution and empathy.

During lunchtime, Ian Janeer enjoys the company of his grade-level peers, catching up on the day's events and sharing laughter. Meanwhile, Ms. Stacy Stream is enjoying her lunch at a table with scholars to strengthen her relationships with them and know them on a deeper, non-academic level, while monitoring the others, ensuring that lunchtime remains a pleasant and orderly experience for everyone.

After lunch, Ms. Stacy Stream takes the scholars back to class to begin their Integrated Science and Social Studies concept study and studio time. Following this, Ian Janeer knows he is to transition to a different classroom for intervention and enrichment time. Ian Janeer receives small group instruction in 95RAP as a tertiary-level intervention. Based on his beginning-of-the-year i-Ready diagnostic and mClass universal screener, the data indicated he is 2 grade levels behind in phonological awareness and phonics. Through progress monitoring, the data indicates that the 95RAP intervention is supporting his acquisition of the skill deficits.

During Intervention and Enrichment, Ms. Stacy Stream can exercise her passion for engaging with gifted learners. She is supporting her identified scholars as they design a digital presentation about the current project-based learning experience, with graphics, text, and sound to share with parents, community, board members, and other stakeholders.

When Ian Janeer returns to Ms. Stacy Stream's class, he accesses his individual data notebook to review his daily goals and document his progress. With each entry, he takes ownership of his academic journey, monitoring his growth and setting new targets for improvement. He also checks in with his accountability partner to share his progress. This practice has been part of Ian Janeer's school day since kindergarten, so he is very familiar with the process and sees the value. He knows that every Thursday is his day to review his data notebook with Ms. Stacy Stream and present his progress to her, as well.

Following 30 minutes of structured recess and fun, cooperative play, Ian Janeer has had a rigorous day, yet he looks forward to the last activity of the day. DEAR (Drop Everything and Read) time lasts 15 minutes at the end of each day. During the first five minutes, all scholars (school-wide) are given a set of four questions that coincide with the chapter of a novel that the entire school is currently reading, through the One School, One Book program. The scholars submit their answers, and there is a random drawing selection each morning to identify the scholar who got the answers correct, and that scholar is allowed to pick a prize in the front office. Even though Ian Janeer struggles with the reading level of the school-wide novel, he is confident of his answers for two reasons. One, he watches a YouTube stream of the assigned chapter being read by someone from the community as



he and his brother eat their afternoon snack at home, and then his mother reads the same chapter to them each evening at bedtime. Once Ian Janeer submits his answers for the chapter, he chooses a book for the remainder of DEAR time that is more on his current educational reading level, so he can practice what his 95RAP teacher has taught him.

As the school day draws to a close, Ms. Stacy Stream asks the scholars to put away their books, enlists everyone to ensure the classroom space is clean and orderly, that materials are in their correct places, and then gathers her scholars for dismissal. She provides positive affirmations, praising their drive and passion throughout the day. Ian Janeer beams with pride as he hears Ms. Stacy Stream's words of encouragement, knowing his efforts have been recognized and appreciated.

Ian Janeer walks with other scholars as Ms. Stacy Stream and another teacher transition all third-grade bus riders to the bus area. As he walks, he begins to smile at the Principal, who gives him a great thumbs-up sign.

On the bus ride home, Ian Janeer reconnects with his brother, sharing stories and adventures from their day at school. Together, they reflect on the challenges they faced and the triumphs they achieved, grateful for the support of their teachers and classmates.

As Ms. Stacy Stream tidies up her classroom and prepares for the next day, she ensures that she has written the "I can" statement, the standards, and the responses to the three essential questions on the board and that she has all materials gathered and in place for the next day. She calls the local community college partner to confirm their attendance on campus in two days to talk about engineering and design to help prepare the scholars to build their own bird houses as part of the current project-based learning theme. Ms. Stacy Stream drives home while reflecting on the moments of growth and learning that unfolded throughout the day. She knows that each interaction, each lesson, and each challenge is an opportunity to make a difference in the lives of her scholars, like Ian Janeer, guiding them toward a future filled with promise and possibility.

Q136. Will this proposed school include a high school?

- Yes
- No


Q142. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Appendix B-Curricul...


Uploaded on **4/12/2025**

by **Tammy Barrow**

Q143. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Applicant Evidence :


Appendix D-Yearly A...

Uploaded on **4/12/2025**


by **Tammy Barrow**

Q144. Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 15

Applicant Evidence :


Appendix E-Daily an...

Uploaded on **4/12/2025**

by **Tammy Barrow**

10.2. Special Populations and "At-Risk" Students

Q145. Explain how the school will identify and meet the learning needs of students who



are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

The BH2 STREAM School will employ a comprehensive approach to identify and address the learning needs of scholars performing below grade level. This will involve a multi-tiered system of supports (MTSS), which will include screening, a continuum of supports, progress monitoring, data-driven decision-making, individual scholar data notebooks, and effective communication with families.

1. The BH2 STREAM School will utilize various assessment tools and strategies to identify scholars who are performing below grade level. This may include standardized tests, teacher observations, curriculum-based assessments, and diagnostic tools designed to pinpoint areas of difficulty.
2. Once scholars are identified as performing below grade level, the BH2 STREAM School will provide a continuum of support tailored to their specific needs. This may involve interventions such as small group instruction, one-on-one tutoring, differentiated assignments, personalized learning plans, and access to specialized programs or resources.
3. The BH2 STREAM School will implement ongoing progress monitoring to track scholars' progress and the effectiveness of interventions. This will involve regularly assessing scholars' academic growth through formative and summative assessments, analyzing the data to identify trends and areas for improvement, and adjusting instruction and support accordingly.
4. The BH2 STREAM School will emphasize data-driven decision-making to inform instructional practices and interventions. Teachers and administrators will analyze assessment data, including scholars' performance on standardized tests, classroom assessments, and progress monitoring measures, to identify areas of need, set goals, and make informed decisions about instructional strategies and support services.
5. Scholars at the BH2 STREAM School will be equipped with individual scholar data notebooks, as well as tools for self-assessment, goal setting, and tracking progress. These notebooks will contain personalized learning goals, data on academic performance, reflections on learning experiences, and evidence of growth over time. Scholars will regularly review their data notebooks with teachers, set goals, and take ownership of their learning journey.
6. The BH2 STREAM School will recognize the importance of involving families as partners in scholars' education. To facilitate effective communication and collaboration, we will employ various strategies, including regular progress reports, parent-teacher conferences, newsletters, workshops, and digital platforms for sharing information and resources. Families will be encouraged to actively participate in their child's education, provide input on their academic and social-emotional needs, and support learning outside school.



Amy Bentz

Comments :

The plan provides a detailed outline of a tier process to meet the learning needs of students performing below grade level. It also includes progress monitoring and programs to be used throughout. How will the school address students suspected of a disability prior to the completion of the MTSS process? What type of instructional/behavioral/social-emotional problem-solving process will the staff be trained to utilize? How will the staff know a student needs additional support?

Q146. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Tammy Barrow is a veteran teacher with thirty years of experience. She holds a North Carolina teaching license in K-12 Cross-Categorical Special Education and K-6 General Education, as well as a provisional license in School Administration. Additionally, she achieved National Board Certification in Special Education in 2005. Ms. Barrow successfully taught grades K-8 at a day treatment, public special school for eighteen years, has been a district-level specialist for scholars with autism, a district-level behavior specialist, and PBIS coordinator, supervising other specialists as well as taking responsibility for submitting monthly data and documentation to the state. She managed scholar support plans for middle and high school scholars participating in alternative settings identified as at risk for dropping out. Tammy Barrow has been responsible for ensuring compliance with special education records at both the school and district levels, providing professional development training on compliance, classroom management, and academic and behavioral interventions, as well as facilitating parenting classes. As Dean of Scholars at a PreK-5 school, she supervised the special education department, oversaw 540 plans, ML staff, and supported the AIG program. She possesses skilled knowledge and training in restorative justice and trauma-informed education.

As an administrator with fifteen (15) years of successful experience, Kristian Herring has also had extensive responsibilities supervising staff members in the 504, ML, AIG, and EC departments.



Amy Bentz

Comments :

Narrative includes mention of one board member with experience working with students with disabilities.

Q147. Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

1. Methods for identifying ML students (and avoiding misidentification).
2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.
3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
4. Means for providing qualified staffing for ML students.



In our commitment to providing an inclusive and equitable education, the BH2 STREAM School will prioritize meeting the needs of Multilingual Learners (ML).

Identification of ML scholars is critical for providing targeted support. The BH2 STREAM School will employ multiple identification methods, including language background questionnaires, home language surveys, parent interviews, teacher observations, and language proficiency assessments (e.g., WIDA ACCESS for ELLs and the LAS Links (Language Assessment Scales)).

These assessments will consider language proficiency levels, literacy skills, and cultural backgrounds to ensure accurate identification and prevent misclassification. To avoid misidentification, the BH2 STREAM School will involve families in the identification process and consult with language experts when needed. Additionally, we will provide professional development for staff to increase awareness of language diversity and cultural sensitivity, reducing the likelihood of misidentification.

Our instructional approach will be differentiated to meet the diverse needs of ML scholars. This will include providing scaffolded instruction, offering alternative assessments, and incorporating culturally relevant content to support student learning. The BH2 STREAM School will implement evidence-based language development programs such as English as a Second Language (ESL) instruction, Sheltered Instruction Observation Protocol (SIOP), and language immersion programs to support ML scholars in acquiring English proficiency while maintaining their native language skills. Integrating language instruction with content areas such as science, math, and social studies will provide ML scholars with meaningful language practice while engaging in academic content.

Moreover, utilizing educational technology tools, digital resources, and multimedia materials will enhance language acquisition and facilitate interactive learning experiences for ML scholars. The BH2 STREAM curriculum will incorporate diverse perspectives, multicultural literature, and culturally relevant teaching practices to validate the cultural identities of ML scholars and promote inclusive learning environments. Peer collaboration, small group activities, and cooperative learning structures will encourage language development through meaningful interactions with peers and teachers.

To ensure equitable access to the core academic program, the BH2 STREAM School will provide additional support and resources for ML scholars, including extended learning opportunities, tutoring, and academic interventions. We will also offer flexible scheduling options to accommodate language development needs without compromising access to core subjects. Additionally, we will implement inclusive instructional practices that enable ML scholars to participate in classroom activities and discussions fully.

The BH2 STREAM School will collaborate with families to establish home-school partnerships, providing resources and support for language development outside school hours.

We will employ a comprehensive system for monitoring and evaluating the progress and success of



ML scholars, including regular assessment of language proficiency and academic achievement. We will use data-driven decision-making to track growth, identify areas of need, and adjust instructional strategies accordingly. The BH2 STREAM School will maintain open communication with families to share progress updates, solicit feedback, and involve them in decision-making processes.

Exiting ML services will be based on evidence of English language proficiency, academic achievement, and social-emotional development. Exit criteria will be established in accordance with the North Carolina Department of Public Instruction's guidelines and resources, shared with stakeholders, and reviewed periodically to ensure fairness and accuracy.

The BH2 STREAM School will be committed to providing qualified staff to support ML scholars, including recruiting educators with expertise in language acquisition, bilingual education, and multicultural teaching. We will offer professional development opportunities focused on culturally responsive pedagogy, language development strategies, and effective instructional practices for ML scholars. We will establish mentorship programs and peer support networks to facilitate ongoing learning and collaboration among staff members.

Q148. Explain how the school will identify and meet the needs of gifted students, including the following:

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**



At the BH2 STREAM School, we will complete an annual multiple pathways approach to identify and meet the needs of gifted scholars. At the beginning of the school year, we will host a parent night for families and guardians to learn about our process for identifying and nurturing the gifted characteristics in our scholars across all grades and cultures.

In grades K-2, all scholars will experience classroom opportunities that cater to their unique learning styles, multiple intelligences, and cultural influences through differentiated instruction that nurtures their gifted characteristics.

The BH2 STREAM School recognizes that there will be scholars in grades K-2 who may have a strong portfolio of evidence that supports the need for early identification. The evidence portfolio will include: data from mClass Reading that indicates a scholar is reading and comprehending two or more grade levels above his or her current grade assignment, i-Ready reading diagnostic data that suggests a scholar is reading and comprehending two or more grade levels above his or her current grade assignment, writing samples that demonstrate skills above grade level, i-Ready math diagnostic data that indicates a scholar is two or more grade levels above his or her current grade assignment, and scores from the Scales for Identifying Gifted Students (SIGS-2) observational tool. Additionally, we value the perspectives of parents and scholars and will incorporate their input into the identification process through surveys and interviews.

A review team consisting of the Dean of Scholars, an AIG specialist, a counselor, a multi-classroom leader, and a classroom teacher will determine if the scholar's portfolio supports a nomination for identification. If so, the scholar will follow one of the pathways for identification.

In grades 3-8, the BH2 STREAM School will utilize a multiple-pathway framework to identify scholars.

Pathway # 1: AIG Reading (AR), AIG Math (AM), or Both (AG) Identification

- Scholars must score in the 85th percentile on a qualifying CogAT subtest and either EOG/EOC reading or math to be identified in the areas where the scores align.

Pathway # 2: AIG Reading (AR), AIG Math (AM), or Both (AG) Identification

- Scholars must score in the 85th percentile on a qualifying CogAT subtest OR EOG/EOC reading and/or math score.
- The scholar must have a yearly class average of 93% or higher in the aligned content area of the CogAt or EOG/EOC score in reading and/or math.
- The scholar must have a qualifying score of 90% on the SIGS-2 using the general norming score guide in the aligned content area of reading and/or math.

Pathway #3: Intellectually Gifted (IG) Identification

- Scholars must score in the 96th percentile on the CogAT composite or any of its subtests.
- Complete SIGS-2 observational tools for teachers and parents.



Pathway # 4: Intellectually and Academically Gifted (IAG) Identification

- Scholars must qualify for both Academically Gifted (AR, AM, or AG) AND Intellectually Gifted (IG).

Pathway # 5: AM, AR, AG Identification

- Some scholars will meet some but not all requirements in the other pathways. The review team will make nominations based on the contents of the scholar's portfolio.
- Portfolio contents may include, but are not limited to, the most recent BOG/EOG scores, i-Ready reading and math BOY, MOY, and EOY scores, Benchmark/Universal Screening data, CogAT scores, SIGS-2 completed by teachers, two (2) scholar work samples that demonstrate higher-order thinking skills, and advanced-grade curriculum that is completed in the classroom.
- Scholars in the top 10th percentile of their racial or ethnic subgroup for any standardized assessment are noted and can be considered through this pathway.

1. [Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.](#)

Our goal is to help every scholar imagine, believe in, and achieve their fullest potential. Using research-based instructional practices, we will provide every scholar with opportunities to enhance their learning. This enables us to meet the unique learning styles, multiple intelligences, and cultural influences of every scholar through differentiated instruction that nurtures gifted characteristics.

Our teachers will receive training in **differentiating instruction** to meet the diverse needs of gifted scholars. This includes adjusting content, process, and product to challenge and engage advanced learners.

For scholars who demonstrate readiness, the BH2 STREAM School will provide opportunities for **acceleration** through grade-skipping and subject acceleration. For example, suppose a scholar at the beginning of their 3rd-grade year has a Lexile of 725 or an i-Ready diagnostic score indicative of mid-third grade, but does not have a BOY diagnostic math score indicative of mid-third grade or higher. In that case, the scholar will be placed in a 4th grade reading block. Suppose a scholar at the beginning of his/her 3rd grade year has a Lexile of 725 or an i-Ready diagnostic score indicative of mid-third grade and has a BOY diagnostic math score indicative of mid-third grade or higher. In that case, the scholar will be considered for accelerated placement in the 4th grade.

We will offer a variety of **enrichment activities** both on and off campus, including STEM competitions, passion projects, internships, and mentorship programs with industry professionals.

Utilizing a **project-based learning** approach will allow our gifted scholars to delve deeply into topics of interest, fostering creativity, critical thinking, and collaboration skills.

Leveraging technology tools and resources enables personalized learning experiences and access to advanced content beyond the classroom.



Our scholars will be provided opportunities to **participate in local, state, and national academic competitions and achievements** such as Junior Honor and National Honor Societies.

Additionally, scholars will **declare majors** in the 2nd grade. They will choose three disciplines to audition for, and each director will assign a score. Their majors will be determined by their highest score.

2. Plans for monitoring and evaluating the progress and success of gifted scholars; and means for providing qualified staffing for gifted scholars.

Identified scholars will have an individual plan developed based on their areas of giftedness. Scholars will be supported in setting goals and provided with guidance on exploring activities and opportunities to achieve those goals. For grades K-8, all scholars, including those identified as gifted, will additionally have individual data notebooks that they will keep updated to help them see their achievements and academic growth.

The BH2 STREAM School will employ formative and summative assessments to monitor the progress of gifted scholars. These assessments will include both traditional measures and performance-based tasks that align with our STREAM curriculum.

Additionally, regular checkpoints will be established to review the progress of gifted scholars and adjust instructional strategies as needed, ensuring continued growth and challenge.

Parent involvement will be crucial to the success of our gifted scholars. Therefore, the BH2 STREAM School will schedule regular conferences to discuss progress, set goals, and address any concerns or questions.

Our goal is to employ a minimum of one dually certified staff member with credentials to serve gifted scholars. This staff member will take the lead in supporting the development of our scholars, managing individual growth plans, and providing support to our staff during professional learning communities and professional development sessions on differentiation, flexible grouping, learning styles, multiple intelligences, accelerated learning, and compacted curriculum.

Teachers, specialists, and support staff will **collaborate in multidisciplinary teams** to develop and implement comprehensive support plans for gifted scholars, addressing their academic, social-emotional, and behavioral needs.

Moreover, the BH2 STREAM School will leverage **partnerships with universities, professional organizations, and community resources** to provide specialized training and support for our staff working with gifted scholars.



10.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General Statutes*, *North Carolina Policies Governing Services for Children with Disabilities*. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q149. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

As part of the initial enrollment process, parents will have the opportunity to indicate whether their scholar (s) has previously been identified and received special education services or has an individual 504 plan. Additionally, as we accept all academic records from previous schools at the time of enrollment, the administration will review the records. If documentation exists indicating that the scholar received special education services or a 504 plan, the Dean of Scholars and the Lead EC teacher will determine if additional records from the previous school are needed and coordinate a meeting with the parents. At that meeting, the records (including the individual education plan or 504 plan) will be reviewed including the scholar's services, goals, objectives, accommodations, and additional needs, members of the scholar's team of support identified, and parent questions or concerns answered, and any additional actions developed so that services can begin day one.

Additionally, the BH2 STREAM School will have a tracking system that allows us to identify receipt of or forwarding recipient information for each scholar's records with dates to ensure best practices in record keeping.

At the BH2 STREAM School, we are committed to ensuring that all scholars receive a free and appropriate education and to ensuring compliance with the Federal Child Find mandate, the Individuals with Disabilities Education Improvement Act, and Section 504 of the Rehabilitation Act.



Amy Bentz

Comments :

The narrative outlines a plan to identify students with disabilities. What is the follow up plan should requested records not be received in a timely manner?

Q150. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.



At the BH2 STREAM School, we will recognize that identifying scholars who may be eligible for special education services is a crucial process that requires careful consideration and adherence to legal mandates like the Federal 'Child Find' requirement.

We will focus on providing the strongest education possible and meet the individual needs of all scholars through our Multi-Tiered System of Support. Our focus on the whole child is to ensure positive outcomes for our scholars by making data-driven decisions that increase academic achievement, ensuring each scholar thrives in their social-emotional learning, and providing positive behavior support to meet their individual needs.

Our multi-tiered system of support will include screenings, a continuum of support and interventions made with data-driven decisions, progress monitoring, teacher observations, and collaboration with parents. All of this is critical for scholar success and ensures that we are actively following the Federal Child Find mandate to identify scholars who may need special education services.

If interventions do not yield adequate progress, a formal referral for special education evaluation can be made by a teacher, parent, or other stakeholder. Once a scholar is identified as potentially needing special education services, we will conduct a meeting with multidisciplinary team members, including administration, counselor, teachers, a special education teacher, and the parents to review all existing information and decide what, if any formal evaluations are necessary to help determine the scholar's eligibility for special education services in accordance with NC Department of Public Instruction (NC DPI) requirements.

Our commitment is to involve parents or guardians throughout the evaluation process, including obtaining informed consent for assessments and providing opportunities for input and feedback.

A licensed psychologist will be consulted to administer various formal evaluations required for eligibility determination.

Upon completion of the evaluations, a summary meeting will be held with the same multidisciplinary team in attendance to determine eligibility, ensuring that evaluation results are communicated clearly and comprehensively to parents for their understanding.

Using the Every Child Accountability and Tracking System (ECATS) provided by NC DPI to complete all formal documentation and determination will allow for continuity as the scholar progresses in grade levels, as well as for sharing and receiving records from other schools during enrollment.

If, for any reason, a scholar is found ineligible through the evaluation and eligibility process, then considerations will be made to determine if the scholar qualifies for a 504 plan or if additional interventions are needed.



The BH2 STREAM School will recognize that continuously monitoring scholars' progress and reevaluating their needs as necessary is critical. Special education eligibility is not static and may change over time; therefore, it is essential to regularly review and update scholars' IEPs as needed.

Measures will be taken at the BH2 STREAM School to avoid misidentification of scholars for special education. Our academic approach for all scholars is grounded in early intervention, regular progress monitoring, and data review to inform all decisions. For scholars who require support beyond the tertiary level, we will use multiple assessment tools to help identify the scholars' academic, social, emotional, and behavioral functioning strengths and needs as part of a comprehensive evaluation process.

Evaluations and assessments will be culturally and linguistically appropriate to avoid misinterpretation of scholars' abilities or needs. This may involve using bilingual assessments, providing interpreters, or considering cultural norms and practices to ensure effective communication.

Parent involvement and collaboration, regular communication, and transparency are critical to building the community of support for our scholars. Continuous evaluation and refinement of our identification process, utilizing feedback, research-based practices, and state and Federal guidelines, will ensure that the BH2 STREAM School makes informed decisions for our scholars.



Amy Bentz

Comments :

- Processes described in narrative should include all of the following:
 - Response to notification: 30 days
 - Suspicion of disability is not explicitly addressed with what the school will do to ensure a student does not get “caught up” waiting for interventions.
 - Consideration of children advancing from grade to grade/highly mobile (migrant) children
 - Procedures that requirement to determine whether or not to refer the student to special education
 - Parent referral procedures
 - What processes will be used in order to comply with Child Find mandates to include Child Find posters, assessments, evaluations, and notifications related to the suspicion of a disability to avoid misidentification of special education students?



Q151. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools**
- 2. Record Confidentiality (on-site)**
- 3. Record Compliance (on-site)**

At the BH2 STREAM school, managing the records of scholars with disabilities and 504 Accommodation plans is paramount. A designated staff member will be available to handle record requests from previous schools. This person will use a standardized request form to outline the necessary information and obtain parental consent. The BH2 STREAM School will also use other communication channels, such as phone, email, or mail, to promptly retrieve records.

To ensure confidentiality, we will establish a secure filing system accessible only to authorized staff. This system will adhere to strict protocols and provide staff training on the proper handling of sensitive information. Additionally, we will implement password-protected electronic databases and physical lock-and-key systems to prevent unauthorized access to records.

ECATS will be central to our record compliance strategy. We will ensure all records, including scholar demographics, disability classifications, and accommodation plans, are accurately entered into ECATS. Designated staff members will be responsible for updating and maintaining records within ECATS, with periodic audits conducted to verify the accuracy of data and ensure regulatory compliance.

Ongoing staff training will be provided to ensure adherence to confidentiality laws and regulations. The BH2 STREAM School will establish a monitoring system to periodically review record management practices, promptly addressing any discrepancies or issues that arise.

Through this comprehensive approach, we will effectively manage the records of scholars with disabilities and 504 Accommodation plans, prioritizing confidentiality, compliance, and accuracy at every step.



Amy Bentz

Comments :

- Consider outlining a plan to do in-house audits of files. How will EC records compliance be handled on-site? How frequently will compliance reviews occur? Who will conduct the reviews? How will the record review process be used to improve services for students with disabilities?
- Explain the procedure for signing records in/out as needed. A sign in/out sheet would be included in each EC record.
- Procedures for requesting records are missing. Recommended components include:
 - Chart to track students enrolling (student name, placement, records request/receipt of records)
 - Process to follow-up with sending school or PSU is non-responsive to records request
 - assurance of special education services on Day 1

Q152. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.



The Exceptional Children's Program (ECP) at the BH2 STREAM School will be designed to cater to the diverse needs of scholars with disabilities, ensuring their education in the least restrictive environment (LRE) while promoting inclusion to the greatest extent possible.

This approach recognizes that each scholar has unique abilities, challenges, and learning styles, requiring individualized support to thrive academically, socially, and emotionally.

In implementing the ECP, a continuum of services will be provided to scholars with mild, moderate, and severe disabilities, aiming to meet their needs within the Least Restrictive Environment (LRE). For scholars with mild disabilities, such as specific learning disabilities or mild intellectual disabilities, accommodations and modifications will be made within the general education classroom to support their learning while fostering interaction with peers without disabilities.

For scholars with moderate disabilities, such as mild intellectual disabilities or emotional/behavioral disorders, a combination of general education and special education services will be utilized. This will involve co-teaching arrangements where a special education teacher collaborates with a general education teacher to provide differentiated instruction, behavioral interventions, and individualized support tailored to the scholar's needs.

Additionally, scholars may receive instruction in a resource room setting to address specific skill deficits or receive related services such as speech therapy or counseling.

The BH2 STREAM School recognizes that some scholars may require specialized instruction and accommodations tailored to their unique needs, with a focus on developing functional skills, enhancing communication, and promoting independence. We will provide the least restrictive environment for the scholars to achieve success.

Throughout the ECP, the primary goal of inclusion is prioritized to the greatest extent possible. Inclusion goes beyond physical placement in the general education classroom; it encompasses meaningful participation, social integration, and a sense of belonging for all scholars. To achieve this goal, collaboration among our educators, administrators, families, and community partners will be essential. The BH2 STREAM School will ensure our teachers are equipped with the knowledge and skills needed to effectively support scholars with diverse abilities, promote positive behavior, and create inclusive learning environments.

Furthermore, a culture of acceptance, respect, and empathy will be fostered within the school community to celebrate diversity and reduce stigma surrounding disabilities. Peer support programs, buddy systems, and inclusive extracurricular activities will be encouraged to promote positive relationships and friendships among scholars of all abilities.



Amy Bentz

Comments :

- The plan does not provide a detailed approach to how the school will serve students with severe disabilities.
- Is the school prepared to ensure the IEP is followed, staffing is appropriately licensed, progress monitoring is being done, services are being provided, separate, resource, and homebound services are provided as indicated in IEP, etc.?
- The narrative includes consideration of the least restrictive environment for students with disabilities. What considerations will be in place for students receiving inclusive support but also need more intensive "pull-out" resource services?
- The narrative includes staffing considerations (including teachers and related service providers) as well as mentions adherence to the least restrictive environment expectations. IEP implementation and progress monitoring were shared as tools to support the least restrictive environment decision making process.

Q153. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?



At the BH2 STREAM School, the staff will understand the importance of ensuring that all scholars, regardless of their abilities, have access to high-quality education that meets their individual needs. Each scholar with a disability will have a personalized **Individualized Education Plan (IEP)** developed in collaboration with parents, teachers, and special education professionals. The IEP will outline specific goals, accommodations, and services tailored to the scholar's unique strengths and challenges.

The BH2 STREAM School will honor the power of **inclusive education**, where scholars with disabilities are fully integrated into general education classrooms whenever possible. Our teachers will receive training and support to differentiate instruction, modify curriculum, and provide appropriate accommodations, ensuring that all scholars can access and engage with the general education curriculum.

The BH2 STREAM School will utilize a **co-teaching model, in which general education teachers and special education teachers collaborate** to plan and deliver instruction. This collaborative approach enables more individualized support within the general education setting and fosters a sense of belonging among all scholars.

Scholars who require additional support may participate in **small group instruction** led by special education teachers. These groups will focus on targeted skill development in areas such as reading, math, social skills, and executive functioning.

The BH2 STREAM School will collaborate with Edgecombe County Public Schools as needed to provide a range of related services to address scholars' unique needs, including speech therapy, occupational therapy, physical therapy, counseling, and assistive technology. These services can be integrated into the school day as needed to support scholars' academic and social-emotional growth.

The BH2 STREAM School will **collaborate and partner with parents and guardians** to support scholars with disabilities. We will maintain regular communication with families to provide updates on progress, solicit input on IEP goals, and collaborate on strategies to support learning at home.

Our staff will participate in ongoing Professional Learning Communities (PLCs) focused on best practices for supporting scholars with disabilities. This will include a focus on training on instructional strategies, behavior management techniques, assistive technology tools, and legal requirements under the Individuals with Disabilities Education Act (IDEA) and North Carolina Public Law, Article 9.



Amy Bentz

Comments :

- The plan does not provide a thorough explanation of how the school will provide services across the continuum. Is the school prepared to ensure the IEP is followed, staffing is appropriately licensed, progress monitoring is being done, services are being provided: separate and homebound services are provided as indicated in IEP, etc.?

Q154. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).



The BH2 STREAM School will be committed to providing a supportive and inclusive environment where all scholars, including those with disabilities, can thrive academically, socially, and emotionally. To ensure that scholars with disabilities receive a Free and Appropriate Public Education (FAPE) in compliance with federal laws such as the Individuals with Disabilities Education Act (IDEA), the school will implement a comprehensive framework consisting of various methods and support systems.

Each scholar with a disability will have an **Individualized Education Plan** tailored to their unique needs and strengths. The IEP team, including parents, teachers, special education professionals, and relevant specialists, and the Local Education Agency representative, will collaborate to develop, review, and revise the IEP regularly to address the scholar's changing needs.

The BH2 STREAM School will promote **inclusive classroom practices** where scholars with disabilities are educated alongside their non-disabled peers to the maximum extent appropriate. Teachers receive training and support to implement differentiated instruction, accommodations, and modifications to meet the diverse needs of all learners.

The BH2 STREAM School will employ **qualified special education teachers and consult with related service providers** who have expertise in working with scholars with disabilities. These professionals will provide specialized instruction, support, and services as outlined in each scholar's IEP.

The BH2 STREAM School will implement a multi-tiered system of support, including **Response to Intervention (RTI)**, to identify and address the academic and behavioral needs of scholars who may be struggling. Through RTI, scholars receive targeted interventions and progress monitoring to ensure early intervention and support.

The BH2 STREAM school will ensure that our **facilities and resources are accessible** to scholars with disabilities. This includes physical accommodations such as ramps, elevators, and accessible restrooms, as well as assistive technology, learning materials, and adaptive equipment to support scholars' access to the curriculum.

The BH2 STREAM School will value the **partnership with parents and guardians** in supporting scholars with disabilities. Regular communication, parent-teacher conferences, and opportunities for parental involvement in the Individualized Education Program (IEP) process will be provided to ensure that families are actively engaged in their child's education and advocacy.

Ongoing **professional learning communities** will be provided to all staff members to enhance their knowledge and skills in supporting scholars with disabilities. Topics will include inclusive practices, behavior management strategies, assistive technology, and understanding of various disabilities.

The BH2 STREAM School will **regularly monitor and evaluate** the effectiveness of its programs and



services for scholars with disabilities. Data-driven decision-making and continuous improvement processes will ensure that our scholars make progress toward their goals and receive the support they need to succeed.



Amy Bentz

Comments :

The narrative provides a clear explanation of FAPE. The narrative should include consideration of extended school year services and a process for how will the school ensure students receive needed services on their IEP on Day 1 of school?

Q155. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.



At the BH2 STREAM School, monitoring and reporting on the implementation of Individualized Education Plans (IEPs) will be integral to ensuring the success and progress of each scholar.

The implementation of IEPs will begin with a review of the scholar's current needs and a determination of whether additional assessments are necessary to identify the scholar's strengths, challenges, and learning needs.

Based on a review of existing data, input from teachers, parents, and the scholar, or new evaluation summaries in some cases, specific, measurable, achievable, relevant, and time-bound (SMART) goals will be established for each scholar within their Individualized Education Program (IEP). These goals will be tailored to address their unique learning requirements and are regularly reviewed and updated as needed.

Our teachers and support staff will be responsible for delivering instruction and providing support according to the objectives outlined in each scholar's Individualized Education Program (IEP). This may involve accommodations, modifications, specialized resources, or additional assistance as necessary to facilitate learning.

We will use regular assessments and progress monitoring to track scholars' advancement towards their IEP goals. These assessments may include standardized tests, observations, work samples, and other relevant metrics as determined on their IEP.

Data collected from progress monitoring activities will be analyzed to evaluate a scholar's progress and identify areas of strength and areas needing improvement. This analysis will inform our instructional decision-making and adjustments to the IEP as needed.

At the BH2 STREAM School, progress on IEP goals will be communicated regularly to scholars, parents, and relevant staff members. This communication may take the form of progress reports, parent-teacher conferences, individual meetings, or written updates.

Additionally, periodic meetings will be held involving scholars, parents, educators, and specialists to review the effectiveness of the IEP, discuss progress, and make any necessary adjustments. This collaborative approach ensures that everyone involved is informed and engaged in the scholar's educational journey.

We acknowledge that the process of monitoring and reporting on IEP implementation is an ongoing one. Feedback from all stakeholders will be solicited and utilized to refine practices, enhance outcomes, and ensure that each scholar receives the support necessary to thrive academically and socially.



Amy Bentz

Comments :

The school provides a clear explanation on how the implementation of the IEP will be monitored and communicated with parents.

Q156. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

The proposed plan for providing related services for scholars with special needs at the BH2 STREAM School will involve a comprehensive approach. We will consult with qualified staff who are equipped to address various needs and challenges. All staff will undergo rigorous training to enhance their skills and understanding of diverse learning needs.

Additionally, our plan emphasizes the importance of creating a supportive and inclusive environment where every scholar feels valued and supported.

Collaboration with external organizations and specialists will also be key in providing specialized services such as therapy, counseling, and medical support. This collaborative approach will ensure that scholars receive holistic care that addresses both their academic and non-academic needs. Overall, our proposed plan aims to create a nurturing and empowering environment where every scholar can thrive academically, socially, and emotionally, regardless of their challenges or differences.



Amy Bentz

Comments :

The plan does not provide an explanation as to how the school will provide adequate staffing to serve students with disabilities as well as contracting/hiring related service providers. How will the school ensure the needed licensure requirements are upheld by the contracting entity?

10.4. Student Performance Standards

Q157. Describe the student performance standards for the school as a whole.



At the BH2 STREAM School, our scholars' performance standards will be meticulously designed to uphold the highest academic and holistic development expectations for our scholars. We will aim to nurture inquisitive minds, foster creativity, and cultivate critical thinking skills in every scholar.

Our performance standards will prioritize academic excellence across all subject areas. Scholars will be expected to demonstrate proficiency in core subjects, such as mathematics, reading, and science, as well as in STREAM-related disciplines. Through a rigorous curriculum and innovative teaching methods, we will ensure that our scholars are well-prepared to excel not only in standardized tests but also beyond.

At the BH2 STREAM School, we will recognize the importance of cultivating **critical thinking and problem-solving skills** in our scholars. Our performance standards will emphasize the ability to analyze complex problems, think creatively, and develop innovative solutions. Through project-based learning, hands-on experiments, and real-world applications, scholars will learn to approach challenges with confidence and resourcefulness.

Effective collaboration and communication skills will be essential for success at the BH2 STREAM School. Our performance standards will encourage scholars to work collaboratively in teams, articulate their ideas effectively, and engage actively in meaningful dialogue. By fostering a supportive and inclusive learning environment, we will empower scholars to collaborate effectively and leverage the strengths of their peers.

Creativity and innovation will be at the heart of the BH2 STREAM School's educational philosophy. Our performance standards will encourage scholars to explore their passions, embrace curiosity, and think creatively. Through project-based learning, STREAM activities, and enrichment programs, scholars will be encouraged to unleash their creativity.

Character development will be an integral part of the BH2 STREAM School experience. Our performance standards will emphasize the importance of integrity, resilience, and empathy. Through service-learning projects, leadership opportunities, and character education initiatives, scholars will develop into responsible citizens who contribute positively to their communities.

At the BH2 STREAM School, we will be committed to continuous improvement and ongoing assessment. Our performance standards will be dynamic and responsive, allowing us to adapt to the evolving needs of our scholars and community. Through data-driven decision-making, professional development opportunities for faculty, and stakeholder feedback, we will strive to ensure that every scholar receives a high-quality education that prepares them for success in college, career, and life.

Finally, **parent and community engagement** will be essential components of the BH2 STREAM School experience. Our performance standards will encourage active involvement from parents, caregivers, and community members. Through regular communication, volunteer opportunities, and collaborative initiatives, we will build strong partnerships that support scholars' learning and



SUCCESS.

Q158. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.



The BH2 STREAM School's utilization of i-Ready diagnostic evaluation data, alongside state and federally mandated test results, will form a comprehensive approach to driving instruction and enhancing the curriculum, thereby optimizing the advancement of our scholars. This process will occur cyclically, with evaluations conducted at the beginning (BOY), middle (MOY), and end (EOY) of the academic year, each contributing to the improvement of our instructional strategies and curriculum design. We will also conduct monthly growth checks to monitor interim growth and determine if any additional instructional pivots are needed.

At the onset of the academic year, we will administer the i-Ready diagnostic evaluation to assess scholars' proficiency levels in math and reading. This initial assessment will serve as a baseline measurement, providing valuable insights into each scholar's strengths, weaknesses, and learning needs. By analyzing the diagnostic data, our teachers, administration, and board members will be able to identify areas of proficiency and areas requiring additional support, enabling us to tailor instruction to meet the diverse needs of our scholars effectively.

Furthermore, the results of the i-Ready diagnostic evaluation will be integrated with state and federally mandated test data, offering a holistic view of our scholars' academic performance and proficiency levels. By examining trends and patterns across multiple assessments, we will gain a deeper understanding of each scholar's progress and areas of growth. This comprehensive analysis will inform instructional planning and curriculum development, ensuring that the learning experiences are aligned with academic standards and tailored to address each scholar's individual needs.

Throughout the academic year, the BH2 STREAM School will utilize the insights gained from the diagnostic evaluation data to inform our instructional decisions and interventions. For scholars who demonstrate proficiency in specific areas, we can provide enriched learning opportunities to further challenge and engage them. Conversely, for scholars who require additional support, targeted interventions and differentiated instruction will be implemented to address learning gaps and promote academic growth.

Moreover, the mid-year evaluation will serve as a progress monitoring tool, allowing us to assess each scholar's growth and development since the beginning of the academic year. By comparing mid-year assessment data with baseline data, we will be able to gauge the effectiveness of our instructional strategies and interventions, making necessary adjustments to optimize scholar learning outcomes. This ongoing monitoring and adjustment process ensures that instruction remains responsive to scholars' evolving needs and challenges.

At the culmination of the academic year, the BH2 STREAM School will conduct a comprehensive review of assessment data, including results from the end-of-year i-Ready diagnostic evaluation and state and federally mandated tests. This final evaluation will provide valuable insights into the overall academic achievement and growth of our scholars throughout the year. We will analyze the



data to identify areas of success and areas for improvement, using this data to consider curriculum revisions and instructional enhancements for the subsequent academic year.

To this end, comparing end-of-year assessment data with baseline data and mid-year progress will enable us to measure the efficacy of instructional interventions and curriculum adjustments implemented throughout the year. By identifying successful practices and areas that require refinement, we will enhance the curriculum to meet the needs of scholars better and optimize learning outcomes.

Additionally, integrating state and federally mandated test results with diagnostic evaluation data will enhance our ability to align curriculum and instruction with academic standards and requirements. By analyzing trends and patterns across multiple assessments, we will gain valuable insights into areas of curriculum alignment and those requiring further attention or adjustment.

Q159. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.



The BH2 STREAM School's promotion policies and standards will be designed to ensure that scholars, including those with special needs, are supported in their academic journey from one grade level to the next. These policies will be transparently communicated to families and scholars to foster a collaborative approach to education.

At the BH2 STREAM School, promotion criteria will be based on a holistic assessment of scholars' academic performance, social-emotional development, and readiness for the next grade level. This comprehensive approach will acknowledge that scholars' growth extends beyond academic achievement alone and encompasses their overall well-being and preparedness for future challenges.

The **academic performance** will form a crucial component of the promotion criteria at the BH2 STREAM School. Scholars' progress will be assessed through various measures, including standardized tests, classroom assessments, projects, and class participation. These assessments will provide insights into scholars' mastery of key concepts and skills essential for success in the next grade level.

The BH2 STREAM School will be committed to providing **individualized support for all scholars**, including those with multilingual backgrounds and those with special needs, to ensure the academic success and the social-emotional well-being of all. To this end, personalized education plans (PEPs) will be developed for all scholars who are not on grade level and reviewed with families quarterly. Promotion criteria for these scholars will be tailored to accommodate their unique learning needs and abilities. Special education teachers will collaborate with classroom teachers and support staff to develop personalized goals and interventions that address scholars' specific challenges and facilitate their progress toward grade-level expectations.

In addition to academic performance, social-emotional development will play a significant role in scholars' promotion decisions at the BH2 STREAM School. We recognize the importance of nurturing scholars' social skills, emotional resilience, and self-regulation abilities to help them thrive academically and personally. We will assess scholars' social-emotional development through observations, behavior tracking, and discussions with parents and other stakeholders.

Promotion decisions will be based on scholars' overall readiness for the next grade level. This includes their academic preparedness, social-emotional maturity, academic growth, and ability to engage effectively in the curriculum of the subsequent grade. It will be our goal to share with parents no later than January of the academic year when scholars are at risk for retention. Our teachers, counselors, and administrators will collaborate to evaluate scholars' readiness through multiple sources of evidence, ensuring a comprehensive understanding of each scholar's strengths and areas for growth.

At the BH2 STREAM School, we will value transparency and communication with families and



scholars regarding promotion criteria. At the beginning of each academic year, families will receive detailed information about the promotion policies and standards through school handbooks, orientation sessions, and digital platforms. This information will include specific criteria for promotion, timelines for assessment and decision-making, and resources for supporting scholars' progress.

Throughout the school year, our teachers will maintain ongoing communication with families to provide updates on scholars' progress and address any concerns or questions related to promotion. Parent-teacher conferences, progress reports, and digital platforms will enable regular feedback and collaboration between home and school.

In the final weeks of the school year, families will receive formal notification of scholars' promotion status based on the established criteria. This communication will include clear explanations of the factors considered in the decision-making process and opportunities for families to discuss individualized plans for any scholar who may require additional support or intervention.

By transparently communicating promotion criteria and standards, we want to empower families to actively engage in their scholars' educational journey and support scholars in reaching their full potential. Through a collaborative approach that prioritizes academic achievement, social-emotional development, and individualized support, our goal will be to foster a positive and inclusive learning environment where all scholars can thrive.



Amy Bentz

Comments :

Information in this section does not include consideration of students with special needs.

Q160. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.



The BH2 STREAM School's draft exit standards for 8th-grade scholars has a STREAM (Science, Technology, Reading, Engineering, Arts, and Mathematics) focus. The following draft exit standards will be expected for graduating 8th-grade students:

Academic Exit Standards

English Language Arts (ELA):

- Demonstrate proficiency in reading and analyzing complex texts across various genres.
- Write clear, coherent essays and narratives with proper grammar and structure.
- Engage in discussions, presenting and defending ideas effectively.

Mathematics:

- Mastery of pre-algebra and algebraic concepts, including solving equations and understanding functions.
- Apply mathematical reasoning to real-world problems.
- Interpret and analyze data using statistical methods.

Science:

- Understand and apply scientific principles in life, physical, and earth sciences.
- Conduct experiments using the scientific method.
- Analyze scientific data and draw evidence-based conclusions.

Social Studies:

- Comprehend historical events and their impacts on the modern world.
- Understand governmental structures and civic responsibilities.
- Analyze primary and secondary sources to form historical interpretations.

STREAM Integration:

- Engage in interdisciplinary projects that incorporate science, technology, reading, engineering, arts, and mathematics.
- Utilize technology and engineering principles to solve complex problems.
- Demonstrate creativity and innovation in project-based learning scenarios.

Social-Emotional and Leadership Development

- Exhibit effective communication and collaboration skills.



- Demonstrate resilience, adaptability, and a growth mindset.
- Participate in leadership roles and community service initiatives.

Support for At-Risk Scholars

For scholars at risk of dropping out, the BH2 STREAM School will implement the following support strategies:

- **Early Identification:** Monitoring academic performance and behavioral indicators to identify at-risk scholars promptly.
- **Personalized Intervention Plans:** Developing tailored support plans, including tutoring, counseling, and mentorship programs.
- **Family Engagement:** Collaborating with families to create supportive home environments and involve them in the educational process.
- **Monitoring and Evaluation:** Continuous tracking of student progress to adjust support strategies as needed.

10.5. School Culture and Discipline

Q161. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.



The BH2 STREAM School will embody a vibrant culture rooted in the principles of STREAM (Science, Technology, Engineering, Arts, and Mathematics), holistic education, and community engagement. At the heart of our ethos will lie a commitment to fostering healthy relationships, building trust, and nurturing a compassionate classroom environment where every scholar feels valued, respected, and supported in their journey of intellectual curiosity and social growth.

Central to our school culture will be the belief that strong, positive relationships between scholars, educators, families, and the community are essential for academic success and personal growth. We will prioritize creating a supportive and inclusive environment where all scholars feel seen, heard, and valued as individuals. By fostering open communication, empathy, and mutual respect, we want to cultivate an atmosphere of trust and belonging where all scholars feel safe to take risks, ask questions, and express themselves authentically.

Our commitment to cultivating a compassionate classroom culture will be guided by the principles of Conscious Discipline—a research-based approach to social-emotional learning and discipline. Through intentional teaching strategies, mindfulness practices, and conflict resolution techniques, we will empower scholars to regulate their emotions, build positive relationships, and develop empathy and resilience. By embracing differences, celebrating diversity, and promoting unity, we will create a learning environment where every scholar feels accepted, supported, and encouraged to thrive.

Our ethos of passion will lay the foundation for a positive academic environment where scholars will feel motivated, engaged, and empowered to reach their full potential. By creating classrooms that prioritize connection and collaboration, we will foster a sense of ownership and responsibility for learning, encouraging scholars to take an active role in their education. Through personalized instruction, differentiated support, and ongoing feedback, we will meet the unique needs of each scholar, helping them set goals, overcome challenges, and celebrate their successes.

Our holistic approach to education will extend beyond academic achievement to encompass the intellectual, social, and emotional development of every scholar. Through interdisciplinary projects, experiential learning opportunities, and community partnerships, we will encourage scholars to explore their interests, develop their talents, and become lifelong learners and contributing members of society. By equipping our scholars with the skills, knowledge, abilities, and confidence to navigate an ever-changing world with curiosity, resilience, and compassion, we will prepare them to excel academically and thrive personally and professionally.

Q162. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



Creating and implementing a vibrant culture will be essential for the BH2 STREAM School. From the very first day of school, we will focus on fostering a culture that nurtures scholars, engages families, supports teachers and staff, and empowers administrators.

We will articulate our vision: ***Passion drives achievement. Collaboration ignites innovation. Empowerment fuels success.*** These values will guide everything we do. This will be communicated to all stakeholders, ensuring alignment and commitment to our collective mission of academic excellence, community engagement, and personal growth.

Building a strong sense of community is foundational. We will host orientation sessions before the start of the school year to introduce families to our school's culture, values, and expectations. Regular communication channels will be established to keep families informed and involved in their child's education journey.

On the first day of school, we will welcome scholars with open arms, providing them with a warm and inclusive environment. Orientation activities including going over the Positive Behavioral Interventions and Supports (PBIS) matrix and viewing the videos made of all school environment expectations will help scholars familiarize themselves with the school's layout, meet their teachers and peers, and understand behavioral expectations.

Our approach to discipline will be rooted in positivity, restorative justice, and restorative circles rather than punishment. We will proactively teach scholars about the values of respect, responsibility, and empathy, and provide them with the tools to resolve conflicts peacefully and learn from their mistakes.

Throughout the school year, we will celebrate the diverse cultures and backgrounds of our scholars and families. Cultural events, assemblies, and performances will be organized to showcase and honor the rich tapestry of our community.

Teachers and staff will play a pivotal role in shaping the school culture. We will invest in ongoing professional learning opportunities focused on culturally responsive teaching, social-emotional learning, and building strong relationships with scholars and families.

Our Administrators will lead by example, embodying the values and behaviors we expect from our scholars and staff. They will be visible, accessible, and responsive, fostering a culture of trust, transparency, and accountability.

Scholars who join us at different times throughout the year will receive personalized support to acclimate to our school culture. Buddying systems, mentorship programs, and peer support groups along with watching the videos of all school environment expectations will help them feel welcome and connected from day one.



Regular feedback loops will be established to solicit input from scholars, families, teachers, staff, and administrators. This will ensure that our culture remains dynamic, responsive, and reflective of the evolving needs and aspirations of our community.

Cultivating a positive school culture is an ongoing process. We will regularly assess our practices, gather data on culture-related metrics, and collaborate with stakeholders to identify areas for growth and refinement.

By prioritizing culture from the outset and actively involving all stakeholders in its creation and maintenance, we will lay a solid foundation for academic success, personal development, and community engagement at the BH2 STREAM School.

Q163. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

- 1. Practices the school will use to promote effective discipline.**
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.**
- 3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.**
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.**



At the BH2 STREAM School, our commitment to cultivating future-proof scholars will not only be reflected in our academic curriculum but also in our approach to scholar conduct and discipline. Our mission will emphasize critical thinking, discovery, and integrity, all of which are foundational to our STREAM (Science, Technology, Reading, Engineering, Arts, and Mathematics) education plan. Additionally, we will adhere to the principles of Conscious Discipline, which prioritize healthy relationships, acceptance of differences, unity, and ensuring that each scholar feels safe and loved.

Our plan for governing scholar conduct will be rooted in these principles and will be designed to promote a positive and respectful learning environment where scholars can thrive academically, emotionally, and socially. Central to our approach will be the belief that effective discipline involves not only addressing misbehavior but also teaching scholars the skills they need to make better choices in the future. Our focus will be on promoting effective discipline.

The BH2 STREAM School will implement a system of positive reinforcement to recognize and encourage desired behaviors such as respect, responsibility, and cooperation. This may include verbal praise, certificates, or other incentives.

When conflicts arise, scholars will engage in restorative practices to repair harm and restore relationships. This will involve dialogue, mediation, and problem-solving activities.

The BH2 STREAM School will offer workshops and activities focused on developing social-emotional skills such as empathy, communication, and self-regulation.

Scholars will be provided with clear expectations for behavior, including specific guidelines for various settings such as classrooms, hallways, and common areas.

We will maintain open communication with families to ensure that they are informed about scholar conduct expectations and are involved in addressing any concerns that may arise.

While our primary focus is on promoting positive behavior, we recognize that there may be instances where disciplinary action is necessary. Offenses that may result in suspension or expulsion include but are not limited to:

1. Physical Violence: Any act of physical harm or threat towards another scholar or staff member.
2. Verbal Abuse: Harassment, intimidation, or verbal attacks directed at others.
1. Destruction of Property: Deliberate damage to school property or the property of others.
1. Substance Abuse: Possession or use of drugs, alcohol, or other prohibited substances on school grounds.
1. Repeated Disruptive Behavior: Persistent disruption of the learning environment despite interventions and support.

The BH2 STREAM School acknowledges that in accordance with federal law, 20 U.S.C. Sec. 1400 et



seq. and with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8), scholars with disabilities are entitled to certain protections when it comes to disciplinary actions. Before imposing suspension or expulsion, we will consider factors such as whether the behavior is a manifestation of the scholar's disability and whether appropriate accommodations and support have been provided. We will work closely with scholars, their families, and any relevant specialists to ensure that disciplinary actions are fair and appropriate.

Scholars who are facing suspension or expulsion will be provided with due process rights, including:

1. Notice: Scholars will be informed of the alleged misconduct and the reasons for the proposed disciplinary action.
1. Opportunity to Respond: Scholars will have the opportunity to present their side of the story and provide any relevant evidence or witnesses.
1. Appeal Process: Scholars and their families will have the right to appeal disciplinary decisions through a formal grievance procedure. This may involve a review by an impartial panel or hearing officer.

Our policies and procedures regarding scholar conduct and discipline will be clearly outlined in the Handbook for Scholars and Families, which will be distributed to scholars and their families at the beginning of each academic year. Additionally, information will be posted on our school's website, and staff members will be trained on the implementation of these policies.



Amy Bentz

Comments :

The plan provides a clear explanation for addressing behaviors that could lead to suspension or expulsion for students with disabilities.

10.6. Certify

Q164. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q165. Explanation (optional):



Section



Alysha Gray

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



Amy Bentz

Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :

While the response addresses several key criteria, it provides insufficient detail regarding accommodations and support for students with disabilities. Additional information is needed to fully meet the review requirements.



11. Governance and Capacity

11.1. School Governing Body

Q166. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

1308 West Wilson Street, Tarboro, North Carolina 27886


11.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.


Q167. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

Resources


Initial Members of t...

Applicant Evidence :


Initial Members of t...

Uploaded on **4/24/2025**
by **Tammy Barrow**

Q168. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the



lead administrator.

The BH2 STREAM School board will be responsible for determining and periodically reviewing our school's mission and vision. This will involve engaging stakeholders, assessing community needs, and aligning the mission and vision with the school's educational philosophy.

Our board will be responsible for establishing and overseeing the organizational structure of the school, including administrative roles and reporting relationships. It will also participate in strategic planning processes to set goals and priorities for the school's growth and development.

Ensuring adequate resources and managing them effectively will be a key function of our board. This will include financial oversight, fundraising initiatives, and resource allocation to support the school's programs and services.

The board will monitor and evaluate the effectiveness of our school's programs and services, ensuring alignment with the mission and meeting the needs of our scholars. It may also approve new programs or enhancements based on community feedback and educational best practices.

Marketing and enhancing the BH2 STREAM School's public standing will be important functions of our board. This will involve promoting the school's achievements, communicating with stakeholders, and fostering positive relationships within the community.

Upholding legal and ethical standards will be paramount for our board. It will ensure compliance with relevant laws and regulations, adopt policies to promote ethical behavior, and address any issues of misconduct or non-compliance.

Maintaining accountability to stakeholders will be another core responsibility of our board. This will include transparency in decision-making, regular reporting on school performance, and responsiveness to feedback and concerns from the community.

The board will be responsible for recruiting and orienting new board members, assessing its own performance, and continually striving for excellence in governance practices. This will involve establishing clear expectations for board members, providing ongoing training and support, and fostering a culture of collaboration and accountability.

The board will be responsible for recruiting, hiring, and supervising the lead administrator. This process will involve establishing a search committee, conducting interviews, and selecting the most qualified candidate based on the school's needs and priorities. Once hired, the lead administrator will report to the board, which will provide guidance, feedback, and evaluation to ensure effective leadership and management of the school.

Q169. Describe the size, current and desired composition, powers, and duties of the



governing board.

Our governing board consists of nine (9) members, currently comprising three women and three men, with two residing in Edgecombe County and six (6) natives of the county. Dr. Dan Crocker and Tammy Barrow have a vested interest, having previously worked in the county. Each member wields equal voting power. Our board oversees policymaking, strategic planning, and financial management. Michele Cherry, president, presides over meetings, ensures board directives are implemented, and represents the organization externally. Dr. Dan Crocker, vice president, supports the president and assumes her duties in her absence. Tawan Davis-Sherrod, our secretary, maintains records of meetings and official documents. Tammy Barrow, our treasurer, manages finances, including budgeting and financial reporting, ensuring fiscal responsibility and transparency.

Q170. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



The founding board's diverse expertise and backgrounds provide a robust foundation for successfully implementing the school design.

Dr. Dan Crocker, retired medical doctor, brings analytical skills, attention to detail, and a commitment to evidence-based practices, vital for ensuring the health and well-being of scholars and staff. He also has a history steeped in music which will be beneficial for our STREAM focus.

Kristian Herring, school administrator, contributes firsthand knowledge of educational systems, leadership experience, and proficiency in managing staff and resources effectively.

Tawan Davis-Sherrod is a real estate broker who offers expertise in property acquisition, development, and management, facilitating the establishment of a suitable physical environment for our school.

Tammy Barrow, veteran educator of 29 years and specializing in scholars with special needs, brings insight into inclusive practices, individualized instruction, and strategies for supporting diverse learning styles.

Jeremy Herring has a finance background and experience in founding a musical education company. He adds financial acumen, entrepreneurial spirit, and a passion for enriching students' experiences beyond academics.

Michele Cherry works for a large medical organization and has expertise in grant management and administration and provides valuable experience in securing funding, managing budgets, and navigating regulatory requirements.

Attorney Hassan Kingsberry's experience as a city manager, attorney, former principal, and charter board member equips the founding board with strong leadership, governance, and operational skills. His expertise in performance management and community engagement will ensure the school thrives academically and maintains strong relationships with parents and stakeholders.

Carlton Bryant's extensive leadership experience as Executive Vice President at The Act 1 Group has equipped him with the financial and operational expertise needed to support BH2 STREAM School's long-term sustainability. His strategic vision and business acumen have played a key role in scaling a billion-dollar enterprise, skills that will translate into strong fiscal oversight and growth for the school. As a Tarboro native, Carlton is passionate about investing in his hometown's future, making his guidance and support invaluable to the success of this educational initiative.

The founding board's qualifications are strengthened by Janice Bryant Howroyd's exceptional leadership, business acumen, and deep-rooted commitment to diversity, which will guide the school's successful implementation. Her extensive experience in global workforce solutions, coupled with her values of transparency, accountability, and excellence, will ensure strong governance,



effective performance management, and meaningful parent and community engagement.

Collectively, our board's strengths encompass school leadership, administration, and governance; curriculum development, instruction, and assessment; performance management; and parent and community engagement. Our collaborative efforts, drawing on our diverse perspectives and talents, position us well to establish and sustain a thriving educational institution that meets the needs of all scholars.

Q171. Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**



Having such a diverse team brings a multitude of skills and perspectives to the table, ensuring the success of the school both educationally and operationally.

Dr. Dan Crocker with his medical understanding of health and well-being can inform holistic approaches to scholar welfare.

Tawan Davis-Sherrod's real estate experience can provide insights into facility management and utilization, optimizing resources.

As an experienced grant administrator, Michele Cherry can secure funding for special programs and initiatives, enriching the educational experience.

As school administrator, Kristian Herring and veteran educators, Tammy Barrow and Jeremy Herring, bring invaluable expertise in curriculum development, classroom management, and educational best practices.

With a finance background, Jeremy Herring will help ensure prudent fiscal management, maximizing resources for academic needs.

The governance structure, with Hassan Kingsberry's expertise in leadership, performance management, and community engagement, ensures the school will succeed both educationally and operationally. His experience will also help the board effectively evaluate school performance and maintain strong relationships with key stakeholders, including parents.

Carlton Bryant's financial expertise and strategic vision will ensure BH2 STREAM School's long-term sustainability and operational success. His deep community ties will foster active and effective representation of key stakeholders, including parents, while guiding the board in evaluating school performance and leadership.

Janice Bryant Howroyd's leadership experience will ensure the school operates with a strong foundation of transparency, accountability, and excellence, driving both educational and operational success. Her global business expertise, combined with her deep ties to the community, will empower the board to evaluate school performance effectively while fostering active engagement with parents and stakeholders.

Each board member of the BH2 STREAM School brings unique perspectives on what constitutes success, allowing for comprehensive evaluation criteria.

We will use regular assessments, both quantitative and qualitative, to gauge student achievement, teacher effectiveness, and overall school performance. Our commitment to transparent communication and data-driven decision-making will ensure accountability and continuous improvement.



The diverse backgrounds of our board will ensure representation of various stakeholder interests, including parents, students, faculty, and the broader community.

We will embrace parent involvement in decision-making processes that will foster a sense of ownership and investment in the school's success.

Our board is committed to address concerns promptly and proactively, fostering trust and engagement among stakeholders.

In essence, this diverse team not only brings expertise in various domains crucial for running a successful school but also ensures accountability and responsiveness to the needs of all stakeholders.

Q172. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

The recruitment and selection process for our founding board members involved identifying individuals with relevant expertise and values aligned with our organization's mission.

For vacant positions, the President will receive résumés from potential board members and will share these with the other board members. Vacant positions will be filled through the appointment by the President and the appointed individual will serve the remainder of the unexpired term subject to the approval of the Governing Board.

Q173. Describe the group's ties to and/or knowledge of the target community.



The group's ties to the target community (Edgecombe County and surrounding areas) are deeply ingrained in their personal histories, experiences, and shared aspirations for its prosperity.

Michele Cherry's lifelong residency in Tarboro and her family's presence in the area, including grandchildren attending local schools, underscore her intimate connection to the community's fabric and her vested interest in its well-being.

Tawan Davis-Sherrod's active participation in the local church community reflects her engagement with Tarboro's social and cultural life, demonstrating her desire to contribute positively to its growth and development.

Kristian Herring's decision to return to his native town as an administrator signifies a personal mission to make a tangible difference in Tarboro's educational landscape. At the same time, his brother Jeremy's parallel commitment, demonstrated through their shared attendance at their parents' church, further reinforces their familial and communal ties. Jeremy Herring has served as minister of music for 28 years at Salvation and Deliverance Church of Tarboro, the church his parents started in Tarboro 48 years ago. He also serves on the church's Executive Council as one of the financial advisers. Kristian Herring has served as choir director for Salvation and Deliverance Church for 29 years, while also serving on the church's Executive Council.

Tammy Barrow's intention to relocate to Edgecombe County reflects a deep belief in the transformative potential of the proposed BH2 STREAM School and its ability to address the community's pressing need for strong educational opportunities. She previously worked in Edgecombe County as a teacher and Dean of Students.

Dr. Dan Crocker, a retired physician who has spent years serving the community in Edgecombe County, will play a critical role on the board of BH2 STREAM School. His extensive experience in healthcare, combined with his deep understanding of the health and social challenges specific to the region, uniquely positions him to offer valuable insights. Dr. Crocker's ties to local families and institutions give him a firsthand perspective on the community's needs, ensuring that the school remains connected and responsive to the people it serves. His dedication to improving lives in Edgecombe County will enhance the school's mission to provide comprehensive STREAM education and foster future leaders in science and health fields.

Hassan Kingsberry's role as a city manager and former principal gives him deep knowledge of the community's needs, ensuring the board remains responsive to local priorities. His expertise in community engagement will foster strong relationships with parents and stakeholders, enhancing the school's connection to the target community.

Carlton Bryant's deep ties to Tarboro as a native give him an intimate understanding of the community's needs and aspirations, ensuring the school's initiatives align with local priorities. His passion for investing in his hometown's future, coupled with his financial expertise, will drive the



school's long-term sustainability and growth.

Janice Bryant Howroyd's deep roots in Tarboro, North Carolina, and her personal experiences growing up in a segregated educational system give her a profound understanding of the community's needs and values. Her leadership in building a global company will ensure the school remains connected to local priorities while embracing global best practices.

Q174. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The strategic board calendar adheres to its bylaws, scheduling monthly meetings on the first Thursday. Emergency meetings may be called or agreed upon as needed per recent board decisions. This structured approach ensures regular review and decision-making while allowing flexibility for urgent matters.

Q175. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

New board members will undergo comprehensive orientation sessions upon joining, covering organizational mission, governance structure, legal responsibilities, and strategic priorities. This will occur within their first month of membership.

Ongoing professional learning opportunities for existing members will include quarterly workshops on topics like financial oversight (service provided by the auditor), fundraising strategies (service provided by the BH2 STREAM School Foundation), and best governance practices (service provided by the BH2 STREAM School attorney). These sessions will occur every three months. Additionally, an annual retreat can be held to delve deeper into strategic planning and board effectiveness, should this be necessary.

Attendance at orientation and ongoing development sessions will be mandatory for all board members, with exceptions granted only in extenuating circumstances. Participation in at least 80% of the sessions annually will be required for continued board membership. This comprehensive approach ensures that both new and existing board members are equipped with the knowledge and skills needed to effectively contribute to the organization's success.

Q176. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board



will take to avoid any actual conflicts and to mitigate perceived conflicts.

The board's ethical standards and procedures for identifying and addressing conflicts of interest, including the BH2 STREAM School Conflict of Interest Policy, are designed to ensure transparency and integrity in decision-making processes. This policy outlines clear guidelines for our board members to disclose any existing relationships that could pose actual or perceived conflicts if the application is approved.

To mitigate potential conflicts, the board will take specific steps such as recusal from decision-making where a conflict exists, appointing independent reviewers or consultants for impartial assessments, and establishing a rotating committee to oversee conflict resolution processes. Additionally, regular reminders will be provided to board members to uphold ethical standards and reinforce the importance of transparency and accountability.

By implementing these measures, the board aims to maintain the trust of stakeholders and uphold the highest standards of ethical conduct in all its activities.

Q177. Explain the decision-making processes the board will use to develop school policies.

The board at the BH2 STREAM School will follow a systematic decision-making process to develop school policies.

The board will assess the current situation and determine if there is a need for a new policy or a revision of an existing one.

We will gather relevant data, research, and opinions from stakeholders, including teachers, parents, students, and experts in the field and analyze the information collected to understand the implications and potential outcomes of different policy options.

We will consult with stakeholders to gather feedback and ensure that diverse perspectives are considered in the decision-making process and based on the analysis and consultation, the board will make a decision on the policy that best aligns with the school's mission, values, and goals.

Once a decision is made, the board will develop an implementation plan and communicate the new policy to all relevant parties.

We will regularly evaluate the effectiveness of the policy and make adjustments as needed based on feedback and outcomes.

By following this structured process, the board can develop school policies that are well-informed, inclusive, and effective in promoting the success of the BH2 STREAM School community.



Q178. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

The BH2 STREAM School recognizes the invaluable role that parents and community members play in shaping the educational experiences of scholars. To ensure strong collaboration and engagement, the school will establish an advisory board composed of parents and community stakeholders. This board will serve as a forum for sharing ideas, providing feedback, and fostering partnerships between the school and the broader community.

The advisory board will have several key roles and responsibilities:

Board members will serve as **liaisons** between the school and the community, facilitating communication and collaboration on initiatives that impact scholars and families. For example, the board may organize community events, such as STEM fairs or Arts showcases, to showcase scholar achievements and promote community involvement in school activities.

The advisory board will work to enhance **parent engagement** and involvement in the school community. This may involve organizing parent workshops, volunteer opportunities, and family-oriented events that promote a sense of belonging and partnership between parents and the school.

Board members will advocate for the needs and interests of scholars and families within the school and the community. They may participate in **advocacy** efforts to secure resources, funding, **and support** for initiatives that benefit scholars, such as expanding extracurricular programs or improving school facilities.

The advisory board will provide input and feedback to school administrators and staff on various matters, including curriculum development, school policies, and community outreach strategies. For example, board members may review proposed curriculum changes and offer insights from a parent or community perspective to ensure alignment with scholar needs and community values.

The advisory board will contribute to the **strategic planning** process by providing input on long-term goals, priorities, and initiatives for the school. This may involve reviewing strategic plans, setting objectives, and identifying opportunities for growth and improvement in collaboration with school leadership.

Q179. Discuss the school's grievance process for parents and staff members.



At the BH2 STREAM School, we will prioritize transparent communication and conflict resolution. Our grievance process will ensure that both parents and staff members have a platform to voice their concerns and seek resolution. The process will begin with open dialogue between the involved parties to address the issue informally. If a resolution isn't reached, a formal grievance can be submitted in writing to the appropriate administrator. This submission initiates a thorough investigation, including interviews and evidence gathering. A final decision will then be communicated to all parties involved. We will strive to handle grievances promptly, fairly, and with confidentiality, respecting the dignity and rights of all individuals. This process will foster a supportive and respectful community, where concerns are addressed constructively, contributing to the overall well-being of our school environment.


Q180. Attach as Appendix G Organizational Chart

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies, or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :


Appendix G Organiz...

Uploaded on **4/18/2025**

by **Tammy Barrow**

Q181. Attach as Appendix H Charter School Board Member Information Form and Resume

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50




Resources




2024 Charter School ...

Applicant Evidence :




Appendix H-Charter ...

Uploaded on **4/14/2025**
by **Tammy Barrow**




Appendix H-Charter ...

Uploaded on **4/14/2025**
by **Tammy Barrow**




Appendix H-Charter ...

Uploaded on **4/14/2025**
by **Tammy Barrow**




Appendix H-Charter ...

Uploaded on **4/14/2025**
by **Tammy Barrow**




Appendix H - Charte...

Uploaded on **4/24/2025**
by **Tammy Barrow**




Appendix H - Charte...

Uploaded on **4/24/2025**
by **Tammy Barrow**




Appendix H-Charter ...

Uploaded on **4/23/2025**
by **Tammy Barrow**



Appendix H - Charte...

Uploaded on **4/25/2025**
by **Tammy Barrow**



Appendix H - Charte...

Uploaded on **4/25/2025**
by **Tammy Barrow**

Q182. Attach Appendix I For Each Board Member

1. Charter School Board Member Background Certification Statement and
2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.


- **Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- **Background check must include any additional aliases that have been used by the individual.**
- **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- **Background check must include a completed nationwide check.**



Upload Required File Type: pdf, image, excel, word, text Max File Size: 40

Total Files Count: 50

Resources



2024 Charter School ...


Applicant Evidence :

			
Appendix I - Board M...	Appendix I - Board M...	Appendix I - Board M...	Appendix I - Board M...

Uploaded on 5/29/2025 by Tammy Barrow	Uploaded on 5/29/2025 by Tammy Barrow	Uploaded on 5/29/2025 by Tammy Barrow	Uploaded on 5/29/2025 by Tammy Barrow
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Appendix I - Board M...	Appendix I - Board M...	Appendix I - Board M...	Appendix I - Board M...

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Appendix I - Board M...

Uploaded on **5/29/2025**
by **Tammy Barrow**

Q183. Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 3



Applicant Evidence :


Appendix J Proposed...

Uploaded on **5/29/2025**
by **Tammy Barrow**

Q184. Attach Appendix K Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.


Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Comments :

Initially, the Board members filed articles of incorporation with the name "STREAM School." An amendment was filed to change the name to "The BH2 STREAM School."

Applicant Evidence :


Appendix K-Articles ...

Uploaded on **4/18/2025**
by **Tammy Barrow**

11.3. Staffing Plans, Hiring, and Management

Q185. Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10



Resources



Staffing Chart Templ...

Applicant Evidence :



BH2 STREAM Project...

Uploaded on **3/29/2025**
by **Tammy Barrow**

Q186. **Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



Recruiting and retaining high-performing educators who are passionate about future-proofing scholars at the BH2 STREAM School will be critical to our success.

First, the BH2 STREAM School board will establish a competitive compensation package to attract high-performing educators. This package will include not only competitive salaries but also benefits such as healthcare and professional development opportunities. By offering a comprehensive compensation package, our board can demonstrate its commitment to supporting educators and their professional growth.

In addition, the board will create a positive work environment that fosters collaboration, innovation, and creativity. We will achieve this by providing opportunities for educators to participate in decision-making processes, fostering a culture of continuous learning and improvement, and promoting work-life balance. By creating a supportive work environment, we want our educators and support staff to feel valued and motivated to perform at their best.

Furthermore, the board will prioritize professional development opportunities for educators, including a thorough onboarding process, to enhance their skills and stay up to date with the latest trends and innovations in STREAM education. This may include providing access to workshops, conferences, online courses, and other resources that enable our educators to expand their knowledge and expertise. We want to empower our educators to deliver high-quality instruction that prepares scholars for success in a rapidly evolving world.

To recruit educators who are passionate about future-proofing scholars, our board will emphasize its commitment to STREAM education and the importance of preparing students for the challenges of the future. We will emphasize this through recruitment materials, job postings, and outreach efforts targeted at educators who share the board's vision and values. By highlighting the exciting opportunities available at the BH2 STREAM School and the impact educators can make on scholars' lives, our board will attract top talent who are passionate about making a difference.

Our board will invest time and energy into retention strategies aimed at retaining high-performing educators over the long term. This will include providing opportunities for career advancement, recognizing and rewarding outstanding performance, and offering support and mentorship programs for new and experienced educators alike. By fostering a supportive and inclusive community, the board will create a culture where educators feel valued, respected, and motivated to stay and grow with the organization.

Q187.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school,



describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

At this time, the principal/head of school has not been identified.

The job description for the school leader will require that candidates have a Master's degree or higher in education or a related field. Additionally, candidates should have at least five years of educational leadership experience, demonstrating their ability to effectively lead and manage a school community. They should also possess at least five years of classroom teaching experience, providing them with a strong foundation in educational practices.

Candidates should be able to provide evidence of strong academic data indicating their ability to advance scholastic gains among students, aligning with the school's mission of fostering scholar growth and achievement. They must also be committed to upholding the mission, vision, and values of the BH2 STREAM School, promoting a culture of excellence and innovation.

The school leader will be responsible for representing the school in positive and productive interactions with the board, families, and community partners, requiring strong communication and interpersonal skills.

The timeline for hiring a school leader will involve several stages, starting with advertising the position and accepting applications. This will be followed by reviewing applications, conducting initial interviews, and selecting candidates for further consideration. The final stages will include additional interviews, reference checks, and negotiations before making a final offer.

Criteria for selecting a school leader may include their educational background, leadership experience, track record of academic achievement, alignment with the school's values, and their ability to effectively engage with stakeholders. Recruiting efforts may involve posting job openings on educational websites, reaching out to professional networks, and attending job fairs or conferences. Selection will be conducted by a committee consisting of board members, staff, parents, and community representatives, ensuring a comprehensive evaluation process.

Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

Upload Required File Type: pdf, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Comments :

At this time, the school leader has not been identified.



Q189. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The relationship between the BH2 STREAM School employees and our school's board of directors will be one of collaboration, accountability, and mutual support. While our board of directors will set the strategic direction and policies for the school, our employees will be responsible for implementing these directives and ensuring the day-to-day operations run smoothly.

Though communication with the board and the employees will be funneled through the school leader, there will be a sense of transparency between the board and employees. Likewise, the board will provide guidance, resources, and oversight to support the staff in their roles.

Employee feedback will be valued and considered by our board in decision-making processes, fostering a culture of positivity and shared responsibility. Ultimately, both employees and our board will share a common goal: the success and growth of the BH2 STREAM School. By working together in a spirit of cooperation and respect, we will effectively navigate challenges, capitalize on opportunities, and ensure the BH2 STREAM School becomes a powerful, thriving educational institution.

Q190. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



The BH2 STREAM School board's procedures for hiring and dismissing school personnel will be as follows:

1. Positions will be advertised internally and/or externally, specifying qualifications and requirements.
2. Applications will be screened to ensure candidates meet the criteria.
3. Qualified candidates will undergo interviews with a hiring committee and/or board members.
4. References will be contacted to verify candidates' credentials and experience.
5. Criminal background checks will be conducted to ensure candidates meet safety standards.
6. Based on interviews, references, and background checks, the board will decide whether to hire the candidate.

Dismissal Procedures:


1. Allegations against personnel will be investigated thoroughly.
2. Personnel will be given the opportunity to respond to allegations.
3. Based on the investigation, the board will decide whether dismissal is warranted.
4. Personnel will be informed of the decision and provided with reasons for dismissal if warranted.
5. Personnel will have the right to appeal the decision.

Throughout both hiring and dismissal processes, our board will ensure compliance with legal requirements and maintain transparency and fairness

Q191. Outline the school's proposed salary range and employment benefits for all levels of employment.

Please see the attachment for the BH2 STREAM School Proposed Salary Range.

Applicant Evidence :


BH2 STREAM School ...

Uploaded on **3/29/2025**
by **Tammy Barrow**

Q192. Provide the procedures for handling employee grievances and/or termination.



At the BH2 STREAM School, procedures for handling employee grievances and terminations will be structured to ensure fairness and transparency. When an employee raises a grievance, they will be encouraged to first discuss it with their immediate supervisor. If the issue remains unresolved, it will be escalated to the board for further investigation. Our board will conduct a thorough review, involving all relevant parties, and will strive to reach a resolution that satisfies both the employee and our school's policies.

As it relates to termination, employees will be provided clear expectations and opportunities for improvement, prior to termination. If termination becomes necessary, our board will conduct exit interviews to gather feedback and ensure all necessary paperwork is completed. Throughout the entire process, the BH2 STREAM School board will prioritize professionalism, confidentiality, and adherence to legal requirements to uphold a positive work environment.

Q193. Identify any positions that will have dual responsibilities and the funding source for each position.

The BH2 STREAM School may have positions with dual responsibilities that could include roles like a teacher/administrator, where an individual both teaches classes and takes on administrative duties such as curriculum development or student assessments. Another example might be a counselor/academic advisor who not only provides counseling services but also helps students plan their academic paths. One of the initial dual roles that we will seek to employ will be a teacher who is certified in computer programming/networking. This individual will also serve on the Encore rotation as a STEM teacher. This position will be a twelve-month position.

The funding sources for these positions may vary. For teaching responsibilities, funding will typically come from the school's operating budget, which may include state funding, federal funding, or grants. Administrative duties may be funded through a portion of the operating budget allocated for administrative salaries or through specific grants earmarked for administrative purposes.

Q194. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.



To ensure qualified staffing for the anticipated special needs population, the BH2 STREAM School plans to implement targeted recruitment strategies, including partnerships with local universities and specialized training programs.

Additionally, we will offer competitive salaries and benefits packages to attract experienced professionals in special education. Ongoing professional development and mentorship programs will be provided to ensure staff remain up to date with best practices.

For our Multi-Language Learners (ML) and gifted scholars, we will employ educators with expertise in language acquisition strategies for ML scholars and differentiated instruction techniques for gifted learners. Professional development opportunities will focus on cultural competence, language development, and enrichment strategies. Additionally, we plan to leverage technology and community resources to support personalized learning experiences for our ML and gifted scholars, ensuring they receive the attention and challenges they need to thrive academically and socially. Collaboration between general education and specialist teachers will be essential to create inclusive learning environments for all scholars.

Q195. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



At the BH2 STREAM School, the board will ensure that each staff member embodies our mission to cultivate future-proof scholars through critical thinking, discovery, and integrity. Each role described will be critical to the BH2 STREAM School's holistic success, and the hiring criteria ensure that individuals selected not only meet statutory and professional standards but also align with the school's mission, culture, and long-term goals.

Principal

Role and Responsibilities

The Principal will serve as the instructional and day-to-day operational leader of the school, setting the vision for academic excellence, fostering a positive school culture, and ensuring that all decisions support the intellectual, social, and emotional development of students. Responsibilities include:

- Overseeing curriculum implementation and instructional standards.
- Leading school improvement planning and data-driven decision-making.
- Supervising and evaluating all staff.
- Managing school safety, discipline, and climate.
- Communicating with parents, community partners, and the school board.

Qualifications

- A Master's degree in Educational Leadership, Administration, or a related field is typically required.
- A minimum of 5 years of teaching experience, coupled with at least 2–3 years in an administrative capacity (e.g., assistant principal or curriculum coordinator).
- Strong leadership, communication, and organizational skills are essential, alongside a deep understanding of pedagogy, school operations, and personnel management.

Licensing

- Must hold a valid **School Administrator License** or **Principal Certification** issued by the North Carolina Department of Education.

Dean of Students

Role and Responsibilities

The Dean of Students will focus on student life, behavior management, attendance, and school culture. This role complements the Principal's by creating a structured and supportive environment conducive to learning. Responsibilities include:

- Implementing and enforcing the school's code of conduct.
- Managing disciplinary procedures and restorative justice practices.
- Supporting student attendance and truancy interventions.
- Coordinating counseling or social-emotional learning programs.
- Serving as a liaison between students, families, and school leadership.



Qualifications

- A Bachelor's degree in Education, Psychology, Social Work, or a related field; a Master's degree is preferred.
- Prior experience in student services, counseling, or school discipline.
- Demonstrated interpersonal skills, empathy, and the ability to build rapport with students.

Licensing

- A valid **School Administrator License** or **Principal Certification** issued by the North Carolina Department of Education is preferred.

Finance Director

Role and Responsibilities

The Finance Officer will be responsible for managing the financial health of the school, ensuring compliance with state and federal funding regulations, and supporting strategic planning through fiscal responsibility. Duties include:

- Developing and overseeing the school budget.
- Managing payroll, purchasing, and accounts payable/receivable.
- Ensuring adherence to financial reporting requirements and audits.
- Working with the board on long-term fiscal planning.
- Supervising business operations and liaising with vendors.

Qualifications

- A Bachelor's degree in Finance, Accounting, Business Administration, or a related discipline is preferred, and an MBA or CPA designation is highly advantageous.
- At least 3–5 years of experience in financial management, preferably in a school or nonprofit setting.
- Proficiency in accounting software and knowledge of public-sector budgeting practices.

Licensing

- The following certification is preferred:
 - **Certified School Business Official (CSBO)**
 - **Chartered School Business Manager Certification** (varies by state)

Teachers

Role and Responsibilities

Teachers will be the backbone of the school's instructional mission. They will plan and deliver engaging, standards-aligned lessons, assess student progress, and create inclusive classroom environments. Responsibilities encompass:

- Designing and implementing differentiated instruction.
- Using formative and summative assessments to guide instruction.



- Collaborating with peers, specialists, and support staff.
- Maintaining classroom management systems that foster respect and accountability.
- Engaging with parents through conferences, updates, and student support plans.

Qualifications

- A Bachelor's degree in Education or the subject area taught (e.g., Math, English, Science) is preferred.
- Completion of an accredited teacher preparation program, including student teaching, is preferred.
- Passion for teaching, creativity, and adaptability are essential qualities we desire to see.
- Deep content knowledge and pedagogical skill is preferred.

Licensing

- Must hold or obtain a **valid state teaching license**, specific to the subject area and grade level.
- For example:
 - **Elementary Education License** (K-5 or K-8)
 - **Secondary Education License** (subject-specific for grades 6-12)
 - **Special Education License** (for SPED roles)
- Additional endorsements (e.g., ESL, Gifted Education) may be required based on the school's needs.

Support Staff

Support staff will be essential to maintaining the BH2 STREAM School's daily operations and supportive infrastructure. This group will include instructional assistants, administrative assistants, custodians, cafeteria workers, and more.

Roles and Responsibilities

- **Instructional Assistants/Paraprofessionals:** These individuals will assist in classrooms, provide small group support, and help students with special needs.
- **Administrative Staff:** These individuals will handle front-office communication, record-keeping, scheduling, and school communications.
- **Facilities and Custodial Staff:** These individuals will ensure the physical environment is clean, safe, and functioning.
- **Food Service Staff:** These individuals will prepare and serve meals in compliance with health and nutrition standards.

Qualifications and Licensing

- Vary widely by role:
 - **Instructional Assistants/Paraprofessionals:** Typically require an associate's degree or two years of college coursework and may be required to pass a proficiency assessment.
 - **Administrative Staff:** A high school diploma is required; postsecondary coursework in office administration is preferred.



- **Facilities and Custodial Staff:** Technical training, certifications (e.g., CompTIA for IT or HVAC for maintenance), and relevant work experience.
- **Food Service Staff:** Training in sanitation and safety standards; Food Handler's Permit when required
- **Bus Drivers:** Commercial Driver's License

Board of Directors' Role in Hiring

The BH2 STREAM School Board will play a crucial role in oversight and governance. They will ensure that hiring practices:

- Align with legal and ethical standards.
- Reflect the school's strategic priorities and student needs.
- Incorporate transparent recruitment, interviewing, and vetting processes. For high-stakes roles such as the Principal or Finance Officer, the board may conduct final interviews based on recommendations from a hiring committee. The board must approve the appointments.

11.4. Staff Evaluations and Professional Development

Q196. Identify the positions responsible for maintaining teacher license requirements and professional development.

The responsibility for maintaining teacher license requirements and professional development will fall under the purview of the school leader. He or she will oversee adherence to state licensing regulations, ensure teachers meet ongoing professional development requirements, and coordinate training sessions or workshops. Additionally, he or she will ensure that 50% or more meet licensure requirements for North Carolina. Additionally, our board may provide oversight and support to ensure compliance with licensing standards and promote continuous professional growth among staff.

Q197. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



At the BH2 STREAM School, our mission will be to cultivate future-proof scholars through critical thinking, discovery, and integrity. Our mentorship, retention, and evaluation plans will be designed to uphold this mission by fostering a supportive environment for our staff to thrive, ensuring alignment with our educational program, and meeting certification and licensure requirements set forth by North Carolina state and federal law.

Upon hiring, new teachers will undergo comprehensive orientation sessions to familiarize them with our mission, educational program, and expectations. Each new teacher will be paired with an experienced mentor who will provide guidance, support, and feedback throughout their first year. We will offer ongoing professional development opportunities tailored to individual needs and aligned with our mission and educational program.

Our budget allocates sufficient funds to offer competitive salaries and benefits, ensuring we attract and retain top talent. We will provide opportunities for professional growth and advancement within the school, encouraging staff to pursue leadership roles and specialized training. We deeply value the well-being of our staff and will promote a healthy work-life balance through flexible scheduling and supportive policies.

Regular performance evaluations will be conducted to assess teacher effectiveness, alignment with our mission, and contribution to scholar success. We will establish open channels for feedback, allowing teachers to voice concerns, share ideas, and contribute to school improvement efforts. Evaluation processes will be data-driven, utilizing scholar outcomes, classroom observations, and stakeholder feedback to inform decisions about teacher performance and development.

We will ensure all teachers meet the certification and licensure requirements mandated by North Carolina state law and federal law, verifying credentials and providing necessary support for licensure renewal. Our professional development offerings will include training opportunities specifically aimed at meeting certification and licensure requirements, ensuring teachers remain current with relevant regulations and best practices.

Our projected budget allocates sufficient resources to support the implementation of this mentorship, retention, and evaluation plan, including funds for competitive compensation, professional development, mentorship programs, incentives, and compliance with certification and licensure requirements.

Q198. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.



The professional development plan will encompass several core components tailored to support the effective implementation of the educational program for grades K through 8. Firstly, Conscious Discipline and Restorative Practices will foster a positive, inclusive environment conducive to learning and social-emotional development. Movement-based instruction will add dynamism to lessons, catering to diverse learning styles, while differentiation will ensure personalized learning experiences for every scholar. Project-based learning and cooperative learning strategies will deepen engagement and collaboration, enhancing critical thinking and problem-solving skills.

Engage New York's reading and math programs will serve as a structured framework for academic excellence. Professional development will be multifaceted, combining internal training sessions with external resources. Internally, workshops, peer observations, and mentoring programs will empower educators with practical strategies and ongoing support. Additionally, individualized coaching and feedback will address specific needs and goals, ensuring tailored growth opportunities for each teacher.

While certain components may have uniform training sessions to establish foundational knowledge, the professional development plan will prioritize individualized support to address the diverse needs and expertise levels within the faculty. This comprehensive approach will ensure that educators are equipped with the skills and resources necessary to effectively implement the educational program, ultimately fostering scholar success across the K-8 spectrum.

Q199. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.



The BH2 STREAM School envisions having a rigorous induction and training schedule prior to our inaugural school opening.

Week 1: Orientation and Introduction

- Orientation to the school's mission, vision, and values.
- Introduction to the curriculum frameworks and standards.
- Overview of the instructional methods and pedagogical approaches used in the school.
- Introduction to the school's technology systems and resources.

Week 2: Curriculum Deep Dive

- In-depth exploration of each subject area's curriculum, including scope, sequence, and learning outcomes.
- Training on differentiated instruction techniques to meet the needs of diverse learners.
- Workshops on integrating interdisciplinary themes into lesson planning.
- Opportunities for teachers to collaborate with colleagues in their grade level or subject area.

Week 3: Classroom Management and Student Support

- Strategies for establishing a positive classroom culture and managing behavior effectively.
- Introduction to the school's counseling and support services.
- Reflective practices for ongoing professional growth.
- Preparation for parent-teacher conferences and communication strategies.

Throughout this induction period, teachers will engage in a combination of workshops, seminars, hands-on activities, and collaborative discussions. They will have opportunities to apply new knowledge and skills in practical contexts, receive feedback from experienced mentors, and reflect on their practice. Additionally, we will have built-in time each of the three weeks where teachers can spend preparing their classrooms.

By the end of this period, our teachers will be well-prepared to deliver the school's curriculum effectively. They will have developed a strong sense of community and collaboration, setting a positive tone for the school year ahead.

Q200. Describe the expected number of days/hours for professional development



throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

At the BH2 STREAM School, our year-round school calendar will include early release on Fridays at 1 pm, so that we carve out dedicated time for staff training sessions. This schedule allows our educators to engage in workshops, seminars, and collaborative planning sessions to enhance their teaching practices. Typically, the first Friday of each month will be reserved for STREAM professional development, while the second Friday of each month will be reserved for School Improvement Planning. The third Friday will typically be reserved for Action Team Planning and the fourth Friday will be reserved for Vertical Planning.

Additionally, the daily schedule will allow our staff to attend at least one professional learning community opportunity. This will ensure that our staff are collaborating, diving into weekly data and its implications, planning, and adjusting instructional plans as needed based on the data, ultimately benefiting scholars' learning outcomes.

11.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q201. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



At the BH2 STREAM School, community engagement will be one of the most important keys to success. Our goal will be to develop partnerships with local community organizations, churches, and cultural groups representing each racial/ ethnic demographic to build trust and credibility. We will host informational and focus sessions specifically tailored to each demographic group to address their unique needs and concerns. Additionally, we will attend cultural events, festivals, and community gatherings to connect with families from diverse backgrounds and promote the school's offerings.

We will create marketing materials that feature diverse representation, including images, language, and stories that resonate with each racial/ ethnic group and highlight the school's commitment in all communications, showcasing programs and initiatives that support students from diverse backgrounds. In addition, we will translate marketing materials into languages spoken by non-English speaking households within the county to ensure accessibility.

As we focus on marketing outreach, we will utilize targeted advertising on social media platforms and digital channels to reach specific demographic groups, including African American, Hispanic or Latino, Asian, and other racial/ ethnic communities. In addition, we will collaborate with local media outlets, including newspapers, radio stations, and online publications, to reach a broader audience and increase visibility within the community.

Our desire will be to provide open access to families to the BH2 STREAM School; therefore, we will host virtual open houses and informational webinars to accommodate families' varying schedules and preferences, promoting all things STREAM including the school's diverse curriculum and extracurricular activities.

Furthermore, we will ensure that all marketing materials and events are accessible to individuals with disabilities, providing accommodations for language interpretation and physical accessibility. If needed we will offer transportation assistance and flexible scheduling options for families who may face barriers in accessing the school, particularly those residing in areas with limited public transportation. Also, we will provide resources and support for immigrant families, including information on enrollment procedures, language assistance, and referrals to community services.

The data monitoring and evaluation of our marketing efforts will guide our future decisions. We will regularly collect data on the effectiveness of marketing efforts, including demographic information of prospective scholars and parents as well as analyze enrollment trends and demographic data to assess whether the school's population reasonably reflects the racial/ ethnic composition of Edgecombe County. We will adjust our marketing strategies based on feedback and evaluation results to improve our outreach and engagement efforts and ensure alignment with the school's goals.

Always with a desire for continuous improvement, we will solicit feedback from scholars, parents,



and community members to identify areas for improvement in the marketing and outreach process. Our goal is to stay informed about changes in the community's demographics and adapt marketing strategies, accordingly, ensuring ongoing relevance and effectiveness.

Q202. Describe how parents and other members of the community will be informed about the school.

At the BH2 STREAM School, creativity will be at the core of our marketing strategy to engage parents and our community. We will use various mediums, from social media campaigns featuring scholar projects to hosting interactive virtual open houses. Our approach will include collaborative partnerships with local businesses, where we will showcase scholar achievements in STEM, the arts, and beyond. Additionally, we will leverage innovative outreach events such as STEM fairs and art exhibitions to demonstrate the dynamic learning environment at our school. We will use personalized email newsletters and informational sessions to ensure parents are well-informed about our curriculum and extracurricular offerings. Furthermore, we will employ targeted advertising on digital platforms and in community publications to reach a wider audience. By blending traditional methods with cutting-edge techniques, we want to foster enthusiasm and community support for the BH2 STREAM School.

Q203. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



The BH2 STREAM School's plan for scholar recruitment during the planning year will be comprehensive, and we will aim to attract talented individuals while engaging with the community.

At the beginning, we will partner with local community centers and organizations to spread awareness about the school's mission and programs.

We will host online sessions to introduce prospective scholars and their families to the BH2 STREAM School's curriculum, faculty, and unique offerings as well as organize on-campus events where interested families can tour the facilities, meet faculty, and participate in interactive demonstrations.

We will collaborate with educational partners, such as STEM organizations or industry leaders, to showcase the school's commitment to STREAM education, and utilize platforms like Facebook, Instagram, and Twitter (X) to share success stories, testimonials, and upcoming events.

Our timeline is as follows:

Month 1-2: Develop marketing materials and establish partnerships. (Marketing Team)

Month 3-4: Host virtual information sessions and begin community outreach efforts. (Admissions Team)

Month 5-6: Plan and execute open houses, focusing on showcasing the school's facilities and programs. (Events Team)

Month 7-8: Intensify social media campaigns and maintain ongoing communication with prospective scholars and families. (Marketing and Admissions Team)

Month 9-12: Evaluate recruitment efforts, adjust strategies as needed, and finalize enrollment processes. (Leadership Team)

The following benchmarks will allow us to determine what recruitment efforts are effective and sustainable over time:

We will track the number of attendees at virtual sessions, open houses, and community events.

We will measure engagement levels on social media platforms, including likes, shares, and comments.

We will monitor the number of applications received and compare them to enrollment goals.

Gathering feedback from prospective scholars and families will be essential to assess the effectiveness of recruitment strategies.

Q204. Describe how students will be given an equal opportunity to attend the school.



Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

At the BH2 STREAM School, we will be committed to our outreach efforts to ensure scholars from all backgrounds have equal opportunities to enroll.

For scholars with disabilities, we will provide accessible facilities and individualized education plans, accommodating diverse needs as needed. Multilingual learners will receive specialized language support, immersive language programs, and bilingual resources to foster their academic growth.

We will prioritize at-risk scholars by implementing early intervention strategies, mentorship programs, and comprehensive support networks. Additionally, we will collaborate with local organizations to provide resources such as transportation assistance and meal programs to address any barriers to attendance.

Our outreach efforts will extend beyond traditional channels, utilizing social media campaigns, community events, and informational sessions to engage families and promote the benefits of STREAM education. Based on the fact that Edgecombe County Schools is a low performing school district, we will promote our investment in providing tailored support programs, including but not limited to tutoring and personalized education plans to ensure that we address the learning deficits and close the achievement gaps for the scholars in our community. By fostering an inclusive environment and providing targeted support, we will ensure that every scholar has the opportunity to thrive at the BH2 STREAM School.



Q205. What established community organizations would you target for marketing and recruitment?

The BH2 STREAM School will target established community organizations such as local youth clubs (e.g., Boys and Girls Club of the Tar River Region), STEM education groups, community centers, and libraries. We know that these organizations often serve as hubs for families and scholars interested in educational opportunities. By collaborating with these organizations, we can help promote our school's offerings and engage with potential scholars and their families. Strong partnerships with university programs including but not limited to North Carolina Wesleyan University, East Carolina University, and North Carolina State University (North Carolina Science House) will help connect us even more to families in the area with school age scholars that have a strong interest in STEM education. Additionally, partnerships with industry associations such as Mayo Knitting Mill, Sara Lee Frozen Bakery, Flow Dental Products, and Eastern Manufacturing, businesses related to science, technology, engineering, arts, and mathematics (STEAM) will provide valuable resources and networking opportunities for our school.

11.6. Parent and Community Involvement

Q206. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

The BH2 STREAM School will prioritize transparent and consistent communication with parents and the community. We will distribute newsletters and maintain an active online presence through social media and a dedicated website. We will also establish parent advisory committees to ensure their voices are heard in decision-making processes. Additionally, we will organize open houses and informational sessions to involve the community in our journey. Through these channels, we want to provide updates on progress, solicit feedback, and cultivate a sense of belonging and ownership among parents and community members from approval to our opening day and beyond.

Q207. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.



At the BH2 STREAM School, parents will be essential partners in their child's education. To engage parents, we will implement a multifaceted approach. First, we will host regular parent workshops and information sessions on topics like curriculum updates, effective parenting strategies, and scholar progress tracking. These sessions will provide opportunities for parents to interact with teachers and administrators, fostering open communication.

Additionally, we will establish a Parent-Teacher Association (PTA) or a similar parent and educator collaborative organization to encourage involvement in school events and decision-making processes. Our goal is to empower parents to contribute their ideas and expertise to enrich the school community.

To this extent, we plan to require parents to commit to a minimum of five hours of community service to the school per semester. Any of the aforementioned activities will qualify for community service hours in addition to opportunities such as attending arts recitals, campus beautification, reading to classes, etc.

Furthermore, we intend to leverage technology to enhance communication between home and school, through a dedicated parent portal and/ or mobile app for updates on assignments, grades, and school events.

Q208. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

The BH2 STREAM School will implement the One School, One Book program. This is designed so that all scholars in the school are reading and discussing the same text. Community members will be invited to read to and with our scholars. The chapters that they read will be placed on social media outlets for easy access. Each day, trivia questions will be asked relative to the assigned day's reading and scholars will be able to receive prizes, as a result. This will build a community of readers and a love for reading, indicative of our commitment to literacy (reading) within our STREAM approach to teaching and learning.

11.7. Admissions Policy

Q209. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis



of race, religion, ethnicity, gender, or disability.

2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school.

Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).

3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

Q210. Please provide the following: 1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery

Our Mission: *We are committed to cultivating future-proof scholars through critical thinking, discovery, and integrity.*

The BH2 STREAM School will acknowledge the current deficits in socioeconomic disparity coupled with limited academic achievement in Edgecombe County and surrounding areas. To mitigate these factors, it is extremely important to implement a weighted lottery so that scholars of various backgrounds, achievements, and abilities are able to gain membership to the BH2 STREAM School. We will recognize that in order to change the trajectory of our diverse community, we must allow scholars to explore the value of knowledge with a nontraditional approach. Therefore, our goal will be to provide the environment that empowers and inspires all scholars to navigate their futures and the complexities of tomorrow with confidence and high ethical values. Grounded in science, technology, reading, engineering, arts, and mathematics, our scholars will become a community of adaptive, courageous, curious, empathetic, equipped, and resilient, lifelong learners, who are prepared to thrive in a dynamic world beyond high school.

Q211.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



Applicants will be required to submit their applications through our online portal within the specified timeframe. The online portal will be accessible via our website, providing a user-friendly interface for applicants to input their information accurately. We will also provide paper applications as well as face to face support for families that wish to have additional help completing the application.

Any child entering Kindergarten through Sixth grade (initially and then up through eighth grade), who lives in North Carolina, may apply. Students not residing in North Carolina may not attend the BH2 STREAM School. All applicants must be a resident of North Carolina prior to the lottery date. Potential students that have a parent that is a full-time employee of the school or a sibling that currently attends the school will receive priority class placement.

Upon submission, our system will automatically verify the eligibility of each applicant based on predefined criteria such as residency requirements, age restrictions, and any other relevant qualifications.

Lotterease and other similar lottery programs have a sophisticated random selection algorithm to ensure fairness and impartiality in the lottery process. Random numbers will be generated for each applicant, which are then used to determine the order in which applicants will be selected.

The entire selection process will be transparent and auditable. Applicants will have access to a live drawing or will be notified of the date and time of the drawing in advance. Additionally, the results of the lottery will be publicly available to ensure accountability.

Once the lottery drawing is complete, selected applicants will be notified via email or other preferred communication channels. They will be provided with instructions on how to proceed with the next steps in the enrollment process.

In the event that there are more qualified applicants than available spots, a waitlist will be established. Applicants on the waitlist will be notified of their status and will be informed of any updates regarding their position on the waitlist as spots become available.

Selected applicants will be given a deadline by which they must confirm their acceptance of the offer. Failure to accept within the specified timeframe may result in forfeiture of the spot, which will then be offered to the next applicant on the waitlist.

In the event of any discrepancies or disputes regarding the lottery results, an appeals process will be in place to address concerns and ensure that all applicants are treated fairly and equitably.

By implementing these processes and procedures with Lotterease or a similar automated lottery system, we will aim to conduct a transparent, efficient, and equitable lottery process for all applicants.



Q212.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.

The request for a weighted lottery in educational contexts is supported by a combination of research, pedagogy, educational theory, psychometrics, and legal considerations.

Research in education has shown that diverse classrooms benefit all scholars by fostering a rich learning environment where different perspectives and experiences are valued. A weighted lottery can help achieve this diversity by giving priority to underrepresented groups, such as students from low-income families or those with disabilities. Pedagogically, diverse classrooms enhance critical thinking, creativity, and problem-solving skills as scholars learn to collaborate with peers from varied backgrounds.

Educational theory emphasizes the importance of equitable access to education. A weighted lottery ensures that scholars facing socio-economic or other disadvantages have a fair chance of gaining admission to high-quality schools, thus promoting social justice and equal opportunity.

Psychometric principles underpin the design and implementation of the lottery system. Valid and reliable criteria are used to identify scholars eligible for weighting, such as family income or previous academic performance. The BH2 STREAM School will recognize that the lottery process itself must be transparent and fair to maintain public trust and confidence.

From a legal standpoint, weighted lotteries must adhere to anti-discrimination laws and constitutional principles of equal protection. The criteria for weighting must be carefully chosen to address historical disparities without perpetuating discrimination. Additionally, the lottery process should be subject to oversight to ensure compliance with legal requirements and prevent potential challenges.

Sources:

1. RAND Corporation. "The Use of Lottery Systems in School Admissions." March 2007. Available at RAND: www.rand.org (<http://www.rand.org>)
2. Potter, Halley. "D.C. Charter Schools Should Use Weighted Lotteries to Promote Integration." The Century Foundation. tcf.org
3. National Alliance for Public Charter Schools. "State Laws on Weighted Lotteries and Enrollment Practices." July 2015. Available at PublicCharters.org: www.publiccharters.org

Q213. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

- 1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final**



approval from the SBE.

2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.

The open enrollment application period for the BH2 STREAM School will begin immediately following final approval from the State Board of Education (SBE). The enrollment deadlines will be clearly communicated to prospective scholars and their families upon receipt of this approval. Our procedures will ensure that applications are processed efficiently and fairly, adhering to state guidelines and regulations.

The BH2 STREAM School will implement a transparent lottery system for open enrollment, ensuring fairness in scholar selection. Policies regarding statutory permitted scholar enrollment preferences will be clearly outlined, taking into account factors such as siblings of current scholars, children of staff members, and scholars residing within designated catchment areas. Our lottery plan will be designed to accommodate these preferences while maintaining fairness for all applicants.

In the event that the number of applicants exceeds available spots, the BH2 STREAM School will establish a waiting list based on the lottery results. Clear procedures and documentation will be in place for scholars who wish to withdraw from the school after enrollment, ensuring proper documentation and notification to relevant parties. Re-enrollment procedures will be available for scholars who previously attended the school and wish to return after withdrawing. Additionally, our school will facilitate transfer procedures for scholars who wish to transfer to or from other educational institutions, providing support and guidance throughout the transition process.

Pre-admission activities will serve as an opportunity for prospective scholars and their parents to familiarize themselves with our school's mission, values, curriculum, and facilities. These activities may include informational sessions, campus tours, and meet-and-greet events with faculty and staff. By engaging with our school community prior to enrollment, families can make informed decisions about whether our school aligns with their educational goals and values.

The BH2 STREAM School will also have clear policies and procedures in place for scholar withdrawals and transfers to ensure a smooth transition process. Scholars who wish to withdraw from the school after enrollment will be required to complete the requisite paperwork. Similarly, scholars who wish to transfer to or from our school during the school year will be supported throughout the transfer process, with the same paperwork measures to facilitate the transfer of academic records.



11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q215. Explanation (optional):



12. Operations

12.1. Transportation Plan

Q216. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services



All families will have access to bus transportation for scholars all over Edgecombe County. The Finance Director will oversee and manage all of our needs for transportation. The BH2 STREAM School will lease three school buses at \$16,500 each. Three bus drivers will be paid \$18 an hour for five days a week for 36 weeks. The BH2 STREAM School has projected \$5,000 per year will be used to purchase fuel for the buses. One of our buses will accommodate any student with disabilities. The BH2 STREAM School will use the Bus Boss system for our daily operations including routing and keeping attendance for morning and afternoon transport. (Please see the Transportation Options Budget attachment.)

The BH2 STREAM School will be knowledgeable of all of the laws, rules, regulations, and policies with respect to transportation. This can happen by becoming a part of a professional learning community between and among other charter schools in North Carolina. The BH2 STREAM School will also consult with our attorney regularly to keep us abreast of any legal implications.

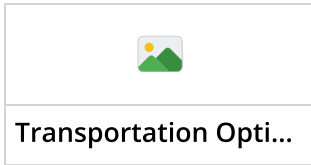
The BH2 STREAM School will consult a variety of local, state, and federal regulatory agencies that can provide comprehensive guidance on transportation regulations.

1. The local school district's transportation department will have specific policies and procedures related to student transportation within Edgecombe County. Edgecombe County's transportation department may provide information on local road regulations, permits, and safety standards relevant to school transportation.
2. The State Department of Education will oversee school transportation regulations and policies at the state level, including driver licensing, vehicle standards, and safety protocols. The BH2 STREAM School will consult with the North Carolina Department of Motor Vehicles (NC DMV) to provide information on driver licensing requirements, vehicle registration, and regulations for operating school buses and other vehicles used for student transportation. The NC DMV will be able to offer the BH2 STREAM School resources on road safety regulations, traffic laws, and infrastructure requirements that impact school transportation.
3. The BH2 STREAM School acknowledges that the Federal Motor Carrier Safety Administration (FMCSA) regulates commercial motor vehicles, including school buses, at the federal level. Therefore, the BH2 STREAM School will consult with the FMCSA regarding guidelines on driver qualifications, vehicle maintenance, and safety inspections. The BH2 STREAM School also acknowledges that the National Highway Traffic Safety Administration (NHTSA) sets safety standards for school buses and, therefore, will rely on them to provide guidance on best practices for student transportation safety.
4. Additionally, the U.S. Department of Education offers resources and guidance on federal laws related to student transportation, including the Individuals with Disabilities Education Act (IDEA) and Title VI regulations which the BH2 STREAM School will adhere to with direction from our attorney.



By consulting these local, state, and federal regulatory agencies, the BH2 Stream School will ensure that its transportation program complies with all applicable laws and regulations, promoting the safety and well-being of scholars and staff.

Applicant Evidence :



Uploaded on **3/6/2025**
by **Tammy Barrow**

12.2. School Lunch Plan

Q217. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

1. How the school will comply with applicable local, state, and federal guidelines and regulations;
2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.



Plan A:

Participating in the federal Community Eligibility Provision (CEP) is a strategic move for the BH2 STREAM School to ensure that no scholar faces the day without a nutritious breakfast and lunch. By using CEP, the BH2 STREAM School will align our resources and efforts to cater to the needs of our high poverty population while complying with local, state, and federal guidelines and regulations.

First and foremost, it is crucial to understand the context of our student body. The BH2 STREAM School will serve a community with a significant proportion of low-income and poverty-stricken families. For many of our scholars, the meals they receive at school might be their most reliable source of nutrition. Recognizing the reality of food insecurity in Edgecombe County, the BH2 STREAM School will opt to participate in CEP to streamline access to meals for all eligible scholars, removing barriers that might hinder their academic success due to hunger.

The CEP operates under the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), both of which are key components of the Child Nutrition Act. Through these programs, the BH2 STREAM School will provide free meals to all enrolled scholars without the need for individual meal applications. Instead, eligibility will be determined through other means, ensuring that every scholar receives the sustenance they need to thrive.

Our decision to participate in CEP is deeply rooted in our commitment to meet the needs of our scholars. By offering free meals to all scholars, regardless of their family's income level, the BH2 STREAM School can alleviate some of the burden associated with food insecurity and foster an environment where every scholar feels valued and supported. This approach not only addresses the immediate needs of our low-income and poverty population but also promotes a sense of community and belonging within our school.

To ensure compliance with applicable guidelines and regulations, the BH2 STREAM School will adhere rigorously to the eligibility criteria outlined by the USDA. This includes considering factors such as the percentage of directly certified scholars (those eligible for other assistance programs like Supplemental Nutrition Assistance Program- SNAP- or Temporary Assistance for Needy Families- TANF), the percentage of identified students (those certified through household applications or direct certification), and the school's Identified Student Percentage (ISP).

Determining eligibility under CEP, the BH2 STREAM School will utilize a combination of direct certification data provided by relevant agencies, such as the state's SNAP/TANF database, as well as household applications collected from families. Additionally, the BH2 STREAM School will conduct regular outreach efforts to ensure that all eligible scholars are accounted for and included in the program.

By leveraging technology and data analytics, the BH2 STREAM School will streamline the eligibility determination process, minimizing errors and discrepancies. Our goal is to create a seamless



experience for families while maintaining the integrity and accuracy of our eligibility records.

The BH2 STREAM School's participation in CEP will be a proactive step towards addressing the needs of our low-income and poverty population. It will be a testament to our unwavering commitment to access and student well-being. Through this initiative, the BH2 STREAM School will not only provide essential nutrition to our scholars but also foster a supportive learning environment where every child can thrive.

Plan B:

Choosing the Provision 2 option under the National School Lunch and Breakfast Program is also an option that ensures no scholar will be deprived of daily sustenance while attending school.

Provision 2 will allow the BH2 STREAM School to provide free meals to all scholars, regardless of individual family income, for a period of up to four years. This approach will eliminate the need for families to complete meal applications, will decrease and streamline our administrative processes, and reduce the stigma for scholars that are often associated with free meal programs.

In order to determine eligibility for Provision 2, the BH2 STREAM School will employ a method that accurately identifies the socioeconomic status of our scholars and their families using direct certification, which relies on data from other assistance programs, such as the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF). By cross-referencing these databases, the BH2 STREAM School will identify scholars who are automatically eligible for free meals based on their participation in other assistance programs.

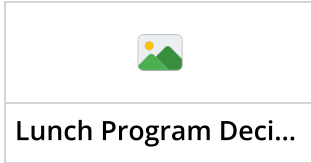
Additionally, the BH2 STREAM School will implement an outreach and communication strategy to ensure that all families are aware of the free meal program and encourage participation. This will include distributing informational materials, hosting informational sessions, and leveraging community partnerships to reach families who may benefit from the program but may not be aware of it.

Furthermore, the BH2 STREAM School will establish a confidential process for families to self-identify if they believe they qualify for free meals based on their income level. This self-identification process will be designed to be inclusive and respectful of the diverse backgrounds and circumstances of our scholars and their families.

Once eligibility is determined, our school will work closely with our food service provider to ensure that meals meet or exceed nutritional guidelines set forth by the USDA. This includes offering a variety of fruits, vegetables, whole grains, and lean proteins to promote healthy eating habits among our scholars. (Please see the Lunch Plan Decision Flowchart attachment.)



Applicant Evidence :



Uploaded on **3/6/2025**
by **Tammy Barrow**

12.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

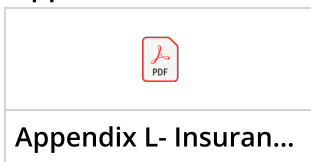
Q218. Attach Appendix L: Insurance Quotes

• The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :



Uploaded on **4/24/2025**
by **Tammy Barrow**



12.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q220. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature

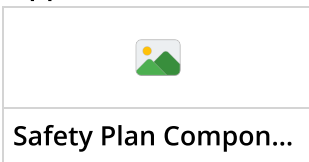


Applicant Comments :

The BH2 STREAM School's Safety Plan (see attachment) and policies will be inclusive of the following:

1. **Sanitization Procedures:** The BH2 STREAM School will develop and implement rigorous sanitization procedures for high-touch surfaces, classrooms, restrooms, and common areas. Likewise, the BH2 STREAM School will ensure the availability of hand sanitizers throughout the school premises.
2. **Health Screening:** When necessary, the BH2 STREAM School will conduct health screenings for staff and scholars. For anyone exhibiting symptoms of illness, a determination will be made whether they should be sent home immediately. Parents or guardians of scholars will be advised to seek medical attention when appropriate. Documentation for our records will include date, time, symptoms, and actions taken.
3. **Ventilation Improvement:** The BH2 STREAM School will ensure proper ventilation in classrooms and common areas to improve air circulation and minimize the risk of airborne transmission of viruses.
4. **Emergency Response Plan:** The BH2 STREAM School will develop and regularly practice an emergency response plan that includes procedures for evacuation, lockdown, and medical emergencies while maintaining social distancing measures.
5. **Staff Training:** The BH2 STREAM School will provide comprehensive training for all staff members on emergency procedures, medication administration, the proper use of personal protective equipment (PPE), and safety protocols.
6. **Communication Plan:** The BH2 STREAM School will establish clear lines of communication with staff, parents, and scholars regarding safety protocols, updates, and any changes to the school's operational status. We will utilize multiple channels such as email, social media platforms, text alerts, and voice calls.
7. **Collaboration with Health Authorities:** The BH2 STREAM School will maintain regular communication with local health departments and adhere to their guidance and recommendations regarding safety measures.
8. **Cleaning Supplies and Personal Protective Equipment (PPE):** The BH2 STREAM School will ensure an adequate supply of cleaning supplies, PPE (such as masks, gloves, and face shields), and other necessary equipment to support ongoing safety efforts.

Applicant Evidence :



Uploaded on **3/6/2025**

by **Tammy Barrow**



12.5. Start-Up Plan

Q221. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



The following detailed start -up plan for the BH2 STREAM School (see attachment) involves several key phases, covering tasks, timelines, and responsible individuals from initial planning to implementation.

Phase 1: Pre-Planning (July 2023 to January 2026)

1. Needs Assessment and Market Research

- Responsible: BH2 STREAM School Board
- Tasks Completed: Conducted surveys, interviews, and market analysis to identify community needs, target demographics, and competitor analysis.
- Tasks to Complete: Not applicable
- Timeline: July 2023 to April 2024

1. Legal and Regulatory Compliance

- Responsible: BH2 STREAM School Board, Legal Advisor
- Tasks Completed: Registered the BH2 STREAM School with the North Carolina Secretary of State
- Tasks to Complete: Obtain necessary permits, licenses, and accreditation.
- Timeline: September 2025 to January 2026

Phase 2: Planning (January 2024 to April 2026)

1. Develop Educational Philosophy and Curriculum

- Responsible: BH2 STREAM School Board
- Tasks Completed: Designed a curriculum aligned with North Carolina's educational standards; Incorporated innovative teaching methods and technology.
- Tasks to Complete: Not applicable
- Timeline: January 2024 to November 2024

1. Secure Funding and Budget Planning

- Responsible: BH2 STREAM School Board
- Tasks Completed: Created the five-year budget outline
- Tasks to Complete: Secure funding through grants, loans, investors, and donations.



- Timeline: January 2024 to April 2026

1. *Hiring Staff*

- Responsible: BH2 STREAM School Board
- Tasks Completed: Not applicable
- Tasks to Complete: Recruit qualified teachers, administrative staff, and support personnel.
- Timeline: January 2026 to April 2026

Phase 3: Implementation (January 2025 to April 2026)

1. *Facility Acquisition and Renovation*

- Responsible: BH2 STREAM School Board
- Tasks Completed: Not applicable
- Tasks to Complete: Secure a suitable location; Renovate facilities to meet educational standards.
- Timeline: January 2025 to April 2026

1. *Technology Integration*

- Responsible: BH2 STREAM School Board
- Tasks Completed: Not applicable
- Tasks to Complete: Procure and set up technology infrastructure, software, and equipment.
- Timeline: April 2025 to April 2026

Phase 4: Launch (October 2025 to July 2026)

1. *Marketing and Enrollment*

- Responsible: BH2 STREAM School Board
- Tasks Completed: Not applicable
- Tasks to Complete: Develop marketing materials; Advertise; Host open houses; Manage enrollment.
- Timeline: Ongoing beginning October 2025

1. *Staff Training and Orientation*




- Responsible: Principal/Head of School
- Tasks Completed: Not applicable
- Tasks to Complete: Conduct orientation sessions; Provide professional development and training for teachers and staff.
- Timeline: Ongoing beginning July 2026

1. *Operations Setup*

- Responsible: BH2 STREAM School
- Tasks Completed: Not applicable
- Tasks to Complete: Finalize logistics, procurement, and operational procedures.
- Timeline: Ongoing beginning October 2025

Applicant Evidence :


BH2 STREAM School ...

Uploaded on **3/6/2025**
by **Tammy Barrow**

Q222. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



We acknowledge that starting the BH2 STREAM will come with various challenges, including:


1. **Recruitment and Retention of Staff:** Finding qualified teachers and staff members who align with the school's mission will be challenging. Taking into account the high number of vacancies posted on the local school district websites, there appears to be a teacher shortage. This is a trend across the region as well as the state.
2. **Student Enrollment:** Attracting and retaining scholars, especially in the early years, will be difficult without an established reputation or track record.
3. **Curriculum Development:** Designing a curriculum that meets and exceeds educational standards, reflects the school's values, and engages scholars effectively requires careful planning, time, and resources.
4. **Facilities and Assets:** Securing appropriate facilities, equipment, and additional materials within budget constraints can be a significant hurdle.
5. **Funding and Financial Management:** Managing finances effectively, securing adequate funding, and ensuring sustainability are critical for the long-term success of the BH2 STREAM School.

To address these challenges, the BH2 STREAM School Board will implement the following strategies:

1. **Strategic Marketing and Recruitment:** The BH2 STREAM School will implement targeted marketing campaigns to attract both scholars and staff members who resonate with the school's values and vision. There are currently a number of teachers in our network that have shared that they would like to commit to joining the BH2 STREAM School staff. In terms of the declining arts programs and positions both locally and across the state, we foresee less difficulty filling our arts positions.
2. **Community Engagement:** The BH2 STREAM School Board will focus on building relationships with parents, local organizations, and the community to create support networks and increase enrollment.
3. **Professional Development:** The BH2 STREAM School Board will invest in ongoing professional development for staff members to ensure they are equipped to deliver high-quality education and support scholar success.
4. **Partnerships and Collaborations:** The BH2 STREAM School Board will establish partnerships with other educational institutions (e.g., East Carolina University, North Carolina Wesleyan University, Edgecombe Community College, Nash Community College, and Barton College), businesses (e.g., W.R. Long Manufacturing, Barnhill Construction, On the Square, Hitachi Astemo Americas Inc., and Rocky Mount Engine Plant), and community organizations (e.g., The National Panhellenic Council, Down East Partnership for Children). In this way, the BH2 STREAM School will have access to resources, expertise, and support.
5. **Financial Planning and Oversight:** The BH2 STREAM School Board will develop a detailed budget and financial plan, will closely monitor expenses, and will seek alternative funding sources such as grants, donations, or sponsorships.



Applicant Evidence :


Appendix O - Additio...

Uploaded on **4/25/2025**
by **Tammy Barrow**

12.6. Facility

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

Q223. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.



1. Facility Selection: The BH2 STREAM School will be located on the campus of Salvation and Deliverance Church, located at 1308 West Wilson Street in Tarboro. The BH2 STREAM School will pay \$1500 monthly to use the campus, utilities, and facilities. Our timeline will include signing a lease agreement with the church. Upon approval, our contractor will begin working on necessary terms to make the campus ready for educational occupancy.

2. Requisition Process: A local contractor has been contacted for a certificate of occupancy. The BH2 STREAM School will gather necessary documentation for requisition, including permits and licenses. The BH2 STREAM School will submit requisition forms to the appropriate authorities and follow up as needed.

3. State Fire Marshal: The BH2 STREAM School in conjunction with a General Contractor will ensure the facility meets fire safety regulations. The BH2 STREAM School will submit plans and documents to the State Fire Marshal for review and approval. Our Contractor will address any issues or recommendations from the Fire Marshal to obtain final approval.

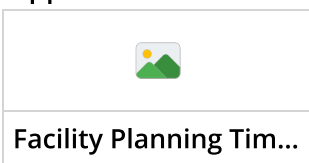
4. Health Inspections: The BH2 STREAM School will prepare the facility to meet health and sanitation standards. The BH2 STREAM School will schedule inspections with local health authorities. Inspectors will address any deficiencies identified during inspections and obtain final approval.

5. Occupation: The BH2 STREAM School will prepare the facility for occupation, including setting up classrooms and administrative areas. The BH2 STREAM School will coordinate with staff and contractors to ensure everything is in place. The BH2 STREAM School will schedule a soft opening (orientation) for scholars, parents, and staff.

The BH2 STREAM School estimates that the entire process could take approximately six (6) months.

(Please see Facility Planning Timeline attachment)

Applicant Evidence :



Uploaded on **3/6/2025**

by **Tammy Barrow**

Q224. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your



budget is reasonable.

The BH2 STREAM School has a short-term plan of leasing two modular units. The dimensions of these units are 70' x 65'. Each unit will house eight classrooms and two restrooms. The BH2 STREAM School will use offices for the Administration and office staff. Salvation and Deliverance Church has a sanctuary space that the BH2 STREAM School will use for assemblies, performances, and large meetings. The BH2 STREAM School's projected enrollment for the first year will be 280 scholars adding 40 scholars each year until the BH2 STREAM School reaches 360 in year four (4). The modular units will be a temporary or short-term facility plan. Our long-term goal is to obtain a traditional building space, after funds have been accumulated after Year 5.

Q225. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

The BH2 STREAM School will allocate classrooms for each subject, with flexible spaces for collaborative learning. The BH2 STREAM School will designate office space for administration and faculty. The BH2 STREAM School will include fully equipped science labs for hands-on experimentation. The BH2 STREAM School will dedicate a separate art room for various mediums and a library/media center for research and quiet study. Additionally, we will incorporate a dance room for movement-based classes and performances. The BH2 STREAM School will reserve space for a main office to manage operations. The BH2 STREAM School will integrate a technology room for coding and digital projects as well as allocate rooms for orchestra, band, choir, and theatre rehearsals and performances. The BH2 STREAM School will ensure each area is equipped with necessary resources and technology to support STREAM education effectively.

Q226. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

The BH2 STREAM School will lease two multi-classroom modular units at \$7,588.00 per month (\$1.67 per square foot each month). This figure was derived by taking the cost of leasing two modular units with 16 classroom spaces dividing it by the square footage (70 ft. x 65 ft.). Some of the classroom spaces can be used for multi-purpose areas. These are industry standard rates.

Q227. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility



has yet to open.

In the event that the initial plan of using the Salvation and Deliverance Church for the BH2 STREAM School in Edgecombe County does not materialize, the Brownfields Redevelopment property at 3002 Anaconda Road, Tarboro, North Carolina presents a compelling alternative. This site offers several advantages conducive to the establishment and operation of a modern educational institution.

Firstly, repurposing the Brownfields property aligns with sustainable development principles, as it involves reclaiming and revitalizing previously contaminated or underutilized land. By transforming this site into a school, the BH2 STREAM School will contribute to environmental stewardship while simultaneously addressing the pressing need for quality educational facilities in the community.

Secondly, leveraging existing infrastructure on the Brownfields property can expedite the establishment of the school. The site already has utility connections, such as water, electricity, and sewage, which will reduce construction costs and timelines compared to developing a new site from scratch. This streamlined process ensures that the school can open its doors to scholars sooner, fulfilling the educational needs of the community in a timely manner.

Furthermore, situating the school on a Brownfields Redevelopment property promotes community revitalization. By repurposing this previously neglected area, the BH2 STREAM School will contribute to the economic and social rejuvenation of the neighborhood. The presence of a modern educational facility can serve as a catalyst for further development, attracting investment, businesses, and residents to the area.

Moreover, the Brownfields property's location in Tarboro, North Carolina, offers convenient access for scholars and families across Edgecombe County. Its proximity to transportation routes and amenities enhances accessibility, ensuring that the BH2 STREAM School serves as a hub of learning for the entire community.

Q228. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.



Dr. Dan Crocker's background as a retired Medical Doctor and previous chairman of the North Carolina Wesleyan University Board of Directors provides strategic leadership and oversight skills crucial for facilities management. His experience overseeing educational institutions ensures a comprehensive understanding of the infrastructure needs and regulatory requirements involved in facility development.

Kristian Herring's 15 years of school administration experience and commercial loan backing experience offer insights into operational efficiency and financial management essential for facility acquisition and build-out. His understanding of educational administration complements his financial acumen, ensuring alignment between the school's vision and fiscal responsibilities.

Jeremy Herring's 14 years of banking and branch management provide valuable expertise in financial planning and project management, which is essential for securing funding and overseeing the execution of facility renovations. His experience in managing banking operations translates into effective resource allocation and risk management practices.

Michele White-Cherry's background in grants and special projects, coupled with a Master's in Public Administration, equips her with skills in project planning, budgeting, and stakeholder engagement crucial for successful facility management. Her expertise will help ensure that the BH2 STREAM School maximizes available resources and complies with regulatory requirements.

Tawan Davis-Sherrod's experience as a Real Estate Broker and in banking, loan origination, servicing, and credit operations offers valuable insights into property acquisition, negotiation, and financing strategies. Her expertise in real estate transactions enhances the board's capacity to identify suitable facilities and manage the acquisition process effectively.

Tammy Barrow's 30 years of experience as an Exceptional Children's educator brings a unique perspective to facilities management and accessibility in facility design and renovation projects. Her expertise will ensure that the BH2 STREAM School's facilities meet the diverse needs of all scholars and staff members.

Hassan Kingsberry Esq. has experience as a city manager, attorney, former principal, and charter board member. He brings a well-rounded understanding of facilities acquisition, management, and regulatory compliance. His background in public administration and charter school governance equips the board to effectively oversee build-out and renovations, ensuring the facility meets both educational and operational needs.

Carlton Bryant's extensive leadership experience in scaling a multi-billion-dollar enterprise has provided him with the financial and operational expertise necessary for overseeing facilities acquisition and management. His strategic vision and business acumen will ensure that any build-out or renovations are effectively managed, aligned with the school's long-term sustainability, and within budget.



Janice Bryant Howroyd's leadership in building a multi-billion-dollar global enterprise has equipped her with expertise in managing large-scale projects, including facility acquisition and development. Her strategic vision and focus on operational excellence will ensure that the board effectively oversees any build-out or renovation projects, ensuring they align with the school's goals and community needs.

12.7. Certify

Q229. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q230. Explanation (optional):



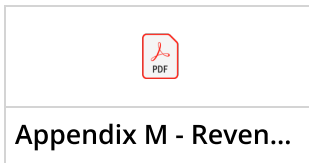
13. Financial Plan

13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Q230.If applicable, attach as Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Applicant Evidence :



Uploaded on **4/24/2025**

by **Tammy Barrow**

Q231.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 [Click here to access and download the Budget Template \(https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment\)](https://www.dpi.nc.gov/2025-nc-charter-application-budget-template/download?attachment) **"Please be advised that Google Sheets is not supported for use with the NC charter budget template. Additionally, due to the functions running on the back end of the workbook, it is required that applicants use:**

[Excel 2021 or later \(PC and Mac\)](#)

[Excel for Microsoft 365 Subscriptions \(PC and Mac Versions\)](#)

[Excel Online"](#)

Upload Required File Type: excel Max File Size: 30 Total Files Count: 5



Applicant Evidence :



Appendix N Propose...

Uploaded on **4/25/2025**
by **Tammy Barrow**

13.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q233. [How was the student enrollment number projected?](#)



The BH2 STREAM School will enroll 40 scholars in each grade level. We will start with K-6 in the first year and will add a grade level each year until we reach 8th grade. Therefore, in Year 1, we will have 280 scholars. In Year 2, we will have 320 scholars, and in Years 3 through 5, we will have 360 scholars. We will cap our enrollment at 360 scholars. The scholar enrollment number was projected by starting small, with two classes per grade and 20 scholars in each class. This was deliberate so that we could start small and, with intentionality, move forward with calculated steps.

We projected student enrollment numbers for the BH2 STREAM School, taking into account demographic analysis, a community needs assessment, and enrollment projections based on historical data and anticipated growth.

The North Carolina Office of State Budget and Management's projections from 2020 to 2030 indicate that the estimated population for Edgecombe County in 2020 was 48,898. It is projected that the county's estimated population in 2030 will be 48,691. That represents a decrease of 207 people, or a 0.4 percent decrease. Estimated births between 2020 and 2030 are 6,265, and net migration is estimated to be 1,367 for the same ten-year period. This suggests that there is not expected to be significant growth in the area over the next five years.

Next, we focused on the demand for a STREAM (Science, Technology, Reading, Engineering, Arts, and Mathematics) education in the community. We did this through our online survey, as well as determined the current arts offerings in the Edgecombe County Public Schools (ECPS). Dance as a class or opportunity is not offered at any ECPS campus. There is one (1) middle school that provides theatre. Five (5) elementary schools offer general music, with two (2) offering after-school general music opportunities. One (1) elementary school offers an after-school strings program (instrumental music), while one middle school offers a general band program, and one high school offers a general band program. Nine (9) of the total sixteen (16) campuses offer visual arts programs.

Using this information, the BH2 STREAM School projected the initial enrollment numbers for each grade level based on the anticipated demand and capacity of our school. Starting with kindergarten through sixth grade in the first year allows for a gradual ramp-up of enrollment, ensuring that resources and infrastructure can support the incoming scholars.

As the BH2 STREAM School expands to include additional grade levels each year, the projected enrollment numbers adjust to reflect the increase. This incremental approach enables manageable growth while maintaining high-quality education and resources for all scholars.

The cap of 360 scholars ensures that we can maintain an optimal scholar-to-teacher ratio and provide a high-quality educational experience for all enrolled scholars without becoming overcrowded. This cap also ensures that the BH2 STREAM School remains sustainable and able to serve our mission and goals effectively.



Q234. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.



There is no specialty school like the BH2 STREAM School in Eastern North Carolina. Although there is a charter school in Edgecombe County (North East Carolina Prep), there is a waiting list for parents who wish to enroll their scholars. In addition, Edgecombe County Public Schools has one innovative school (Martin Millennium Academy) that has a dual language program. There is a waitlist for scholars for parents who wish to enroll their scholars there, as well. With the existence of these waiting lists, it is apparent that parents want options for their scholars. In addition, because the arts programs have dwindled significantly in the area, there is a need for the Arts. Currently, there is only one high school band and one middle school band, but they do not follow the same feeder pattern; therefore, it is difficult to sustain the band programs. There are two elementary school choruses, but no middle or high school choruses. This poses a challenge to program sustainability, as well.

With the merger of four (4) schools from the Nash Public Schools system, there were community conversations to create an Arts School as an innovative approach. That decision was not followed through, although the public indicated a desire for a school of this sort in survey data and at community meetings.

As for the BH2 STREAM School, a survey was conducted for potential parents to share their interest in an additional school in the area. An overwhelming majority of parents (89.1%) have answered that they want to see a new school option for scholars in our community (Edgecombe or Nash County), while 8.3% indicated that they would maybe like to see another school option. Only 2.6% shared that they would not like to see a new school option in our community.

In the survey, 134 respondents indicated that Fine Arts Programs would help their children have success in school. 132 respondents indicated that engineering programs would help their children have greater success in school. 148 respondents indicated that Math and Science programs would help their children have greater success in school. 162 respondents indicated that Reading improvement programs would help their children have greater success in school. 136 respondents indicated that Technology programs would help their children have greater success in school. 151 respondents indicated that Accelerated Learning Programs would help their children have greater success in school. 152 respondents indicated that Experiential (hands-on) Learning would help their children have greater success in school.

In addition, 121 families shared a strong desire to enroll their scholars in the BH2 STREAM School, sharing their contact information and the best ways to communicate with them moving forward. This is almost half of the maximum enrollment for Year 1. It is important to note that some of these families will have more than 1 child and they have a strong desire to enroll at the BH2 STREAM School.

The responses from the parent survey span a wide range of topics related to education and scholar well-being, with a strong emphasis on incorporating various aspects of the STREAM curriculum. Here is the breakdown of parent-generated feedback:



Science: 4

Technology: 8

Reading: 3

Engineering: 6

Arts: 14

Math: 1

The responses from the parent survey span a wide range of topics related to education and scholar well-being, with a strong emphasis on incorporating various aspects of the STREAM curriculum. Here is the breakdown:

Science:

- Job prep
- Robotics
- Automotive
- Gardening/Agriculture

Technology:

- Vocational Classes
- Coding
- Financial literacy
- Media Technology
- Robotics
- Keyboarding
- Typing
- College Tours for exposure

Reading:

- Special needs program



- Writing Skills

- Learning-based projects

Engineering:

- Automotive

- Robotics

- Sewing

- Cooking

- Crocheting

- Shop class for boys using their hands building things

- Learning A Trade

Arts:

- Music

- Theatre

- Music Production

- Music Theory

- Theater

- Fine arts exposure and influence

- Fine arts and performing arts skills

- Music programs

- School choir and Band

- An auditorium and fine/performing arts wing

- Gardening/Agriculture

- Fine arts education

- Engaging the workforce in planning learning experiences



- Have Master Classes for every subject.

Math:

- Learning How To Save Money

- Learning About Credit Cards And Credit Scores

These responses reflect a strong interest in providing a well-rounded education that encompasses not only traditional academic subjects but also hands-on, practical skills and exposure to the arts along with various technological tools and concepts. The emphasis on technology, engineering, and the arts highlights a desire to prepare scholars for success in a rapidly evolving world while nurturing their creativity and innovation. Additionally, the focus on special needs programs and mental health underscores a commitment to supporting the diverse needs of all scholars within the educational community. Finally, this is indicative of a desire for financial literacy and career exploration, highlighting the importance of preparing scholars for real-world challenges and opportunities.

All of these factors indicate that there is a strong demand for the BH2 STREAM School and this will ensure that we will meet our enrollment projection.

Q235. Provide the break-even point of student enrollment.

The BH2 STREAM School's break-even point will occur with 259 scholars enrolled in the regular education program and 32 scholars enrolled in the exceptional children's program.

Q236. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.



The BH2 STREAM School will be prepared to make budget adjustments, implement fundraising campaigns, seek grants, and explore cost-saving measures. We will tailor our budget to our school's needs. The board will make necessary cuts to the budget if the revenues are not what we forecasted. The board would make cuts in order of importance to meet budget needs and to ensure that the school can operate without lack and insufficiencies. We could anticipate having staff operate in dual roles. For example, our IT professional will also serve the digital literacy/technology teacher. He or she will work for 12 months which will allow time for installations, upgrades, repairs, and preparations for the upcoming year.

The BH2 STREAM School will employ expense reduction strategies (e.g., implementing energy-efficient lighting, heating, and cooling systems that will lower utility bills, purchasing in bulk for discounts, and renegotiating contracts with vendors). Additionally, we will inquire about corporate sponsorships and donations from individuals and organizations that are passionate about education. The following companies and organizations have a history of donating to STEM Education initiatives: Intel, Cisco, Exxon Mobil, IBM, Dell, and Verizon.

The BH2 STREAM School will be prepared to build a flexible budget that can adapt to fluctuations in revenue. Allocate funds strategically, prioritizing essential expenses while maintaining the quality of education.

The BH2 STREAM School will establish a reserve fund to cover unexpected costs or revenue shortfalls. This buffer can help mitigate financial risks and ensure the school's sustainability during challenging times.

The BH2 STREAM School will implement cost-saving initiatives without compromising educational quality. This could include renegotiating contracts, optimizing resource utilization, and exploring partnerships for shared services.

The BH2 STREAM School will initiate and foster strong ties with the local community and government to garner support and participation. We will engage parents, businesses, and policymakers through events, volunteer opportunities, and advocacy efforts.

The BH2 STREAM School will regularly monitor financial performance and adjust strategies as needed. We will conduct scenario planning to anticipate potential challenges and develop preemptive solutions.

The BH2 STREAM School will invest in professional development for staff to enhance teaching effectiveness and attract scholars. We will offer specialized training in STREAM subjects that will attract enrollees.

The BH2 STREAM School will explore innovative revenue-generating opportunities, such as hosting summer camps, workshops, or renting out facilities during non-school hours.



The BH2 STREAM School will establish a contingency reserve fund to cover unexpected financial setbacks, ensuring the BH2 STREAM School has a financial safety net in place. This can happen by doing things like hosting an annual fundraiser that we will entitle "Night with the Streamers." The goal is to raise one million dollars. We will invite local business owners and we will have scholars performances. This will include a plated dinner with a guest artist who is willing to perform pro bono.

Q237. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The BH2 STREAM School budget will rely on additional sources of funds other than State, County, and Federal funding. These include Salvation and Deliverance Church (committing to \$150,000 in Year 0) and the BH2 STREAM School Foundation (committing to \$250,000 annually).

Curriculum Associates has agreed to provide the BH2 STREAM School with i-Ready products and services in its first year of existence. The BH2 STREAM School will begin paying for these products and services in year two (2).

The following grant opportunities are ones that The BH2 STREAM School would like to pursue:

- Mr. Holland's Opus Foundation Adopt-A-School
- CSP Developer Grants for The Opening of New Charter Schools
- NC Community Foundation
- Anonymous Trust Organization

Q238. Provide the student to teacher ratio that the budget is built on.



Each teacher will serve 20 scholars. There are two teachers per grade level. Instructional Assistants will serve K-2 classrooms. In Year 1, the scholar to teacher ratio will be 12:1. In Year 2, the scholar to teacher ratio will be 13:1. In Year 3, the scholar to teacher ratio will be 14:1. In Years 4 and 5, the scholar to teacher ratio will be 14:1.

Rationale: This scholar to teacher ratio indicates a firm commitment to STEM, Reading, and the Arts. Because of a need to have teachers who specialize in these fields, we will begin Year 1 with all specialty teachers who will begin training scholars in the initial year of the BH2 STREAM School.

Q239. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.



The Board of Directors for the BH2 STREAM School comprises individuals with diverse backgrounds and extensive experience in budgeting and financial management, ensuring a robust foundation for implementing a successful financial plan.

Jeremy Herring brings 14 years of banking and branch management expertise, offering valuable insight into financial operations and risk management. His experience in overseeing banking activities equips him to assess financial strategies effectively and make informed decisions to optimize resources.

Michele Cherry's extensive experience in grant writing and budget involvement underscores her proficiency in securing funding and managing financial resources efficiently. Her skills in navigating grant processes and budgetary matters are crucial assets for ensuring financial sustainability and maximizing opportunities for the school's growth.

Dan Crocker's leadership role with North Carolina Wesleyan University and his establishment of the Tar River Orchestra and Chorus demonstrate his strong commitment to fostering educational and artistic endeavors. With over 30 years of success in managing a non-profit organization, his expertise in organizational management and financial stewardship will contribute significantly to the school's fiscal strategy.

Kristian Herring's 13 years of administrative experience in overseeing school budgets provide a comprehensive understanding of the financial dynamics inherent in educational institutions. His adeptness at managing budgetary constraints while maintaining educational quality positions him as a key asset in developing and executing sound financial plans tailored to the school's needs.

Tawan Davis-Sherrod's five years of banking experience, encompassing loan origination, servicing, and credit operations, offers a nuanced perspective on financial risk assessment and mitigation. Her proficiency in financial analysis and lending practices equips the board with the expertise needed to navigate potential financial challenges and explore opportunities for strategic investment.

The board's qualifications for implementing the financial plan are strengthened by Hassan Kingsberry's experience as an attorney, city manager, former principal, and charter board member, providing a diverse skill set in governance, financial oversight, and strategic planning. His background ensures the board can effectively manage financial resources, ensure sustainability, and align the financial plan with the school's long-term goals.

Carlton Bryant's extensive leadership experience as Executive Vice President at The Act 1 Group provides him with the financial and operational expertise necessary for strong fiscal oversight and long-term sustainability of BH2 STREAM School. His strategic vision, combined with his passion for his hometown of Tarboro, ensures the board will successfully implement the financial plan and drive growth for the school.



Janice Bryant Howroyd's experience as the founder of a multi-billion-dollar company provides her with exceptional financial acumen and strategic insight, essential for implementing a sustainable financial plan for the school. Her leadership, rooted in transparency, accountability, and discipline, will guide the board in making sound financial decisions that align with the school's long-term goals and community values.

Collectively, the board members possess a diverse set of skills and experiences that complement each other, fostering a collaborative environment conducive to effective decision-making and financial oversight. Their combined expertise in banking, grant writing, non-profit management, administrative oversight, and financial analysis positions them well to address the financial needs of the BH2 STREAM School and implement a sustainable financial plan that supports its mission and objectives.

Through regular monthly meetings and additional training initiatives, the Board of Directors will ensure thorough scrutiny of budget requirements and projections, fostering transparency and accountability in financial management. By leveraging their collective knowledge and experience, the board will strive to optimize financial resources, identify cost-saving opportunities, and explore innovative funding strategies to support the school's growth and success in delivering quality education in the STREAM disciplines.

Q240. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.



High-needs scholars with disabilities can significantly impact our budget due to the additional resources required to support their unique needs. This may include specialized staff such as special education teachers, aides, therapists, and counselors. Additionally, accommodations such as assistive technology, modified curriculum materials, and accessible facilities may be necessary. These extra expenses can strain the budget, especially for charter schools with limited funding. Balancing the provision of quality education for all scholars while managing financial constraints becomes crucial in ensuring equitable access and support for scholars with disabilities.

As we focus on catering to our scholars with disabilities, we will, as necessary, tap into various funding sources to cover high-cost resources and support.

In North Carolina there are Exceptional Children Division Grants. These grants target schools serving scholars with disabilities and offer funds for specialized equipment, assistive technology, and staff training.

Additionally, the NC Department of Public Instruction (NCDPI) provides grant opportunities. NCDPI administers grants like the Individuals with Disabilities Education Act (IDEA) funds, which can be allocated for special education services, including personnel and equipment.

Another source we can pursue is through the NC Council on Developmental Disabilities (NCCDD). NCCDD offers grants to improve the lives of individuals with developmental disabilities, potentially aiding in facility accessibility enhancements.

We believe that our community will want to be a source of support and we are willing to collaborate with local community foundations that often have grant programs supporting educational initiatives, including those focused on scholars with disabilities.

The BH2 STREAM School will be exploring federal programs like Medicaid for eligible scholars' health-related services and the Carl D. Perkins Career and Technical Education Act for vocational training and resources as needed.

By leveraging these resources, The BH2 STREAM School can mitigate costs and provide essential support for scholars with disabilities. Ensuring our scholars' success.

Q241.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.



The BH2 STREAM School will not outsource any of our financial management areas. Our Finance Director will be responsible for accounting, audits, benefits, fundraising, payroll, etc. The Office Manager/ Bookkeeper will work in tandem and in direct supervision of the Finance Director to assist with these tasks. The BH2 STREAM School Board of Directors will oversee the activities of these individuals to ensure compliance and fidelity. (Please see the question on quality controls for an explanation as to how this will happen.)

Q242. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

The BH2 STREAM School will not contract for any of these services. These will be services that are conducted in house.

Q243. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



Eight (8) of the twenty (20) teachers hired to teach at the BH2 STREAM School will be those in the STREAM fields: Art, Dance, Digital Literacy, Health/Physical Education, Instrumental Music, STEM, Theatre, and Vocal Music. This demonstrates a commitment to a vast and robust STREAM program that offers a wide array of experiences and opportunities for our scholars. In year one, i-Ready will be free and Curriculum Associates has committed to this. Our Core Curriculum for Reading and Mathematics (Engage New York) is free indefinitely.

In launching a STREAM (Science, Technology, Robotics, Engineering, Arts, and Mathematics) school in Edgecombe County, our budget allocation will reflect our commitment to providing a comprehensive educational experience that aligns with our mission, curricular offerings, transportation plans, and facility needs.

First and foremost, our budget will prioritize the recruitment and retention of highly qualified teachers and staff who are dedicated to delivering a robust STREAM curriculum. Investing in professional development programs and resources ensures that our educators stay abreast of the latest pedagogical approaches and technological advancements, enriching the learning experience for our scholars.

Regarding curricular offerings, the budget will support the procurement of state-of-the-art equipment, materials, and software necessary for hands-on, inquiry-based learning across all STREAM disciplines. This includes funding for specialized labs, technology upgrades, and interdisciplinary projects that foster creativity, critical thinking, and collaboration among scholars.

Transportation plays a crucial role in ensuring accessibility for all scholars. Our budget will allocate resources for a comprehensive bus transportation system, accommodating diverse schedules and routes to serve scholars across Edgecombe County. By removing transportation barriers, we aim to maximize enrollment within our school community. Our budget for transportation reflects that we will purchase three (3) buses at \$16,500 each, totaling \$49,500.00. Fuel for the year should cost an estimated \$5000 per year. Our bus drivers will be paid \$18 per hour at five (5) hours per week for 36 weeks, which totals \$9,720.00.

Facility needs are integral to providing a conducive learning environment. Our budget will prioritize facility maintenance, renovations, and expansions to accommodate the unique requirements of STREAM education. This includes creating flexible learning spaces, integrating sustainable practices, and enhancing safety and security measures to support scholar well-being and academic success. The BH2 STREAM School will lease four mobile modular units that will provide all the accessories we will need for a complete workspace. The cost of these units is \$7,588.00 per month. The units will be located on the campus of Salvation and Deliverance Church. The church will lease the land, part of their facility, and their parking space for \$1,500 per month for 12 months, which totals \$18,000 per year.



Q244. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Our goal is to have a surplus of at least 5% of the annual budget. This will help generate our fund balance.

Our aim is to build a \$1,000,000 fund balance over the first five years. Each year, we will intentionally build this fund by making sure our assets are significantly more than our expenditures. This will provide a safety net for unexpected expenses or emergencies while investing in future growth. We will create an ongoing awareness to strive for a balance that enables flexibility and strategic planning while safeguarding against financial risks.

Q245. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

The BH2 STREAM School will lease four (4) modular units, which includes eight (8) classrooms per unit. The cost for the modular units is \$7,588.00 per month. The BH2 STREAM school will be responsible for utilities, cleaning, and maintenance. The modular units will be on the campus of Salvation and Deliverance Church in Tarboro, North Carolina. The church's leasing fee for campus occupancy is \$1,500 per month.

Q246. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

None of these options have been secured at this time.

13.3. Financial Compliance

Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?



The following quality controls will be put in place to ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping.

1. The BH2 STREAM School will develop comprehensive policies and procedures outlining financial practices, including accounting standards, payroll procedures, and fundraising protocols.
2. The BH2 STREAM School will assign specific responsibilities to different staff members to prevent any single individual from having control over all aspects of financial transactions. For example, the Data Manager will handle accounts receivable, the Office Manager will handle accounts payable, and the Finance Director will handle payroll.
3. Conduct regular internal audits to review financial records and ensure compliance with regulations and internal policies. Additionally, hire external auditors periodically to provide independent assessments of financial practices.
4. Maintain accurate and organized financial records, including receipts, invoices, and transaction logs. Implement a robust filing system and digital backup process to safeguard financial documentation.
5. Establish clear approval processes for financial transactions, such as requiring multiple signatures for large expenditures or donations. Ensure that all expenditures align with the school's budget and mission.
6. Provide ongoing training and professional development opportunities for staff members involved in financial management to stay updated on best practices, regulations, and emerging trends.
7. Identify potential financial risks and develop strategies to mitigate them. This may include establishing contingency funds, implementing fraud detection measures, and maintaining adequate insurance coverage.
8. Ensure active oversight from the Board of Directors, including regular financial reports and presentations. The Board should review financial statements, budgets, and audit findings to monitor the school's financial health and compliance.
9. Foster a culture of transparency and open communication regarding financial matters. Encourage staff members to report any concerns or discrepancies promptly, and provide channels for stakeholders to inquire about financial practices.
10. Regularly evaluate and update financial policies and procedures based on feedback, changes in regulations, and lessons learned from audits and reviews. Strive for continuous improvement in financial management practices.



Q248. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

At this time, we cannot think of any known or possible related party transactions.

Q249. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.

At this time, The BH2 STREAM School Board of Directors have not solidified an auditor. We have consulted the listing provided by the LGC and the following are the firms of our choice.

1. Thompson, Price, Scott, Adams & Co., P.A.

1626 S. Madison Street, Whiteville, North Carolina 28472

2. Anthony and Tabb, P.A.

2536 Ward Boulevard, Wilson, North Carolina 27893

3. Barrow, Parris & Davenport, P.A.

662 Sussex Street, Kinston, North Carolina 28504

13.4. Certify

Q249. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q250. Explanation (optional):




14. Other Forms


Q252. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 2

Resources


2025 Charter School ...

Applicant Evidence :


Charter School Requ...

Uploaded on **5/29/2025**
by **Tammy Barrow**



15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

- Yes
- No



16. Application Fee


Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools
6307 Mail Service Center Raleigh, NC 27699-6307

I understand

Resources


2025 Payment Form....



17. Signature page

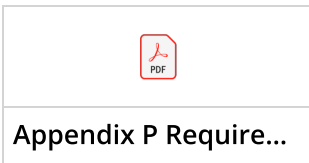
Q257. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources



Applicant Evidence :



Uploaded on **4/17/2025**
by **Tammy Barrow**

Q258. Board chair, please digitally sign your application here.

Signature

Final Status



Reject Approve

Approver Comments

Appendix J

Proposed By-Laws of the Charter School's Board of Directors

BH2 STREAM School



BYLAWS OF
The BH2 STREAM School
a North Carolina Non-Profit Corporation

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BYLAWS
of
The BH2 STREAM School
a North Carolina Non-Profit Corporation

ARTICLE I

NAME

The name of this Corporation shall be The BH2 STREAM School. The business of the Corporation may be conducted as The BH2 STREAM School.

ARTICLE II

OFFICES

Section I. Principal Office. The principal office of The BH2 STREAM School nonprofit corporation (the “Corporation”) shall be in Edgecombe County, North Carolina. The Corporation may have such other offices either within or outside the State of North Carolina as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 2. Registered Office. The Corporation shall have and continuously maintain in the State of North Carolina a registered office and a registered agent whose office is identical with such registered office. The registered office may be but need not be identical with the principal office, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE III

PURPOSE

The purpose of the Corporation shall be to (a) operate charter school(s) in accordance with and pursuant to the Charter Schools Act of 1996, Chapter 731, House Bill 955, § 115C-238.29 A et seq. of the North Carolina General Statutes (herein the “Act”) and (b) to engage in activities related to the operation of such charter school(s) that are permitted to be carried on by a non-profit corporation pursuant to Chapter 55A of the North Carolina General Statutes, consistent with those portions of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, relating to educational organizations, the provisions of the Act, and other applicable laws.

ARTICLE IV

GOVERNING BOARD

Section 1. General Powers. The Governing Board Members and such committees as it may establish, subject to the overall supervisory authority granted to the Governing Board to review, ratify and or approve in its sole discretion actions promulgated by the Governing Board Membership pursuant to these Bylaws, shall have full power and authority to set policy and procedures and to govern the affairs of the Corporation.

Section 2. Number, Tenure, and Term. The Governing Board Members of the Corporation shall include not less than five (5) not more than eleven (11) members, the exact number of which shall be determined from time-to-time by the Founder & Governing Board Members. One such member of the Governing Board shall at all times be the President. In order to provide continuity of Governing Board Members, the terms of the Governing Board Members shall be staggered so that an appropriate number of Members are elected each year. The term of office for the Members shall be three (3) years and Members may serve successive terms. In addition to the Governing Board Members, the Founder of the Corporation shall attend Board meetings and serve on the Executive Committee as a non-voting participant. There are no limitations on the terms of office for the Founder of the Corporation.

Section 3. Election of Governing Board Members. The Governing Board Members shall be elected at a regular meeting of the Governing Board in the fourth quarter of each calendar year in accordance with this Article IV, Section 3.

- (a) Election of Members: The then current Governing Board Members shall elect the Members who shall serve for a period of three (3) years or until their successors have been duly elected and qualified. These persons who receive the highest number of the votes at such regular meetings shall be elected as Members subject to the approval of the Board President.
- (b) Vacancies: In the event any Governing Board Member shall resign, die or be removed as herein provided, his or her successor shall be appointed by the President and shall serve the remainder of the unexpired term subject to the approval of the Governing Board of the Corporation.

Section 4. Qualifications and Responsibilities. The Corporation shall seek for membership to its Governing Board Members properly qualified individuals. An objective shall be for each Board Member, through the appropriate use of knowledge and experience, to contribute effectively in helping the Corporation achieve its stated purpose.

Section 5. Removal. Any Governing Board Member may be removed from the Board with or without cause by the affirmative vote of two-thirds of the entire Governing Board (excluding the Member

sought to be removed). If any Member is so removed, a replacement Member may be appointed at the same meeting in accordance with Article IV, Section 3 above.

Section 6. Compensation. Governing Board Members shall serve without compensation, but will be eligible for reimbursement of reasonable expenses incurred in fulfilling their responsibilities of Board membership.

Section 7. President. The President of the Governing Board of the Corporation shall preside at all meetings of the Governing Board and perform such other duties as may be directed by the Executive Committee.

ARTICLE V

MEETINGS OF THE GOVERNING BOARD

Section 1. Regular Meetings. Regular meetings of the Governing Board Members shall be held according to a schedule determined by the Board, consistent with any applicable requirements of the Act. The Governing Board Members shall establish the time and place of the meetings. (The BH2 STREAM School officially commits and agrees to abiding by the NC Open Meetings Law. All official meetings of the BH2 STREAM School will be open to the public and any person is entitled to attend, except as provided in G.S. 143-318.11, 143-318.14A, and 143-318.18.)

Section 2. Special Meetings. Special meetings of the Governing Board Members may be called at any time by the President or on the written petition of a majority of the Governing Board Members or by the Founder of the Corporation.

Section 3. Conduct of Meetings. At any regular or special meeting of the Governing Board Members, the President, as determined under Article IV, Section 7 of these Bylaws, shall preside over the meeting. A Secretary shall be appointed by the President, subject to the approval of the Governing Board for each regular or special meeting for purposes of preparing the minutes of the meeting and filing the same in the Corporation's corporate records.

The Governing Board may permit any of all Governing Board Members to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all Members participating may simultaneously hear each other during the meeting. A Governing Board Member participating in a meeting by this means is deemed to be present and in person at the meeting.

Section 4. Notice of Meetings. Notice of special meetings shall be given by mail, telephone, electronic or facsimile transmission to each Board Member no less than three (3) days prior to such meeting.

Section 5. Quorum. A quorum for the conduct of business by the Corporation shall consist of a majority (50% plus one) of all the qualified Governing Board Members. If a smaller number than the majority is present, the President shall call the roll, record the names of the absentees, and adjourn. A quorum for the conduct of business by a committee of the Governing Board Members shall consist of a majority (50% plus one) of the members of the committee.

Section 6. Voting Rights. Each Governing Board Member shall have one vote. Voting by proxy shall not be permitted. The Founder of the Corporation shall not vote.

Section 7. Action Without a Meeting. Action taken by a majority of the Governing Board or members of a committee without a meeting is nevertheless Board action if written consent to the action in question is signed by all the Governing Board Members and filed within the minutes of the proceedings of the Board, whether done before or after the action so taken.

Section 8. Member Non-Attendance. If any Member is absent for any four (4) regular meetings during any school year of The BH2 STREAM School, the Governing Board Members shall, at any regular meeting upon due notice and hearing, determine the reasonableness of such absences and, by at least a two-thirds ($\frac{2}{3}$) vote of the Members then present, may declare a vacancy for such seat.

ARTICLE VI

COMMITTEES

Section 1. Standing Committees. The Governing Board Members, by resolution adopted by a majority of the Governing Board, may designate one or more standing committees, consisting of one (1) or more Members, to address various issues relating to the operation of the Corporation. Except as otherwise provided below, such standing committees shall meet as necessary and shall report their recommendations to the Governing Board Members for approval.

Section 2. Executive Committee. The Executive Committee shall be a Standing Committee and shall consist of no more than five (5) members appointed by the President of the Governing Board. The Executive Committee shall consist of the President of the Governing Board, presiding over the Executive Committee, and each other Chairperson of standing committees of Members of the Corporation as appointed. The Executive Committee shall be authorized to act for the Governing Board Members when in the judgment of the President of the Governing Board the affairs of the Corporation can best and most expeditiously be handled by the Executive Committee. Actions taken by the Executive Committee shall be reported to the Governing Board respectively.

Section 3. Vacancies. Any vacancy occurring in a committee shall be filled by a vote of the majority of the whole Governing Board at a regular or special meeting of the Governing Board **except vacancies within the Executive Committee.**

Section 4. Removal. Any member of a committee may be removed at any time with or without cause by the affirmative vote of two-thirds of the whole Governing Board (excluding the Member of the committee sought to be removed).

Section 5. Minutes. All committees shall keep regular minutes of their proceedings and report the same to the Governing Board Members at the next succeeding regular or special meeting of the Board.

Section 6. Procedures. The provisions of Article V that govern conduct of meetings, notice, quorum, voting rights and action without a meeting of the Governing Board shall apply to committees and their members in the same manner.

Section 7. Reversal of Committee by the Board. Any action of a committee may be reversed, amended or ratified by the Executive Committee or by vote of a majority of all Governing Board Members then holding office at any regular or special meeting of the Governing Board; provided, however, that no rights of third-parties shall be affected by such revision or amendment or nullification.

ARTICLE VII

OFFICERS

Section 1. Officers. The officers of the Corporation shall be the Founder, a President, a Vice-President, a Chief Executive Officer, and other officers with such other titles and duties as the Executive Committee may designate from time to time. At its discretion, the Executive Committee may change the duties of the officers specified herein.

Section 2. Election and Term of Office. Each of the officers of the Corporation will be elected and appointed by their respective governing bodies at the regular meeting of the Executive Committee or Governing Board during the fourth quarter of each calendar year. The term of each officer will commence on January 1 of the calendar year following the officer's election and each officer shall serve their respective term until death, resignation, or removal, or until a successor to such office has been elected and qualified. An individual may hold an office for as many consecutive terms as he or she is elected and qualified.

Section 3. President. The President or its designee shall preside at all meetings of the Executive Committee and Governing Board Members of the Corporation and subject to the control of the Executive Committee and the Governing Board and shall in general supervise and control the business and affairs of the Governing Board and the Corporation.

Section 4. Chief Executive Officer. The Chief Executive Officer shall during his or her respective term serve as an Ex-officio member of the Governing Board. In addition there shall be such other Ex-officio Directors as elected by a vote of the Governing Board then holding office. Each Ex-officio Director, including the School Administrator, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.

The Chief Executive Officer shall have charge and custody of all funds of the Corporation, shall have authority to open bank accounts in the name of the Corporation and together with such other person or persons as may be designated by the Executive Committee to sign checks and drafts and other papers requiring the payment of money; shall cause all debts and obligations of the Corporation to be paid upon verification by the person or persons authorizing the indebtedness; shall keep an accounting of all receipts

and disbursements which shall be open for inspection by the Chief Executive Officer and auditors at all times; shall give a report of accounts at such meetings as the Executive Committee may designate; shall furnish an annual statement of all receipts and disbursements of the Corporation and shall perform such other duties as may be authorized and directed by the Governing Board.

ARTICLE VIII

FISCAL MATTERS

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1 through June 30.

Section 2. Funds. All funds and property received by or coming into the custody of the Corporation belong to and are funds and property of the Corporation to be expended only for the purposes authorized and in accordance with regulations prescribed by the Corporation.

Section 3. Annual Audit. The accounts of the Corporation shall be audited on an annual basis by an independent, duly licensed certified public accountant and the report shall be submitted to the Founder, Governing Board of Directors, and Chief Executive Officer.

ARTICLE IX

INDEMNIFICATION

The Corporation shall indemnify any Director or former Director or officer of the Corporation or any person who may have served at its request as a director or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorney's fees, incurred by the Director in connection with any action, suit or proceeding in which that Director is made or threatened to be made a party by reason of being or having been such Director or officer, except in relation to matters as to which the Director shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The indemnification authorized by this Section 6 (a) shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55—17.3 or North Carolina General Statutes or as authorized in these Bylaws.

The corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of the corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability.

Expenses incurred by a Director, officer, employee, or agent in defending a civil or criminal action suit or proceeding may be paid by the corporation in advance of the final disposition of such action,

suit or proceeding as authorized by the Founder, Executive Committee, and Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall be ultimately determined that the person is entitled to be indemnified by the corporation as authorized in Section 55A-17.2 or 55A-17.3 of North Carolina General Statutes or as authorized in these Bylaws.

ARTICLE X

DISSOLUTION

Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Any assets not so disposed shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is located. Disposal shall be made exclusively for exempt or public purposes, or be made to such organization or organizations as the court shall determine to be organized exclusively for such purposes.

ARTICLE XI

PARLIAMENTARY AUTHORITY

Robert's Rules of Order, Revised shall constitute the ruling authority in all cases in which they are not inconsistent with these bylaws or with any statute of the State of North Carolina.

ARTICLE XII

NON-DISCRIMINATION


The Corporation does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

ARTICLE XIII

AMENDMENTS

Except as otherwise provided herein, these Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of two-thirds of the Governing Board Members then holding office at any regular or special meeting of the Board of Directors, provided that the notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment.


These Bylaws of The BH2 STREAM School were adopted by the Founder & Chief Executive Officer and Governing Board Members effective April 18, 2024.



(Sign Name: Kristian Herring, Founder & Chief Executive Officer)

Kristian A. Herring

(Print Name: Kristian Herring, Founder & Chief Executive Officer)



(Sign Name: Board President)

Michele W. Cherry

(Print Name: Board President)

The BH2 STREAM School Conflict of Interest Policy

Governing Board Members shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including N.C.G.S. Section 55A-8-31. A person shall not be disqualified from serving as a member of the charter school's Governing Board of Directors because of the existence of a conflict of interest, so long as the person's actions comply with this conflict of interest policy and applicable law.

Notwithstanding any other provisions in this policy, no voting member of the Governing Board shall be an employee of a for-profit company that provides substantial services to the charter school for a fee.

Definitions for the purposes of this policy:

1. Interested Person

Any director, principal officer, or member of a committee of the Governing Board who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the School has a transaction or arrangement,
- b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Governing Board decides that a conflict of interest exists.

Procedures:

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Governing Board or members of a committee with Governing Board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the Governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the Governing Board or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The President of the Governing Board or chairperson of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Governing Board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Governing Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the Governing Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Governing Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings:

The minutes of the Governing Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the

proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation:

- a. A voting member of the Governing Board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements:

Each director, principal officer and member of a committee with Governing Board delegated powers shall annually sign a statement, which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the School is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Use of Outside Experts:

When conducting the periodic reviews as provided for in this policy, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Governing Board of its responsibility for ensuring periodic reviews are conducted.

Appendix J

Proposed By-Laws of the Charter School's Board of Directors

BH2 STREAM School



**BYLAWS
OF**

**The BH2 STREAM School
a North Carolina Non-Profit Corporation**

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BYLAWS
of
The BH2 STREAM School
a North Carolina Non-Profit Corporation

ARTICLE I

NAME

The name of this Corporation shall be The BH2 STREAM School. The business of the Corporation may be conducted as The BH2 STREAM School.

ARTICLE II

OFFICES

Section I. Principal Office. The principal office of The BH2 STREAM School non-profit corporation (the “Corporation”) shall be in Edgecombe County, North Carolina. The Corporation may have such other offices either within or outside the State of North Carolina as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 2. Registered Office. The Corporation shall have and continuously maintain in the State of North Carolina a registered office and a registered agent whose office is identical with such registered office. The registered office may be but need not be identical with the principal office, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE III

PURPOSE

The purpose of the Corporation shall be to (a) operate charter school(s) in accordance with and pursuant to the Charter Schools Act of 1996, Chapter 731, House Bill 955, § 115C-238.29 A et seq. of the North Carolina General Statutes (herein the “Act”) and (b) to engage in activities related to the operation of such charter school(s) that are permitted to be carried on by a non-profit corporation pursuant to Chapter 55A of the North Carolina General Statutes, consistent with those portions of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, relating to educational organizations, the provisions of the Act, and other applicable laws.

ARTICLE IV

GOVERNING BOARD

Section 1. General Powers. The Governing Board Members and such committees as it may establish, subject to the overall supervisory authority granted to the Governing Board to review, ratify and or approve in its sole discretion actions promulgated by the Governing Board Membership pursuant to these Bylaws, shall have full power and authority to set policy and procedures and to govern the affairs of the Corporation.

Section 2. Number, Tenure, and Term. The Governing Board Members of the Corporation shall include not less than five (5) not more than eleven (11) members, the exact number of which shall be determined from time-to-time by the Founder & Governing Board Members. One such member of the Governing Board shall at all times be the President. In order to provide continuity of Governing Board Members, the terms of the Governing Board Members shall be staggered so that an appropriate number of Members are elected each year. The term of office for the Members shall be three (3) years and Members may serve successive terms. In addition to the Governing Board Members, the Founder of the Corporation shall attend Board meetings and serve on the Executive Committee as a non-voting participant. There are no limitations on the terms of office for the Founder of the Corporation.

Section 3. Election of Governing Board Members. The Governing Board Members shall be elected at a regular meeting of the Governing Board in the fourth quarter of each calendar year in accordance with this Article IV, Section 3.

- (a) Election of Members: The then current Governing Board Members shall elect the Members who shall serve for a period of three (3) years or until their successors have been duly elected and qualified. These persons who receive the highest number of the votes at such regular meetings shall be elected as Members subject to the approval of the Board President.
- (b) Vacancies: In the event any Governing Board Member shall resign, die or be removed as herein provided, his or her successor shall be appointed by the President and shall serve the remainder of the unexpired term subject to the approval of the Governing Board of the Corporation.

Section 4. Qualifications and Responsibilities. The Corporation shall seek for membership to its Governing Board Members properly qualified individuals. An objective shall be for each Board Member, through the appropriate use of knowledge and experience, to contribute effectively in helping the Corporation achieve its stated purpose.

Section 5. Removal. Any Governing Board Member may be removed from the Board with or without cause by the affirmative vote of two-thirds of the entire Governing Board (excluding the Member

sought to be removed). If any Member is so removed, a replacement Member may be appointed at the same meeting in accordance with Article IV, Section 3 above.

Section 6. Compensation. Governing Board Members shall serve without compensation, but will be eligible for reimbursement of reasonable expenses incurred in fulfilling their responsibilities of Board membership.

Section 7. President. The President of the Governing Board of the Corporation shall preside at all meetings of the Governing Board and perform such other duties as may be directed by the Executive Committee.

ARTICLE V

MEETINGS OF THE GOVERNING BOARD

Section 1. Regular Meetings. Regular meetings of the Governing Board Members shall be held according to a schedule determined by the Board, consistent with any applicable requirements of the Act. The Governing Board Members shall establish the time and place of the meetings.

Section 2. Special Meetings. Special meetings of the Governing Board Members may be called at any time by the President or on the written petition of a majority of the Governing Board Members or by the Founder of the Corporation.

Section 3. Conduct of Meetings. At any regular or special meeting of the Governing Board Members, the President, as determined under Article IV, Section 7 of these Bylaws, shall preside over the meeting. A Secretary shall be appointed by the President, subject to the approval of the Governing Board for each regular or special meeting for purposes of preparing the minutes of the meeting and filing the same in the Corporation's corporate records.

The Governing Board may permit any of all Governing Board Members to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all Members participating may simultaneously hear each other during the meeting. A Governing Board Member participating in a meeting by this means is deemed to be present and in person at the meeting.

Section 4. Notice of Meetings. Notice of special meetings shall be given by mail, telephone, electronic or facsimile transmission to each Board Member no less than three (3) days prior to such meeting.

Section 5. Quorum. A quorum for the conduct of business by the Corporation shall consist of a majority (50% plus one) of all the qualified Governing Board Members. If a smaller number than the majority is present, the President shall call the roll, record the names of the absentees, and adjourn. A quorum for the conduct of business by a committee of the Governing Board Members shall consist of a majority (50% plus one) of the members of the committee.

Section 6. Voting Rights. Each Governing Board Member shall have one vote. Voting by proxy shall not be permitted. The Founder of the Corporation shall not vote.

Section 7. Action Without a Meeting. Action taken by a majority of the Governing Board or members of a committee without a meeting is nevertheless Board action if written consent to the action in question is signed by all the Governing Board Members and filed within the minutes of the proceedings of the Board, whether done before or after the action so taken.

Section 8. Member Non-Attendance. If any Member is absent for any four (4) regular meetings during any school year of The BH2 STREAM School, the Governing Board Members shall, at any regular meeting upon due notice and hearing, determine the reasonableness of such absences and, by at least a two-thirds ($\frac{2}{3}$) vote of the Members then present, may declare a vacancy for such seat.

ARTICLE VI

COMMITTEES

Section 1. Standing Committees. The Governing Board Members, by resolution adopted by a majority of the Governing Board, may designate one or more standing committees, consisting of one (1) or more Members, to address various issues relating to the operation of the Corporation. Except as otherwise provided below, such standing committees shall meet as necessary and shall report their recommendations to the Governing Board Members for approval.

Section 2. Executive Committee. The Executive Committee shall be a Standing Committee and shall consist of no more than five (5) members appointed by the President of the Governing Board. The Executive Committee shall consist of the President of the Governing Board, presiding over the Executive Committee, and each other Chairperson of standing committees of Members of the Corporation as appointed. The Executive Committee shall be authorized to act for the Governing Board Members when in the judgment of the President of the Governing Board the affairs of the Corporation can best and most expeditiously be handled by the Executive Committee. Actions taken by the Executive Committee shall be reported to the Governing Board respectively.

Section 3. Vacancies. Any vacancy occurring in a committee shall be filled by a vote of the majority of the whole Governing Board at a regular or special meeting of the Governing Board **except vacancies within the Executive Committee.**

Section 4. Removal. Any member of a committee may be removed at any time with or without cause by the affirmative vote of two-thirds of the whole Governing Board (excluding the Member of the committee sought to be removed).

Section 5. Minutes. All committees shall keep regular minutes of their proceedings and report the same to the Governing Board Members at the next succeeding regular or special meeting of the Board.

Section 6. Procedures. The provisions of Article V that govern conduct of meetings, notice, quorum, voting rights and action without a meeting of the Governing Board shall apply to committees and their members in the same manner.

Section 7. Reversal of Committee by the Board. Any action of a committee may be reversed, amended or ratified by the Executive Committee or by vote of a majority of all Governing Board Members then holding office at any regular or special meeting of the Governing Board; provided, however, that no rights of third-parties shall be affected by such revision or amendment or nullification.

ARTICLE VII

OFFICERS

Section 1. Officers. The officers of the Corporation shall be the Founder, a President, a Vice-President, a Chief Executive Officer, and other officers with such other titles and duties as the Executive Committee may designate from time to time. At its discretion, the Executive Committee may change the duties of the officers specified herein.

Section 2. Election and Term of Office. Each of the officers of the Corporation will be elected and appointed by their respective governing bodies at the regular meeting of the Executive Committee or Governing Board during the fourth quarter of each calendar year. The term of each officer will commence on January 1 of the calendar year following the officer's election and each officer shall serve their respective term until death, resignation, or removal, or until a successor to such office has been elected and qualified. An individual may hold an office for as many consecutive terms as he or she is elected and qualified.

Section 3. President. The President or its designee shall preside at all meetings of the Executive Committee and Governing Board Members of the Corporation and subject to the control of the Executive Committee and the Governing Board and shall in general supervise and control the business and affairs of the Governing Board and the Corporation.

Section 4. Chief Executive Officer. The Chief Executive Officer shall during his or her respective term serve as an Ex-officio member of the Governing Board. In addition there shall be such other Ex-officio Directors as elected by a vote of the Governing Board then holding office. Each Ex-officio Director, including the School Administrator, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.

The Chief Executive Officer shall have charge and custody of all funds of the Corporation, shall have authority to open bank accounts in the name of the Corporation and together with such other person or persons as may be designated by the Executive Committee to sign checks and drafts and other papers requiring the payment of money; shall cause all debts and obligations of the Corporation to be paid upon verification by the person or persons authorizing the indebtedness; shall keep an accounting of all receipts

and disbursements which shall be open for inspection by the Chief Executive Officer and auditors at all times; shall give a report of accounts at such meetings as the Executive Committee may designate; shall furnish an annual statement of all receipts and disbursements of the Corporation and shall perform such other duties as may be authorized and directed by the Governing Board.

ARTICLE VIII

FISCAL MATTERS

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1 through June 30.

Section 2. Funds. All funds and property received by or coming into the custody of the Corporation belong to and are funds and property of the Corporation to be expended only for the purposes authorized and in accordance with regulations prescribed by the Corporation.

Section 3. Annual Audit. The accounts of the Corporation shall be audited on an annual basis by an independent, duly licensed certified public accountant and the report shall be submitted to the Founder, Governing Board of Directors, and Chief Executive Officer.

ARTICLE IX

INDEMNIFICATION

The Corporation shall indemnify any Director or former Director or officer of the Corporation or any person who may have served at its request as a director or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorney's fees, incurred by the Director in connection with any action, suit or proceeding in which that Director is made or threatened to be made a party by reason of being or having been such Director or officer, except in relation to matters as to which the Director shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The indemnification authorized by this Section 6 (a) shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55—17.3 or North Carolina General Statutes or as authorized in these Bylaws.

The corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of the corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability.

Expenses incurred by a Director, officer, employee, or agent in defending a civil or criminal action suit or proceeding may be paid by the corporation in advance of the final disposition of such

action, suit or proceeding as authorized by the Founder, Executive Committee, and Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall be ultimately determined that the person is entitled to be indemnified by the corporation as authorized in Section 55A-17.2 or 55A-17.3 of North Carolina General Statutes or as authorized in these Bylaws.

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Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Any assets not so disposed shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is located. Disposal shall be made exclusively for exempt or public purposes, or be made to such organization or organizations as the court shall determine to be organized exclusively for such purposes.

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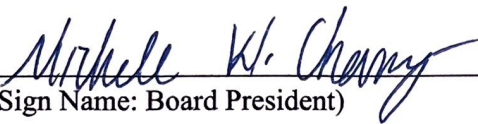
These Bylaws of The BH2 STREAM School were adopted by the Founder & Chief Executive Officer and Governing Board Members effective April 18, 2024.



(Sign Name: Kristian Herring, Founder & Chief Executive Officer)

Kristian A. Herring

(Print Name: Kristian Herring, Founder & Chief Executive Officer)



(Sign Name: Board President)

Michele W. Cherry

(Print Name: Board President)

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Governing Board Members shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including N.C.G.S. Section 55A-8-31.

A person shall not be disqualified from serving as a member of the charter school's Governing Board of Directors because of the existence of a conflict of interest, so long as the person's actions comply with this conflict of interest policy and applicable law.

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- b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

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In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Governing Board or members of a committee with Governing Board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the Governing Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the Governing Board or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The President of the Governing Board or chairperson of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Governing Board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Governing Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

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- a. If the Governing Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
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Each director, principal officer and member of a committee with Governing Board delegated powers shall annually sign a statement, which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the School is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Use of Outside Experts:

When conducting the periodic reviews as provided for in this policy, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Governing Board of its responsibility for ensuring periodic reviews are conducted.

Appendix K

Articles of Incorporation/ Municipal Charter

BH2 STREAM School





NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

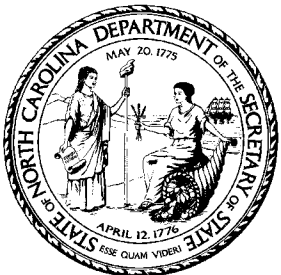
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF AMENDMENT

OF

BRYANT HOWROYD HERRING (BH2) STREAM SCHOOL

the original of which was filed in this office on the 24th day of February, 2025.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 24th day of February, 2025.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

SOSID: 2823238
Date Filed: 2/24/2025 12:03:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C2025 041 01636

ARTICLES OF AMENDMENT
NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: Stream School

2. The text of each amendment adopted and date adopted is as follows (*state below or attach*):

Change the name of the school from The STREAM School to the "Bryant Howroyd Herring (BH2) STREAM School." Date amendment was adopted 7/25/2024

3. (*Check a, b, and/or c, as applicable*)

a. The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (*set forth a brief explanation of why member approval was not required*)

Our bylaws indicate that the board of directors have the authority to do this.

b. The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

4. These articles will be effective upon filing, unless a date and/or time is specified:_____

This the 10 day of February, 2025.

Stream School

Name of Corporation

Kristian Herring

Signature

Kristian Herring - CEO

Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Stream School.

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Kristian Antoine Herring.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 1308 West Wilson Street

City: Tarboro State: NC Zip Code: 27886 County: Edgecombe

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: PO Box 574

City: Tarboro State: NC Zip Code: 27886-0574 County: Edgecombe

5. The name and address of each incorporator is as follows:

Name	Address
<u>Kristian Antoine Herring</u>	<u>1308 West Wilson Street Tarboro NC, 27886-4824 United States</u>
<u></u>	<u></u>
<u></u>	<u></u>

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Attached are provisions regarding the limitation of activities of the corporation.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (252) 314-4522

Number and Street: 1308 West Wilson Street

City: Tarboro State: NC Zip Code: 27886-4824 County: Edgecombe

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: PO Box 574

City: Tarboro State: NC Zip Code: 27886-0574 County: Edgecombe

11. Principal Office Email Address: Privacy Redaction

12. **(Optional):** Listing of Officers (See instructions for why this is important)

Name	Address	Title

13. **(Optional):** Please provide a business e-mail address: Privacy Redaction.

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 20th day of March, 2024.

Incorporator Business Entity Name

Kristian Antoine Herring

Signature of Incorporator

Kristian Antoine Herring Incorporator

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

Appendix G

Organizational Chart

BH2 STREAM School



BH2 STREAM School's Organizational Chart

The BH2 STREAM School Board

Tammy Barrow (Treasurer), Carlton Bryant, Janice Bryant Howroyd, Michele Cherry (President), Dr. Dan Cocker (Vice President), Tawan Davis-Sherrod (Secretary), Jeremy Herring (Co-Founder), Kristian Herring (Co-Founder), Hassan Kingsberry, Esq.



The BH2 STREAM School Foundation Board

Dr. Glenetris Clyburn, Kevin Harrell (Vice President), Melonee Hunter (Secretary), Dr. Monica Ricks (President), Samonica Smith, Rhonda Williams (Treasurer)



The BH2 STREAM School Administrative Team

To Be Determined



The BH2 STREAM School Staff

To Be Determined

BH2 STREAM School's Organizational Chart

Functions of The BH2 STREAM School Board

Our board will be responsible for establishing and overseeing the organizational structure of the school, monitoring and evaluating the effectiveness of our school's programs and services, ensuring alignment with the mission and meeting the needs of our scholars. marketing, upholding legal and ethical standards, maintaining accountability to stakeholders, taking responsibility for recruiting and orienting new board members, and taking responsibility for recruiting, hiring, and supervising the lead administrator.



Functions of The BH2 STREAM Foundation Board

The Foundation Board will provide strategic direction and financial backing for the BH2 STREAM School.



Functions of The BH2 STREAM School Administrative Team

The administrative team will provide general direction for the school and its academic trajectory.



Functions of The BH2 STREAM School Staff

The staff members of the BH2 STREAM School will report to and follow the direction of the BH2 STREAM School's Administrative Team.

Organizational Chart

BH2 STREAM School

The BH2 STREAM School Board

Tammy Barrow (Treasurer)
Carlton Bryant
Janice Bryant Howroyd
Michele Cherry (President)
Dr. Dan Cocker (Vice President)
Tawan Davis-Sherrod (Secretary)
Jeremy Herring (Co-Founder)
Kristian Herring (Co-Founder)
Hassan Kingsberry, Esq.

The BH2 STREAM Foundation Board

Tammy Barrow
Dr. Glenetris Clyburn
Kevin Harrell (Vice President)
Jeremy Herring
Kristian Herring
Melonee Hunter (Secretary)
Dr. Monica Ricks (President)
Samonica Smith
Rhonda Williams (Treasurer)

BH2 STREAM School Board Members: Role Description Document

Purpose of the School Board

The BH2 STREAM School Board provides strategic leadership, oversight, and accountability to ensure the school's success and sustainability. The Board supports the school's mission and vision through governance, policy setting, fiduciary management, and community engagement.

Board Member Expectations

All members are expected to:

- Attend and actively participate in scheduled board meetings
- Serve on at least one committee
- Advocate for the school in the community
- Maintain confidentiality and act in the best interest of the school
- Support fundraising efforts and strategic goals

Roles and Responsibilities Table

Position	Overview	Key Responsibilities	Term Length
Board President	The Board President serves as the chief officer of the Board. This individual provides leadership to the Board, facilitates effective communication between the Board and school leadership, and ensures that the Board fulfills its governance responsibilities. The President represents the Board in official capacities and maintains order and productivity during meetings.	<ul style="list-style-type: none">- Presides over all board meetings and sets meeting agendas in collaboration with the Executive Director.- Serves as the primary spokesperson for the board.- Ensures board resolutions are carried out and oversees the functioning of board committees.- Facilitates decision-making and conflict resolution- Facilitates effective board operations and promotes board engagement.- Acts as a liaison between the board and school leadership.- Leads annual board evaluations	3 years
Vice President	The Vice President supports the President and assumes leadership responsibilities in their absence. This individual may also serve as chair of key committees and	<ul style="list-style-type: none">- Assists the President in executing their duties and acts on their behalf when absent.- Assists with board member engagement and development- Supports board development and training.- Assumes special projects or initiatives as designated by the	3 years

	ensure continuity of leadership by working closely with the President on major initiatives.	<p>President.</p> <ul style="list-style-type: none"> - Chairs committees or task forces as needed - Collaborate with the President on governance matters 	
Secretary	<p>The Secretary is responsible for maintaining accurate and official records of Board proceedings. This includes documenting discussions, decisions, and actions during meetings, ensuring compliance with governance standards, and facilitating internal communication.</p>	<ul style="list-style-type: none"> - Records and maintains accurate minutes of all board meetings. - Ensures meeting notices and board documents are distributed in a timely manner. - Maintains the official records of the board, including bylaws, policies, and resolutions. - Tracks board member terms, attendance, and compliance - Coordinates board communications and assists in compliance with legal and regulatory reporting. 	3 years
Treasurer	<p>The Treasurer oversees the organization's financial integrity. This role involves reviewing financial statements, supporting budget planning, ensuring compliance with regulatory requirements, and helping the Board understand the school's financial health.</p>	<ul style="list-style-type: none"> - Oversees financial planning, budgeting, and reporting. - Presents financial statements and updates to the board. - Monitors fiscal policies and financial performance - Oversee audits, tax filings, and reports - Works closely with school leadership and external accountants/auditors to ensure fiscal responsibility. - Chairs the Finance Committee and advises on strategic financial planning 	3 years
Voting Members	<p>Voting Members participate fully in the decision-making process and contribute to the school's strategic direction. They serve on committees, provide guidance and expertise, and help ensure that the school remains aligned with its mission and goals.</p>	<ul style="list-style-type: none"> - Attend and actively participate in all board meetings. - Review and vote on policies, budgets, contracts, and strategic plans. - Serve on at least one committee - Contribute expertise and act in the best interest of the school at all times. - Support fundraising, community outreach, and school events - Represent the interests of stakeholders and uphold the school's mission and vision. 	3 years

Appendix A

Evidence of Parent/ Community Support

BH2 STREAM School



STREAM School Community Interest Surve

Questions

Responses

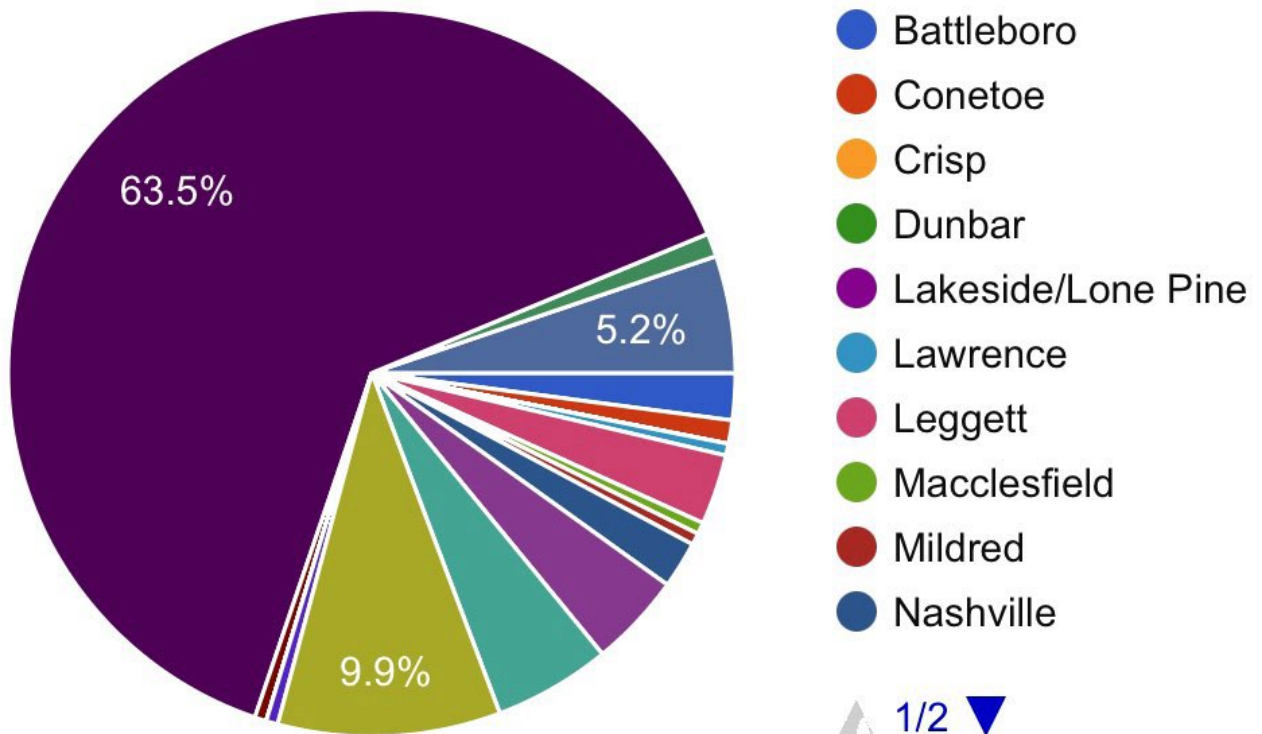
192

Settings

What community do you live in?



192 responses



STREAM School Community Interest Surve

Questions

Responses

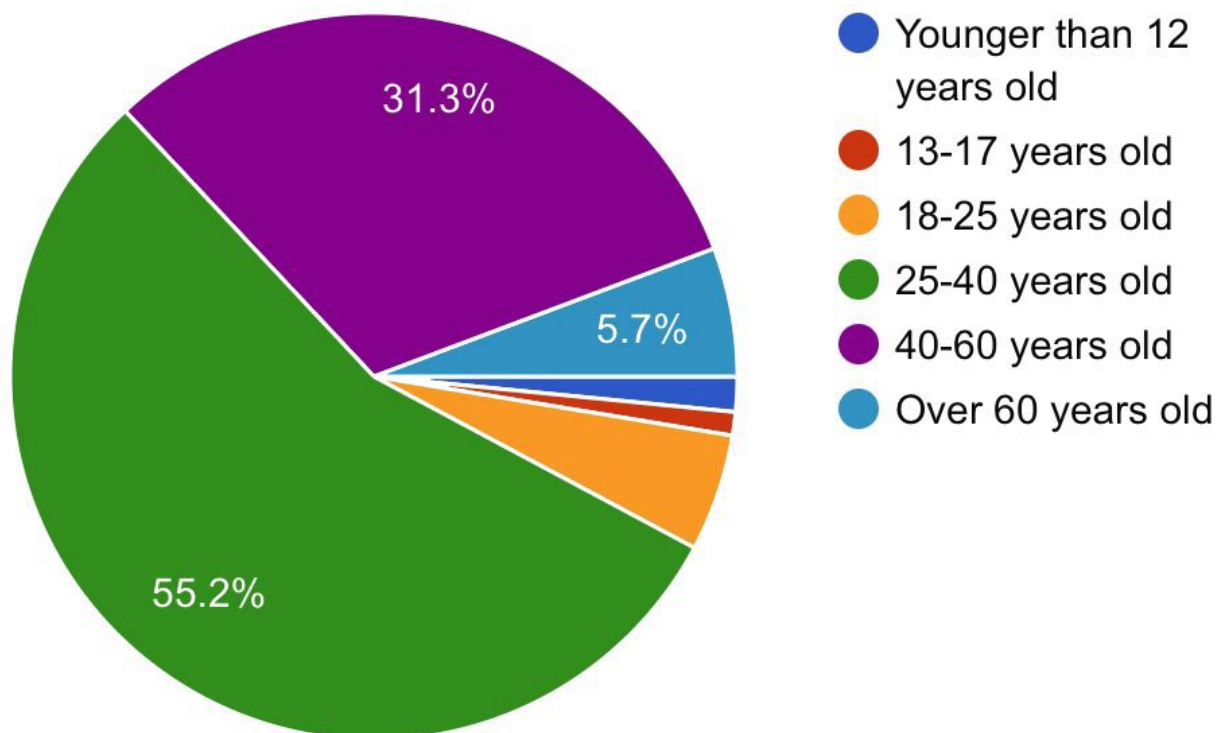
192

Settings

How old are you?



192 responses



STREAM School Community Interest Surve

Questions

Responses

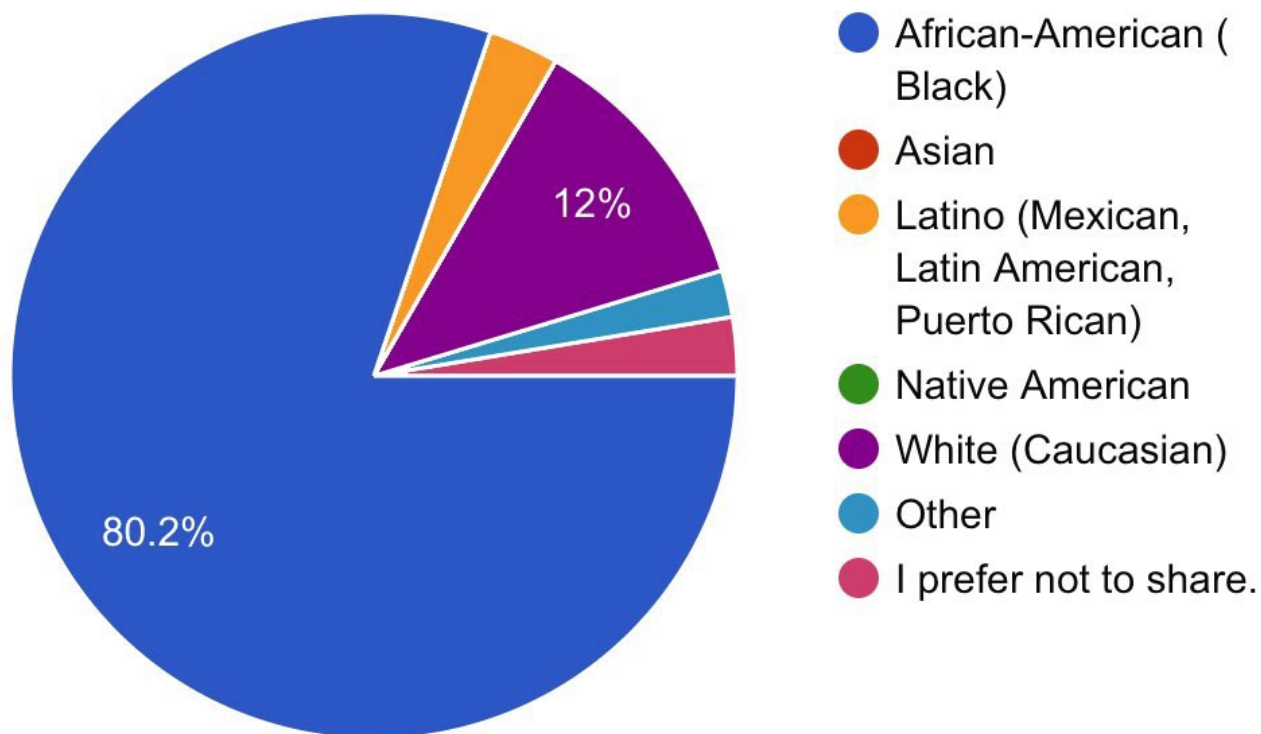
192

Settings

How do you describe yourself or your family?



192 responses



STREAM School Community Interest Surve

Questions

Responses

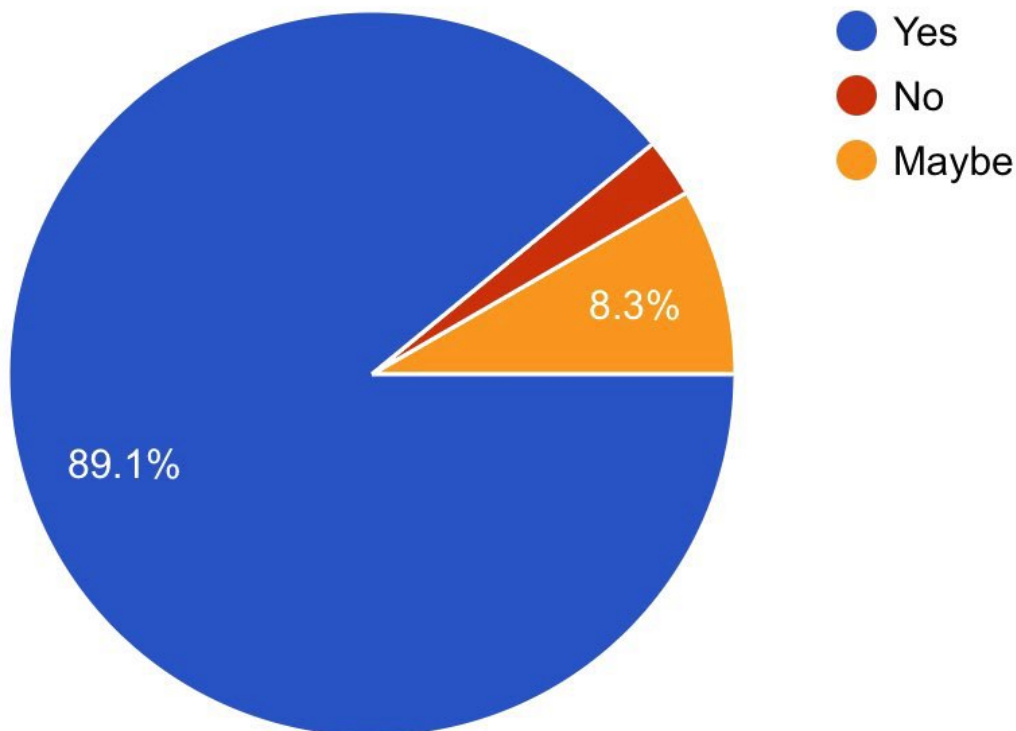
192

Settings

Would you like to see a new school option for students in our community (Edgecombe or Nash County)?

 Copy

192 responses



STREAM School Community Interest Surve

Questions

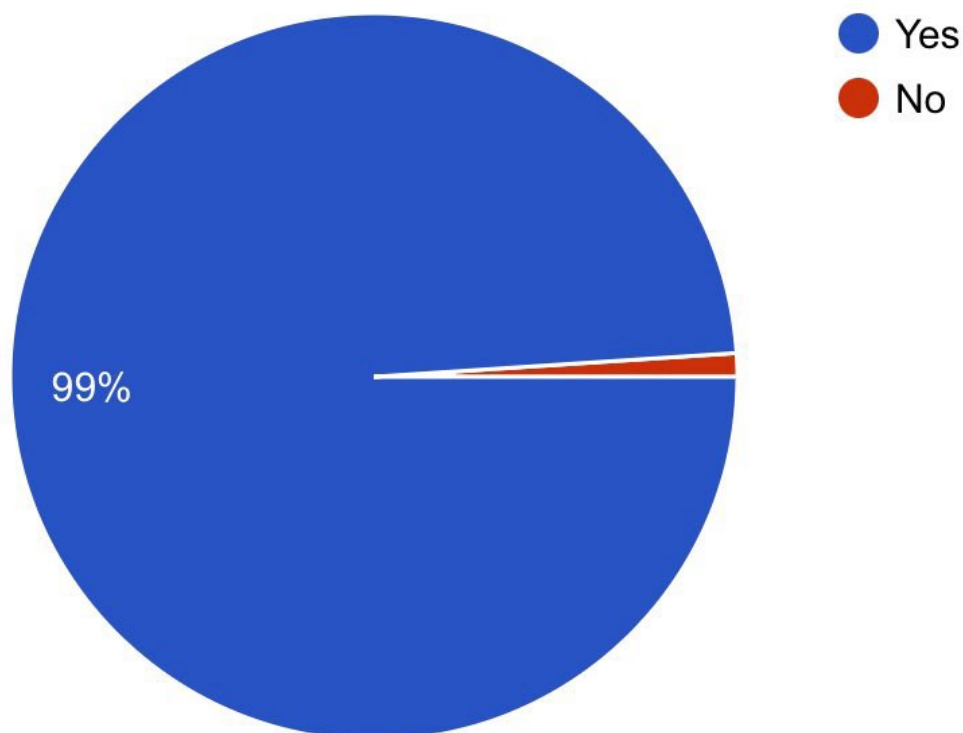
Responses 192

Settings

Do you or someone you know currently attend school in Edgecombe or Nash County?

 Copy

192 responses



STREAM School Community Interest Surve

Questions

Responses

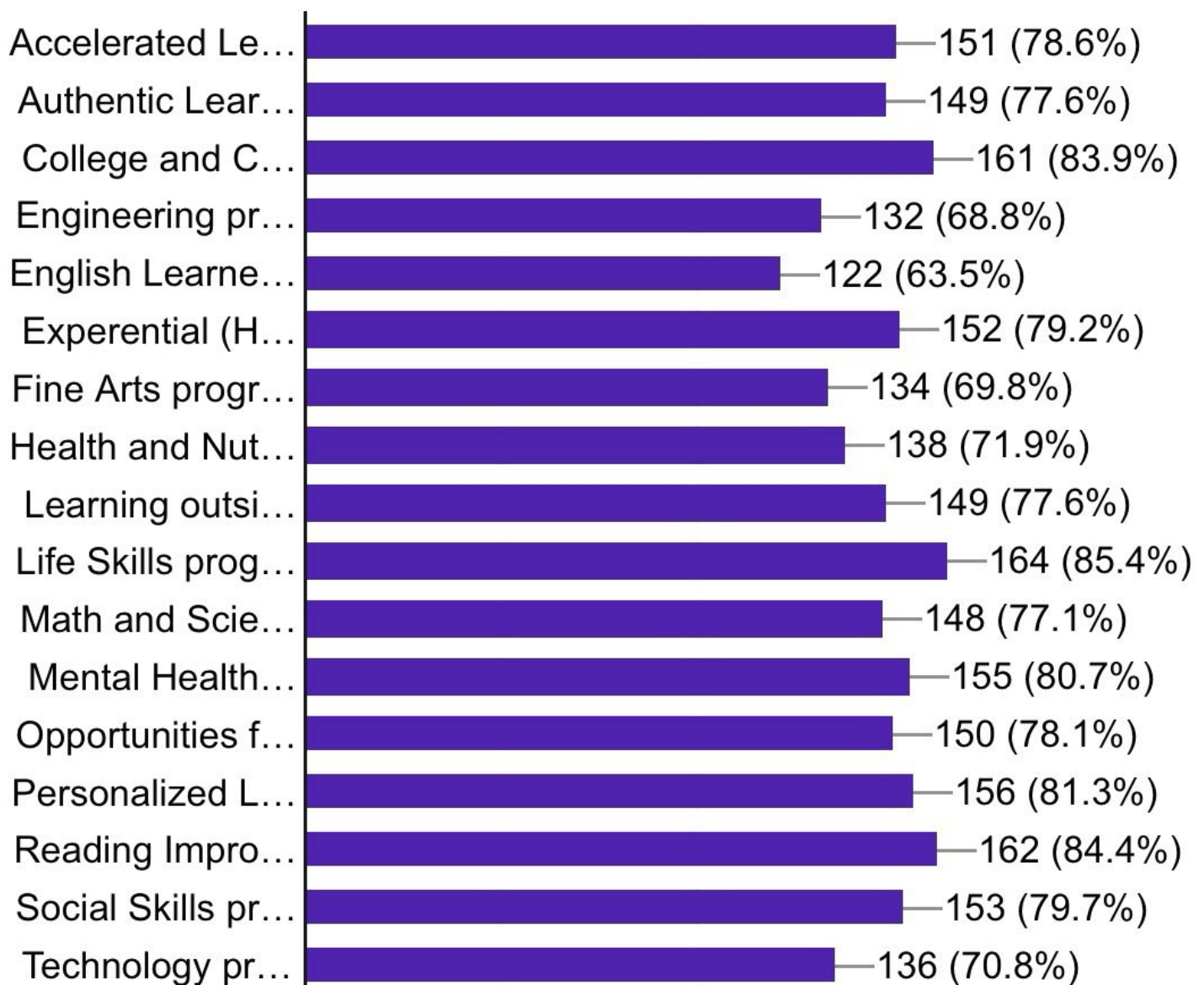
192

Settings

What kinds of learning activities and services do you think would help your child(ren) have greater success in school? (check all that apply)



192 responses



0

100

200

STREAM School Community Interest Surve

Questions

Responses

192

Settings

If there are any additional programs you would like to see, please share them here.

31 responses

Financial literacy

N/a

You covered major areas for building a productive learning community.

Sports

Second Language Programs

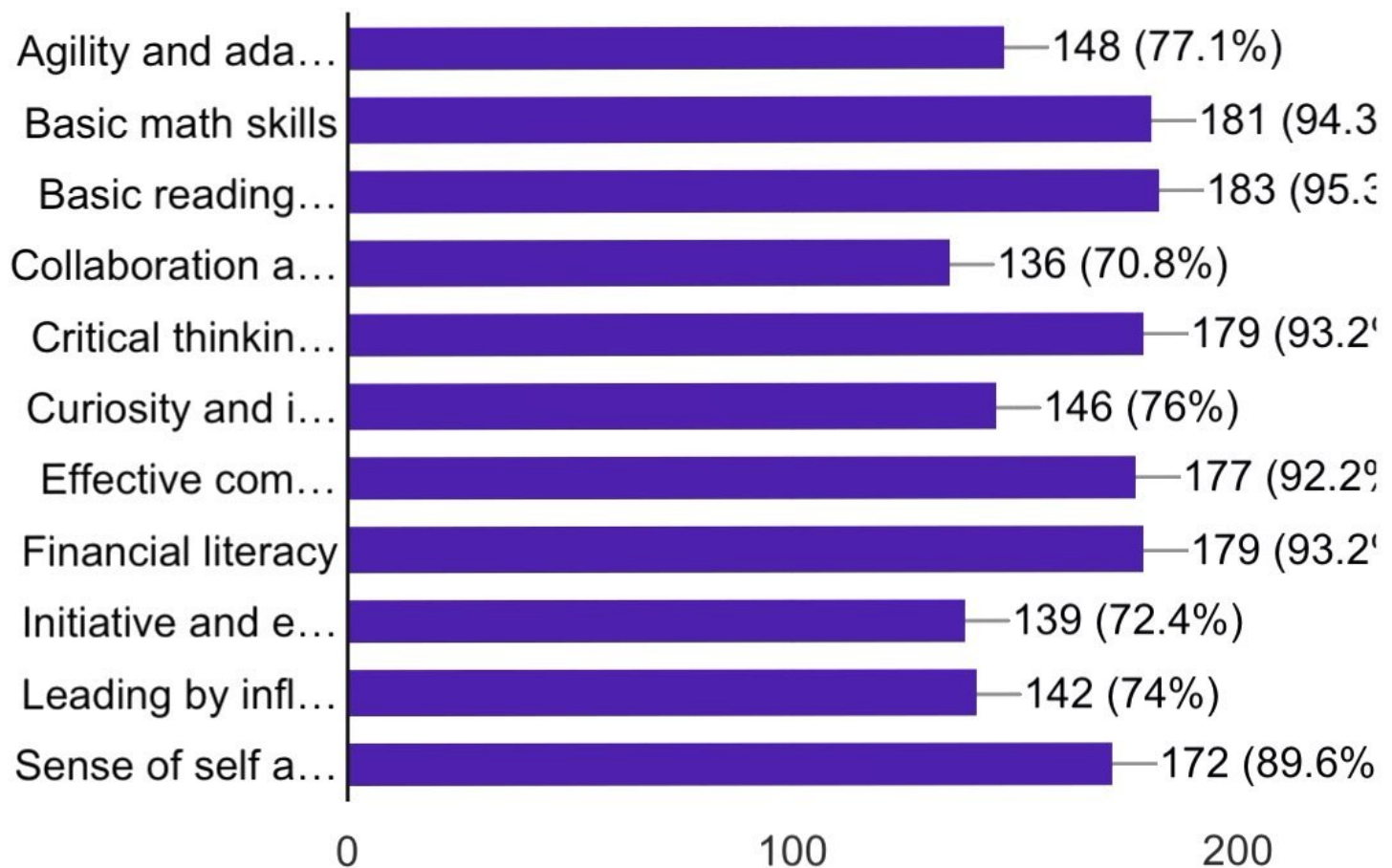
More clubs in school and extra curriculum for girls
Spanish immersion

second language, children with disabilities
programs

Traditional classes like home ec. shop classes. life

What skills do you think all students should have before they graduate with a K-12 education? (Check all that apply.)

192 responses



STREAM School Community Interest Surve

Questions

Responses

192

Settings

If there are any skills you would like to see added, please share them here.

19 responses

N/A

N/a

Fine arts exposure and influence.

Automotive. Hands on

Job prep

Spanish immersion more different languages

Confidence, teamwork, acceptability

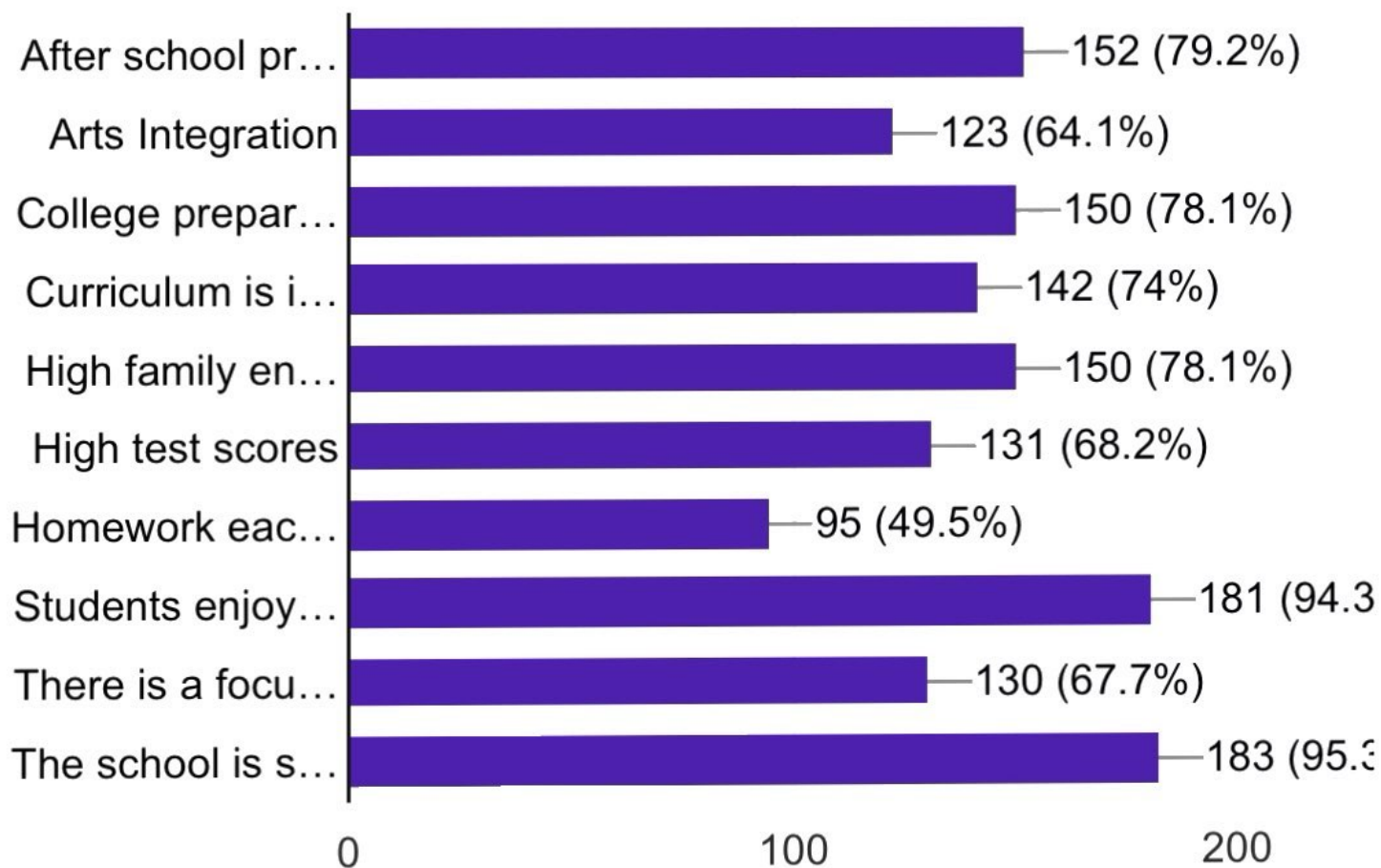
Students need to be taught life skills. They need to have job ready skills. They need to be taught how to work as a team. They need to be taught how to function in real world scenarios. In my opinion, the

If you were to choose a new school for your child, what would you be looking for? (Check all that apply.)



Copy

192 responses



STREAM School Community Interest Surve

Questions

Responses

192

Settings

If there are any additional ideas you would like to see, please share them here.

12 responses

N/A

N/a

Music programs

Low class size

After school tutoring for special needs kids

ROTC/Band

More parent involvement/ sports

This will be a school of choice by students/ parents AND staff. A ZERO TOLERANCE for inappropriate behavior is strongly needed. Hold parents accountable for their students' actions!

STREAM School Community Interest Surve

Questions

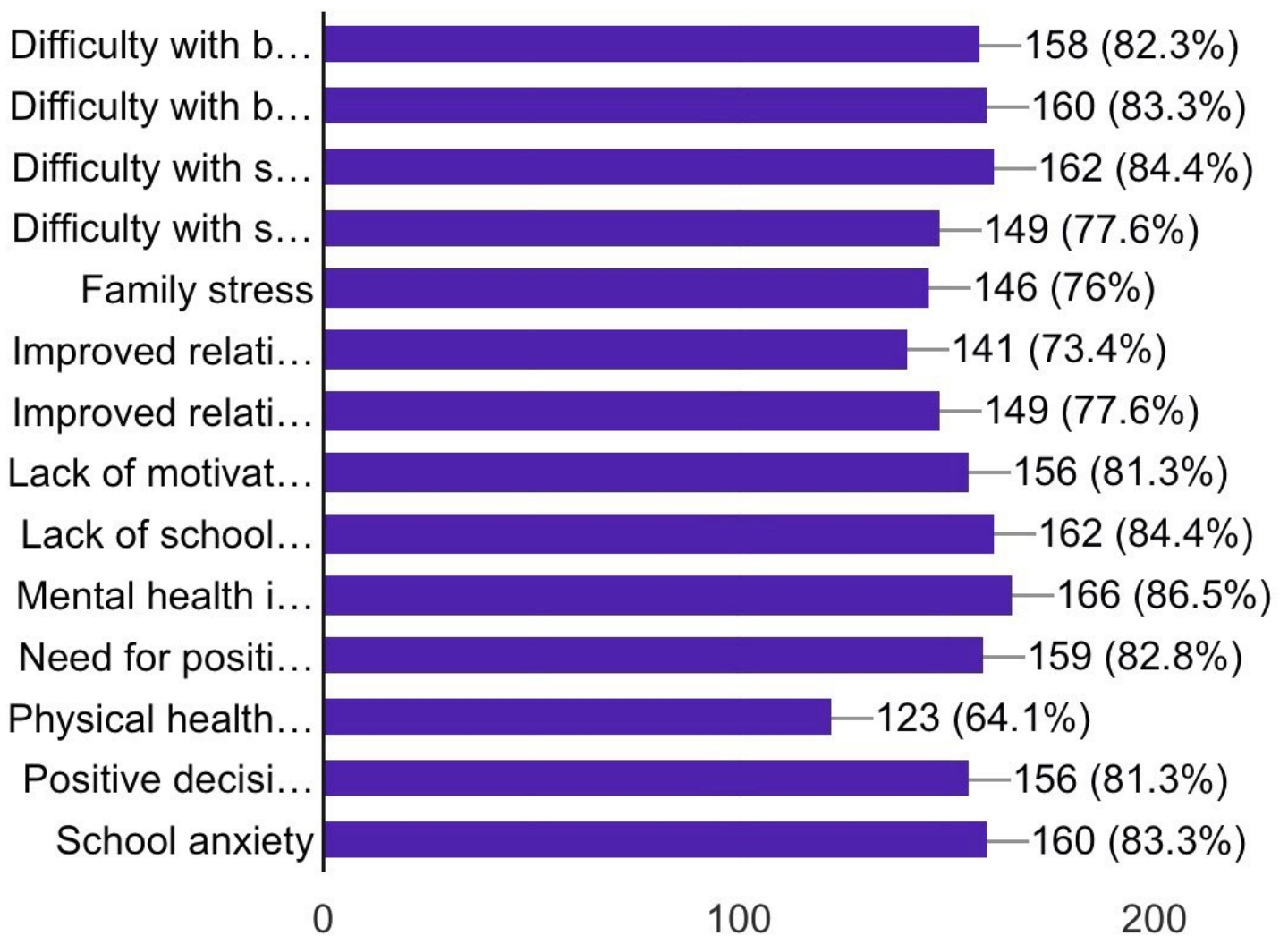
Responses **192**

Settings

What kinds of challenges do children in our community face that make success in school difficult that all schools should address?



192 responses



There is a lack of motivation of the parents to discipline their children. There is quite a bit of disrespectful children in the community where the parents do not discipline their children so their children bully other children. That causes self-esteem problems with children in the community. That causes issues in the school lack of friendships, isolation, being not good enough, lack of friendships, Suicidal Thoughts. Lots of Mental Health issues.

The only challenge I see is that education is underfunded, teachers are underpaid, and parents/adults of students are not held accountable for things like behavior and attendance.

STREAM School Community Interest Surve

Questions

Responses

192

Settings

What other ideas do you have that you believe should be part of a new school design?

33 responses

Prayer

Enthusiastic staff and influential community engagement.

Social media limits - no phones in school

More educational field trips for the kids

All of these are wonderful and needed!

School choir and Band

Having parent trainings periodically, getting them more involved to help them become more engaged and supportive to the school, community, and students.

STREAM School Community Interest Surve

Questions

Responses

192

Settings

As you think about student achievement across the area, what long term planning or ideas do you have for supporting higher student achievement in schools?

37 responses

Being supporting of children and the school staff

Being apart of this new learning facility

Parent involvement

One on one program

Raise teacher pay

Make child parent fill out application

First coming up with a plan that best fit that student at the moment then set goals, continue to work toward them until all goals are met.

STREAM School Community Interest Surve

Questions

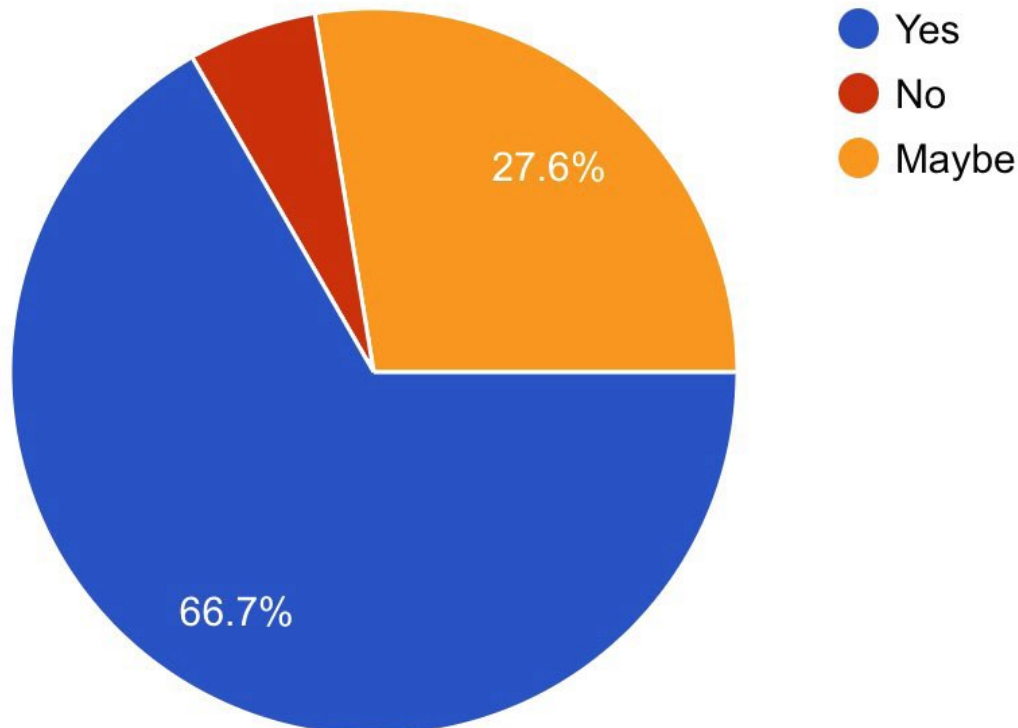
Responses **192**

Settings

Would you be willing to sit on a focus group to develop programming and services to ensure student success?



192 responses



STREAM School Community Interest Surve

Questions

Responses

192

Settings

Enrollment Consideration

If you have a strong desire to enroll your child in a new school of opportunity, please give us your name, email address, a phone number, and how best to contact you.

121 responses

If you have a strong desire to enroll your child in a new school of opportunity, please give us your name, email address, a phone number, and how best to contact you.

121 responses

Contact Information

Appendix M

Revenue Assurances

BH2 STREAM School



BH2 STREAM School Foundation
"Empowering Innovation and Excellence"

Post Office Box 2, Tarboro, North Carolina 27886 | info@bh2streamfoundation.org
www.bh2streamfoundation.org

April 18, 2025

Bryant Howroyd Herring (BH2) STREAM School
Post Office Box 574
Tarboro, North Carolina 27886

Subject: Commitment of Support for the BH2 STREAM School


Dear Members of the BH2 STREAM School Board:

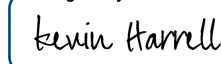
This letter serves as a formal affirmation that the BH2 STREAM School Foundation is committed to providing the BH2 STREAM School with a minimum annual financial support of \$250,000. Our mission is to “provide financial and programmatic support to the BH2 STREAM School, enhancing educational opportunities in Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM).” Additionally, our vision is to “actualize the resources necessary to ensure that every BH2 STREAM School family, instructional leader, and administrator has what is needed for scholars to flourish without limitations.”

In furtherance of these goals, the BH2 STREAM School Foundation is dedicated not only to delivering financial assistance but also to offering strategic direction that positions the BH2 STREAM School for success in providing its scholars with exceptional educational opportunities. We are deeply committed to empowering your school community and ensuring that every student experiences the benefits of a robust and well-supported learning environment.

Please consider this letter as our pledge to support the continued growth and excellence of the BH2 STREAM School. Should you require any additional information or wish to discuss this commitment further, please do not hesitate to contact our office.

Sincerely,

Signed by:

31E4B88CF1D1407...
Dr. Monica Ricks
Chair of the BH2 STREAM School Foundation

Signed by:

71D6BE5F0A1448C...
Kevin Harrell, MPH
Vice Chair of the BH2 STREAM School Foundation



Salvation & Deliverance Church No.6
1308 West Wilson Street Tarboro, NC 27886
Phone : (252) 823 - 8366
Apostle Theodore T. Herring Sr.

April 3, 2025

North Carolina Department of Public Instruction
Office of Charter Schools
301 North Wilmington Street
Raleigh, North Carolina 27601

Re: Letter of Commitment and Facility Agreement for BH2 STREAM School

Dear Office of Charter Schools:

On behalf of the officers and leadership of Salvation and Deliverance Church, we are pleased to offer this formal letter of commitment in support of the Bryant Howroyd Herring (BH2) STREAM School's application to become a North Carolina public charter school.

Salvation and Deliverance Church is committed to providing a financial gift in the amount of **\$150,000** to the BH2 STREAM School. This donation will be issued upon the official authorization and receipt of the school's charter by the State of North Carolina. This commitment reflects our deep and enduring support of Jeremy and Kristian Herring, lifelong members of our congregation who have made immeasurable contributions to our church and its music ministry.

In addition, we are proud to authorize the use of our church campus as the home of the BH2 STREAM School. We hereby grant permission for the school to utilize our facilities for a term of **five (5) years**, beginning **July 1, 2025**, at an **annual fee of \$28,000**. This agreement includes access to all designated classrooms, common areas, restrooms, and outdoor facilities. The annual fee also encompasses all necessary utilities, including electricity, gas, water, and waste disposal services.

We believe that the mission and vision of the BH2 STREAM School align with our values and our commitment to serving the broader community. We are confident that this partnership will enrich the lives of students and families throughout our region while strengthening the bonds between our church and the community we serve.

Should you require any additional information or clarification, please feel free to contact us directly. We are excited about the future of the BH2 STREAM School and are honored to play a foundational role in its success.

Sincerely,

Theodore T. Herring Sr.
Theodore T. Herring, Sr.
Chairman of the Board

Willard E. Scott
Willard E. Scott
Head Trustee

Appendix A1

Acceleration Evidences

BH2 STREAM School





Salvation & Deliverance Church No.6
1308 West Wilson Street Tarboro, NC 27886
Phone : (252) 823 - 8366
Apostle Theodore T. Herring Sr.

April 3, 2025

North Carolina Department of Public Instruction
Office of Charter Schools
301 North Wilmington Street
Raleigh, North Carolina 27601

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Sincerely,

Theodore T. Herring Sr.
Theodore T. Herring, Sr.
Chairman of the Board

Willard E. Scott
Willard E. Scott
Head Trustee

Appendix O

Additional Appendices

BH2 STREAM School



Total Instructional Personnel:	0	\$0.00
---------------------------------------	----------	---------------

Total Admin, Support and Instructional Personnel:	3	\$47,837.19
--	----------	--------------------

Benefits	Year 0		
	Number	Cost Per	Total
Administrative & Support Benefits			
Health Insurance	3	\$2,026.62	\$6,079.86
Retirement Plan--NC State			\$0.00
Retirement Plan--Other			\$0.00
Life Insurance			\$0.00
Disability			\$0.00
Medicare			\$0.00
Social Security - Lead Administrator	1	\$1,427.24	\$1,427.24
Social Security - Finance Officer	1	\$959.37	\$959.37
Social Security - Dean of Students	1	\$1,272.94	\$1,272.94
			\$0.00
			\$0.00
			\$0.00
Total Admin and Support Benefits:			\$9,739.41

Instructional Personnel Benefits			
Health Insurance			\$0.00
Retirement Plan--NC State			\$0.00
Retirement Plan--Other			\$0.00
Social Security			\$0.00
Disability			\$0.00
Medicare			\$0.00
Life Insurance			\$0.00

		\$0.00
		\$0.00
		\$0.00
		\$0.00
		\$0.00

Total Instructional Personnel Benefits: \$0.00

Total Personnel Benefits: \$9,739.41

Total Admin & Support Personnel (Salary & Benefits): 3 \$57,576.60

Total Instructional Personnel (Salary & Benefits): 0 \$0.00

TOTAL PERSONNEL: 3 \$57,576.60

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support		Year 0
Office		
Office Supplies		
Office/Admin Chairs	\$	588.38
Computers & Software	\$	1,604.97
Communications & Telephone		
Copier leases		
Admin Computers	\$	962.97
Office Tables	\$	1,020.46
Management Company		
Contract Fees		
Other		
Professional Contract		
Legal Counsel		
Student Accounting (Lotterease)	\$	4,908.94
Financial		
Other		
Facilities		
Facility Use Agreement/Facilities Lease	\$	70,124.00
Maintenance		

Oakley and Associates (architects)	\$ 9,400.00
Custodial Contract	
Insurance (pg19)	
Interactive Panels/Smartboards	\$ 84,642.05
Teacher/Student Desks	\$ 58,397.53
Teacher/Assistant Chairs	\$ 1,551.19
Utilities	
Electric	
Gas	
Water/Sewer	
Trash	
Other	
Transportation	
Buses	
Gas	
Oil/Tires & Maintenance	
Other (Bus Boss)	\$ 4,550.00
Other (Traffic Study)	\$ 3,000.00
Other	
Marketing	\$ 2,500.00
Child Nutrition Equipment	\$ 62,429.16
Travel	
Other	
Contingency Fund	\$ 28,000.00
Total Administrative & Support Operations:	\$ 333,679.65

OPERATIONS BUDGET: Instructional		Year 0
Classroom Technology		
Software		
Other		
Teacher Computers	\$	7,703.74
Instructional Contract		
Staff Development		
Other		
Books and Supplies		
Instructional Materials		
Curriculum/Texts		
Copy Paper		
Testing Supplies		
Other		
Total Instructional Operations:	\$	7,703.74
TOTAL OPERATIONS:		\$ 341,383.39


Overall Budget





SUMMARY	Logic	Year 0
Total Personnel	J	\$ 57,576.60
Total Operations	M	\$ 341,383.39
Total Expenditures	$N = J + M$	\$ 398,959.99
Total Revenue	Z	\$ 400,000.00
Surplus / (Deficit)	$= Z - N$	\$ 1,040.01

Itemized Budget and Links (BH2 STREAM School)




ITEM	COST	PICTURE
<p>Convection Oven</p> <p>https://www.webstaurantstore.com/main-street-equipment-ec2d-double-deck-electric-full-size-convection-oven-with-legs-240v-1-3-phase/541EC2DK.html?srsId=AfmBOop5vaYiGu7sO87P19G13LI4BSnXMcFyafxaxcpbANoXj2HjvHNJCd0</p>	<p>\$4011.43</p>	
<p>Commercial Range with Oven (6–10 burners)</p> <p>https://www.chefaaa.com/products/48-inch-commercial-gas-range-8-top-burner-with-2-ovens-r48?variant=40196864278712&country=US&currency=USD&utm_medium=product_sync&utm_source=google&utm_content=sag_organic&utm_campaign=sag_organic&srsId=AfmBOoodclc_VCrMFTPh63dKvJ4ugQhhC36x8z9hHjloqh24dhTiw a52B3w&gQT=1</p>	<p>\$2,780.93</p>	
<p>Steamers (for vegetables and other dishes)</p> <p>https://www.webstaurantstore.com/vulcan-c24eo3-1-3-pan-boilerless-connectionless-electric-counter-top-steamer-208-240v-8-kw/901C24E031.html?srsId=AfmBOop-NPx0IlbnuyBY4I9dCP8A6dJIGlIeTbtDMJVy4VoC2_53IVqYIII</p>	<p>\$8,648.81</p>	

<p>Grill/Griddle (flat-top)</p> <p>Cooking Performance Group GTU-CPG-36-N Ultra Series 36" Chrome Plated Natural Gas 3-Burner Countertop Griddle - 90,000 BTU</p>	<p>\$2,213.83</p>	
<p>Deep Fryer</p> <p>Avantco F5-ES-N 65-70 lb. Natural Gas Stainless Steel Floor Fryer - 100,000 BTU</p>	<p>\$1,561.13</p>	
<p>Walk-in Refrigerator</p> <p>Norlake Fast-Trak 6' x 6' x 7' 7" Indoor Walk-In Cooler with Remote Refrigeration</p>	<p>\$7,934.05</p>	
<p>Walk-in Freezer</p> <p>Norlake Fast-Trak 6' x 6' x 7' 7" Outdoor Walk-In Freezer with Remote Refrigeration</p>	<p>\$8,134.14</p>	


<p>Reach-in Refrigerator/Freezer</p> <p>Commercial Stainless Steel Upright Freezer Avantco SS-2F-HC 54" Two Section Solid Door Reach-In Freezer</p>	<p>\$2,759.53</p>	
<p>Food Processors</p> <p>AvaMix Revolution CFBB342D Combination Food Processor with 3 Qt. Stainless Steel Bowl, Continuous Feed, and 2 Discs - 1 hp</p>	<p>\$801.43</p>	
<p>Stand Mixer (large-capacity)</p> <p>Estella EMIX12G Silver 12 Qt. Programmable Bowl Lift Countertop Mixer with Guard & Standard Accessories - 120V, 7/8 hp</p>	<p>\$1,603.93</p>	
<p>Meat Slicer</p> <p>Berkel B9-SLC 9" Light-Duty Gravity Feed Manual Meat Slicer - 1/4 hp</p>	<p>\$1,077.49</p>	



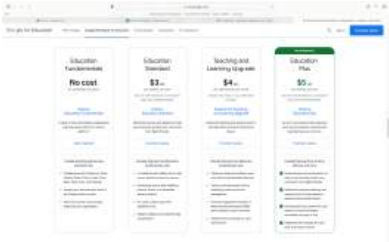


<p>Commercial Blender</p> <p>Waring MX1100XTX Xtreme 3 1/2 hp Commercial Blender with Electronic Keypad and 64 oz. Copolyester Container - 120V</p>	<p>\$523.23</p>	
<p>Hot Food Holding Cabinet</p> <p>Cambro UPCHT800110 Ultra Camcart® Black Electric Hot Top / Passive Bottom Food Holding Cabinet in Fahrenheit - 110V</p>	<p>\$2,103.94</p>	
<p>Heated Serving Line</p> <p>Advance Tabco SW-4E-240-BS-T Four Pan Electric Hot Food Table with Thermostatic Control and Partially Enclosed Base - Sealed Well. 240V</p>	<p>\$5,305.17</p>	
<p>Tray and Dish Carts</p> <p>Cambro CD1826H157 Coffee Beige Camdolly for 18" x 26" Trays - 90 Tray Capacity</p>	<p>\$383.58</p>	


<p>Commercial Dishwasher (high capacity)</p> <p>Noble Warewashing Undercounter Dishwasher (Energy Efficient)</p>	<p>\$5,348.93</p>	
<p>3-Compartment Sink</p> <p>Regency 106" 16-Gauge Stainless Steel Three Compartment Commercial Sink with 2 Drainboards - 18" x 24" x 14" Bowls</p>	<p>\$1,068.93</p>	
<p>Handwashing Sinks</p> <p>Regency 17" x 15" Wall Mounted Hands-Free Hand Sink with Knee Operated Valve and Top Mounted Paper Towel and Soap Dispenser</p>	<p>\$533.92</p>	
<p>Ice Machine</p> <p>Avantco Ice KMC-H-430-BA 30" Air Cooled Modular Half Cube Ice Machine with 375 lb. Bin - 400 lb.</p>	<p>\$3,036.66</p>	

<p>Worktable (stainless steel)</p> <p>30" x 96" Stainless Steel Work Table - WebstaurantStore</p>	<p>\$398.56</p>	
<p>Storage Shelving (for pantry)</p> <p>Regency 30" Wide NSF Green Epoxy 4-Shelf Kit with 64" Posts and Casters</p>	<p>\$199.54</p>	
<p>Trash Compactor</p>	<p>\$2,000</p>	


Books and Supplies

ITEM	COST	PICTURE
<p>Copy Paper</p> <p>https://www.officemax.com</p>	<p>\$43.99</p>	
<p>Other (Student/Teacher Desks)</p> <p>https://www.Schoolsin.org</p>	<p>\$1493.95</p>	

<p>Chairs (Instructional and Office)</p> <p>https://www.officedepot.com/a/products/9773114/3718-Ergonomic-Mesh-Mid-Back-Task/</p>	<p>\$49.99 plus tax</p>	
<p>Dell™ Inspiron 24 5400 All-In-One Desktop, 23.8" Screen, Intel® Core™ i3, 8GB Memory, 256GB Solid State Drive, Windows® 11,15400-3750SLV-PUS</p> <p>https://www.officedepot.com/</p>	<p>\$499.99</p>	
<p>Google for Education</p> <p>https://www.edu.google.com</p>	<p>\$5 per scholar</p>	
<p>Lenovo® IdeaCentre AIO 3i 22 Desktop PC, 21.5" Screen, Intel® Pentium® 8505, 4GB Memory, 256GB Solid State Drive, Windows® 11, FOGGOORUS</p> <p>https://www.officedepot.com/</p>	<p>\$499.99</p>	
<p>Lenovo® IdeaPad 1i 14 Laptop, 14" Screen, Intel® Pentium®, 4GB Memory, 128GB eMMC Storage, WiFi 6, Windows® 11,82LVO03WUS</p> <p>https://www.officedepot.com/</p>	<p>\$299.99</p>	

<p>Student Chromebooks</p> <p>https://www.walmart.com/ip/Lenovo-IdeaPad-1-14-Laptop-Intel-Celeron-N4500-4GB-128-SSD-82LV0075US/14656354908?wmlspartner=wlpas&selectedSellerId=0&selectedOfferId=2FCB42671B3530D4A225DAB7B4A4D088&conditionGroupCode=1&w113=4499&gclsrc=aw.ds&adid=22222227714656354908_117755028669_12420145346&w10=&w11=q&w12=c&w13=501107745824&w14=pla-394283752452&w15=1021375&w16=&w17=&w18=&w19=pla&w10=8175035&w11=local&w12=14656354908&v eh=sem_LIA&gclsrc=aw.ds&qad_source=1&qbraid=0AAAAADmfBlrvMWrC8iKLWJ7MnbLQZM7cP&qclid=Cj0KCQjwqcO_BhDaARIsACz62vMDYnBlccVdTqXf1WsxwDTISca6feC_nvNLaCtrqOmhbqZQr9tqHwaAsCbEALw_wcB</p>	<p>\$139.99</p>	
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Office

<p>Office Supplies</p>	<p>\$1500.00</p>	
<p>Copy Paper https://www.officemax.com</p>	<p>\$43.99 x 15 boxes = \$706.04</p>	

Transportation

<p>Used School Buses</p>	<p>\$16,500 (three buses)</p>	
<p>Links for the buses: https://www.ncbussafety.org/vehicles.html & https://docs.google.com/spreadsheets/d/19e05PjYXQX1B6BcU0ikr3Q34ooltFhUhXiEUxQ_5wyk/edit?gid=0#gid=0</p>		

**BH2 STREAM School
Employee Handbook
2026-2027
(Draft)**



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Introduction	4
Mission and Vision	5
School Board.....	6
Who to Call	7
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Employee Handbook Receipt

Name: _____

Position: _____

I hereby acknowledge receipt of a copy of the BH2 STREAM School Employee Handbook. I agree to read the handbook and comply with the standards, policies, and procedures outlined in this document.

Employees have the option to receive the handbook in either electronic format or hard copy. Employee Handbook may be accessed at (website link will go here)

Please indicate your choice by checking the appropriate box below:

- I choose to receive the employee handbook in electronic format and accept responsibility for accessing it as instructed.
- I choose to receive a hard copy of the employee handbook.

The information in this handbook is subject to change. I understand that changes in policies may supersede, modify, or render this information in the book obsolete. As the school board provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that this handbook does not intend to modify contractual relationships or alter at-will employment relationships.

I understand that I have a responsibility to notify my supervisor or department head of any changes to my personal information, such as my phone number or address. I also accept responsibility for contacting my supervisor or the Human Resources Department if I have any questions, concerns, or need further explanation.

Signature

Date

Please sign and date this receipt and forward it to the Dean of Students
Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all policies and procedures are included. Those that have been summarized.

This handbook is neither a contract nor a substitute for the official policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it serves as a guide, providing a brief explanation of policies and procedures related to employment. These policies and procedures are subject to change at any time; such changes shall supersede any provisions in the handbook that are not compatible with them.

Our Mission: *We are committed to cultivating future-proof scholars through critical thinking, discovery, and integrity.*

Rationale: The STREAM School acknowledges the current deficits in socioeconomic disparity, coupled with limited academic achievement in Edgecombe County and surrounding areas. We recognize that in order to change the trajectory of our diverse community, we must allow scholars to explore the value of knowledge with a nontraditional approach. Therefore, our goal is to provide an environment that empowers and inspires all scholars to navigate their futures and the complexities of tomorrow with confidence and high ethical values. Grounded in science, technology, reading, engineering, arts, and mathematics, our scholars will become a community of adaptive, courageous, curious, empathetic, equipped, and resilient lifelong learners who are prepared to thrive in a dynamic world beyond high school.

Measures: all scholars, high academic achievement

Our Vision: *Passion drives achievement. Collaboration ignites innovation. Empowerment fuels success.*

Rationale: At the STREAM School, every achievement becomes an enduring milestone in our scholars' journey towards unparalleled excellence. We shape all scholars to create their own path and reach their full potential in a supportive and dynamic environment. We also create a culture where leaders grow, relentlessly pursue greatness, and thrive in an ever-changing world.

Our School Board

The BH2 STREAM School board has the power to govern and oversee the management of the BH2 STREAM School. The board is the school’s policy-making body. It has overall responsibility for the curriculum, school taxes, annual budget, employment of the administrator and other professional staff, and facilities. The board has complete and final control over the school matters within limits established by state and federal laws and regulations.

Current board members include:

- Tammy Barrow- Treasurer
- Carlton Bryant
- Janice Bryant Howroyd
- Michele Cherry - President
- Dr. Daniel Crocker - Vice President
- Tawan Davis-Sherrod - Secretary
- Jeremy Herring - Co-founder
- Kristian Herring - Co-founder
- Hassan Kingsberry Esq.

The board meets virtually on the first Thursday of each month. A written notice of regular and special meetings will be posted on the school website at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with only two hours’ notice. All meetings are open to the public. In certain circumstances, North Carolina law permits the board to go into a closed session from which the public and others are excluded. A closed session may occur for matters such as discussing prospective gifts or donations, real property acquisition, certain personnel issues, including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Calendar for the 2026-2027 School Year

Who to Call

Who to Call For:	Person Responsible	Phone
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Accountability/Testing		
Accounts Payable/Bookkeeping	Jeremy Herring	
AIG		
Arts Education/Instruction		
Athletics		
Attendance (Students)	Tammy Barrow	
Board of Education / Board Policies	Michele Cherry	
Bus Routes	Jeremy Herring	
Buses / Bus Transportation	Jeremy Herring	
Certified Personnel	Kristian Herring	
Child Nutrition	Tammy Barrow	
Classified Personnel	Kristian Herring	
Community Relations/Customer Service		
Continuing Ed Units/Renewal Credits	Kristian Herring	
Crisis Media Communications		
Curriculum Instructional Support Services		
Disability Issues		
BH2 STREAM Education Foundation		
Employee Applications		
Employee Benefits/Insurance	Jeremy Herring	
Employee Evaluations	Kristian Herring	
Employment Verification		
English as a Second Language (Title III)		
Exceptional Children	Tammy Barrow	
Finance	Jeremy Herring	
FMLA		
Grievances - Personnel/Student	Kristian Herring	
Hiring Process/Contracts		

Homeless	Tammy Barrow	
Human Resource Services		
HVAC Issues		
ID Badges		
Infinite Campus		
Inventory - Fixed Assets		
Licensure	Kristian Herring	
Maintenance		
Media Services (School Librarians)		

Who to Call For:	Person Responsible	Phone
Mentor Program (Teachers)		
Migratory Education		
National Board Certification		
New Teacher Induction & Orientation		
News Stories/Media Protocol		
Payroll/Paychecks	Jeremy Herring	
Professional Development	Kristian Herring	
Public Information Requests	Jeremy Herring	
Purchasing	Jeremy Herring	
Retirement		
Safe Schools/Crisis Management		
School Calendar	Tammy Barrow	
Staff Recruitment		
Student Custody/Affidavits		
Student Teaching		
Student Transfers	Tammy Barrow	
School Innovation & Transformation		
Substitutes/AESOP		

Teacher Observation/PDP		
Technology		
Textbook Orders	Jeremy Herring	
Title I - NCLB		
Title II & Title IX		
Transcripts		
Transportation (Van & Activity Buses)	Jeremy Herring	
Travel/Registration/Reimbursements	Jeremy Herring	
Wage Verification	Jeremy Herring	
Web Page Assistance		
Work Orders - Maintenance		
Work Orders - Technology		
Workers' Compensation	Jeremy Herring	

Employment

Equal Employment Opportunity Policies for the BH2 STREAM School do not discriminate against any employee or applicant for employment because of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the BH2 STREAM School does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made based on each applicant’s job qualifications, experience, and abilities. Employees with questions or concerns about discrimination based on sex, including sexual harassment, should contact ****Employees with questions or concerns about discrimination based on a disability should contact *****. Questions or concerns relating to discrimination for any other reason should be directed to *****

This document is a work in progress and in draft form

1. **Introduction- Completed**
2. Employment Policies
 - Employment After Retirement
 - Contract and Non-Contract Employment
 - Term Contracts
 - Non-Certified and Administrative Employees
 - Paraprofessionals and Auxiliary Employees
3. Certification and Licensing
 - Initial Certification
 - Recertification of Licenses
4. Workplace Expectations
 - Searches and Alcohol and Drug Testing
 - Health and Safety Training
 - Workload and Work Schedules
 - Notification to Parents Regarding Qualifications
 - Performance Evaluations
 - Employee Involvement and Staff Development

5. Compensation and Benefits

- Compensation
- Automatic Payroll Deposits
- Travel Expense Reimbursement
- Health Insurance
- Teacher Retirement

6. Leaves and Absences

7. Employee Recognition and Appreciation

8. Complaints and Grievances

9. Employee Conduct and Welfare

- NC Professional Standards
- Protected Health Information
- Dress Code
- Discrimination, Harassment, and Retaliation
- Reporting Suspected Child Abuse
- Reporting Crime

10. Technology and Communication

- Technology Resources

- Personal Use of Electronic Communications
- Electronic Communication Between Employees and Students

11. Legal and Ethical Responsibilities

- Criminal History Background Checks
- Employee Arrests and Convictions
- Alcohol and Drug Abuse Prevention
- Tobacco Products and E-Cigarette Use
- Conflict of Interest
- Gifts and Favors
- Copyrighted Materials
- Associations and Political Activities
- Charitable Contributions

12. Safety and Security

- Possession of Firearms and Weapons
- Visitors in the Workplace

13. General Procedures

- Bad Weather Closings
- Emergencies

- Purchasing Procedures
- Name and Address Changes
- Personnel Records

14. Separation from Employment

- Termination of Employment
- Resignations
- Exit Interviews and Procedures

15. Student Issues

- Equal Educational Opportunities
- Student Records
- Parent and Student Complaints
- Administering Medication to Students
- Student Conduct and Discipline
- Student Attendance
- Bullying, Retaliation, and Reporting Procedures
- Notice to Parents
- Confidentiality and Records Retention
- Special Programs

16. Employee Technology Resources and Acceptable Use

- Digital Citizenship Expectations
 - Education, Supervision, and Monitoring
-

1. Introduction Welcome to BH2 STREAM Charter School. This handbook provides guidance and outlines expectations to ensure compliance with state and federal employment laws, promoting a collaborative, safe, and productive educational environment.

2. Employment Policies

- **Employment After Retirement:** Rehiring retirees must follow NC DPI and State Retirement System regulations, with limitations on earnings and positions.
- **Contract and Non-Contract Employment:** Employment agreements adhere to state policy, with a clear distinction between certified and at-will employees.
- **Term Contracts:** Educators may be offered term contracts of one, two, or four years, based on performance and evaluations.
- **Non-Certified and Administrative Employees:** Employment is at-will unless a specific contract is issued. Duties are assigned per job description.
- **Paraprofessionals and Auxiliary Employees:** Must meet DPI qualifications. Job performance is subject to regular review and evaluation.

3. Certification and Licensing

- **Initial Certification:** All licensed staff must hold appropriate DPI certification.
- **Recertification of Licenses:** Educators must complete the required CEUs and submit their renewal applications to the DPI by the specified deadlines.

4. Workplace Expectations

- **Searches and Alcohol and Drug Testing:** Subject to random or reasonable suspicion-based testing per policy.
- **Health and Safety Training:** Annual training on CPR, bloodborne pathogens, emergency drills, and mandatory reporting.
- **Workload and Work Schedules:** Aligned with DPI mandates; includes planning time and duty-free lunch as applicable.
- **Notification to Parents Regarding Qualifications:** Required by ESSA for Title I schools; notification sent if a teacher lacks state certification.
- **Performance Evaluations:** Based on the NC Educator Evaluation System or the administrative model for non-teaching roles.
- **Employee Involvement and Staff Development:** Employees are encouraged to participate in decision-making and are offered professional development (PD) aligned with school goals.

5. Compensation and Benefits

- **Compensation:** Based on NC salary schedules and local supplements.
- **Automatic Payroll Deposits:** Required for all employees.
- **Travel Expense Reimbursement:** Must be pre-approved and submitted with itemized receipts, using the state rate.

- **Health Insurance:** Available to eligible employees via the State Health Plan.
- **Teacher Retirement:** Enrollment in the NC Teachers' and State Employees' Retirement System (TSERS).

6. Leaves and Absences: Includes sick leave, personal leave, Family and Medical Leave Act (FMLA), military leave, and leave without pay, as per DPI policies.

7. Employee Recognition and Appreciation Annual recognition events and awards will honor staff contributions and achievements.

8. Complaints and Grievances Employees may follow the grievance procedure outlined in policy to resolve issues through defined levels of escalation.

9. Employee Conduct and Welfare

- **North Carolina Professional Standards:** Employees must adhere to the North Carolina Code of Ethics for Educators.
- **Protected Health Information:** Employees must protect the health data of students and staff in accordance with FERPA and HIPAA.
- **Dress Code:** Professional attire is expected daily.
- **Discrimination, Harassment, and Retaliation:** Strictly prohibited; reports are investigated confidentially.
- **Reporting Suspected Child Abuse:** Mandated reporters must contact DSS or law enforcement.
- **Reporting Crime:** Staff members must notify the administration of any suspected illegal activity.

10. Technology and Communication

- **Technology Resources:** Must be used in accordance with the Acceptable Use Policy.
- **Personal Use of Electronic Communications:** Limited personal use permitted during non-instructional time.
- **Electronic Communication Between Employees and Students:** Must be professional and school-related.

11. Legal and Ethical Responsibilities

- **Criminal History Background Checks:** Required pre-employment; subsequent checks as needed.
- **Employee Arrests and Convictions:** Must be reported within five days.
- **Alcohol and Drug Abuse Prevention:** Zero tolerance for illegal substances; support programs available.
- **Tobacco Products and E-Cigarette Use:** Prohibited on all school property.
- **Conflict of Interest:** Employees must avoid decisions that benefit personal interests.
- **Gifts and Favors:** Acceptance of gifts from students/families is limited to a nominal value.
- **Copyrighted Materials:** Compliance required in instructional and administrative use.
- **Associations and Political Activities:** Permitted outside work hours and off-campus.
- **Charitable Contributions:** Voluntary and never coerced.

12. Safety and Security

- **Possession of Firearms and Weapons:** Strictly prohibited.
- **Visitors in the Workplace:** Must check in at the front office and wear identification.

13. General Procedures

- **Bad Weather Closings:** Decisions announced via local media and school communication tools.
- **Emergencies:** Staff must follow posted evacuation and lockdown protocols.
- **Purchasing Procedures:** All purchases must be approved and comply with the school's procurement policy.
- **Name and Address Changes:** Notify HR within 10 business days.
- **Personnel Records:** Maintained securely; employees may request access to their records.

14. Separation from Employment

- **Termination of Employment:** May occur for cause or reduction in force.
- **Resignations:** Advance written notice required.
- **Exit Interviews and Procedures:** Conducted by HR to facilitate a seamless offboarding process.

15. Student Issues

- **Equal Educational Opportunities:** No student will be denied access based on race, color, sex, national origin, disability, or religion.
- **Student Records:** Maintained per FERPA regulations.
- **Parent and Student Complaints:** Encouraged to resolve issues through informal or formal processes.
- **Administering Medication to Students:** Requires physician authorization and parental consent.
- **Student Conduct and Discipline:** Governed by the student code of conduct.
- **Student Attendance:** Monitored and reported in accordance with state laws.
- **Bullying, Retaliation, and Reporting Procedures:** Immediate investigation of all reports; anonymity respected.
- **Notice to Parents:** Provided as required by federal/state law.
- **Confidentiality and Records Retention:** In accordance with NC records laws.
- **Special Programs:** Includes EC, ESL, and gifted services per DPI guidelines.

16. Employee Technology Resources and Acceptable Use

- **Digital Citizenship Expectations:** Promote responsible and ethical use of technology.
- **Education, Supervision, and Monitoring:** Students' tech use is supervised; staff must model proper usage.

This handbook is subject to updates in accordance with changes in state or federal policy and the BH2 STREAM Charter School administration.

BH2 STREAM School

Compact

2026-2027

This agreement outlines the expectations of scholars, parents, and teachers regarding their mutual responsibilities.

<u>Scholar</u>	<u>Parent</u>	<u>Teacher</u>
As a Scholar, I will be responsible for:	As a PARENT, I will be responsible for:	As a TEACHER, I will be responsible for:
<ul style="list-style-type: none"> ● Attending School Regularly, ● Coming to class on time and being prepared for work, ● Actively participating in all aspects of my education, ● Respecting the rights of others to learn without distraction and disruption, ● Showing respect and cooperating with all adults in the school, ● Completing all assignments to the best of my ability, and ● Spending time at home daily studying or reading. 	<ul style="list-style-type: none"> ● Seeing that my child attends school regularly and on time, ● Providing a home environment that encourages my child to learn, ● Actively participating in the parent meetings and parent education programs, ● Working closely with classroom teachers to help my child be successful, ● Providing regular time at home for working with my child on school-related activities, and ● Helping my child meet their responsibilities. 	<ul style="list-style-type: none"> ● Coming to class prepared to teach, ● Helping each scholar reach his/her full potential, ● Providing an environment conducive to learning, ● Allowing scholars to be successful through the use of many enjoyable instructional experiences, ● Maintaining communication on an ongoing basis through scholar progress reports, classroom/school newsletters, and parent meetings, and ● Supplying clear evaluations of scholar progress and achievement to both scholars and parents.
Scholar's Signature: _____	Parent's Signature: _____	Teacher's Signature: _____
Date: _____	Date: _____	Date: _____

Model for Managing Complex Change



Appendix L

Insurance Quotes

BH2 STREAM School



Request for Quote: Liability Coverage for The STREAM Schoo

Jonathan Walston <jonathan@frainsurance.com>
To: Kristian Herring <kristianherring@gmail.com>

Fri, Apr 19, 2024 at 11:12 AM

Please note this is an estimate only.

We quoted a GL policy for you for \$5827

WC \$7968

UMB 1397

E&O 6000

Premium may change some depending on the final review and if any rate changes have taken place.

From: Kristian Herring <kristianherring@gmail.com>
Sent: Friday, April 19, 2024 9:34 AM
To: Jonathan Walston <jonathan@frainsurance.com>
Subject: Re: Request for Quote: Liability Coverage for The STREAM Schoo

The payroll takes into account all staff but includes teachers for an approximate total of \$2M annually. This is time sensitive so can you share when I can expect to receive a quote. Thanks!

On Fri, Apr 19, 2024 at 9:26 AM Jonathan Walston <jonathan@frainsurance.com> wrote:

Good Morning,

I haven't forgotten you! I am still working on your quotes now. The company did want me to verify the payroll amount. I believe if I understood you correctly that you said the estimated annual payroll for the 12 teachers was 2m is that correct?

Thanks.

From: Kristian Herring <kristianherring@gmail.com>
Sent: Friday, April 19, 2024 7:37 AM
To: Jonathan Walston <jonathan@frainsurance.com>
Subject: Re: Request for Quote: Liability Coverage for The STREAM Schoo

Jonathan:

Great morning! Were you able to put together a quote yet?

On Mon, Apr 15, 2024 at 11:25 AM Kristian Herring <kristianherring@gmail.com> wrote:

Great morning! It is: 99-2397294

On Mon, Apr 15, 2024 at 11:20 AM Jonathan Walston <jonathan@frainsurance.com> wrote:

Good Morning,

I wanted to see if you were able to get the Tax Id number/Fein number. We need this to start the quoting process.

Thanks.

From: Kristian Herring <kristianherring@gmail.com>
Sent: Tuesday, April 9, 2024 1:34 PM
To: Jonathan Walston <jonathan@frainsurance.com>
Subject: Re: Request for Quote: Liability Coverage for The STREAM Schoo

It is not known, at this time because that would have to be established by the North Carolina Department of Public Instruction. Should I provide a ballpark figure/ estimate?

On Tue, Apr 9, 2024 at 11:55 AM Jonathan Walston <jonathan@frainsurance.com> wrote:

On Question 8, I need to know the annual salary total for all of the employees.

Thanks.

From: Kristian Herring <kristianherring@gmail.com>
Sent: Monday, April 8, 2024 10:53 PM
To: Jonathan Walston <jonathan@frainsurance.com>
Subject: Re: Request for Quote: Liability Coverage for The STREAM Schoo

Hello! Please see my bolded responses below to your questions.

On Apr 8, 2024, at 9:56 AM, Jonathan Walston <jonathan@frainsurance.com> wrote:

Good Morning,

Thank you for the opportunity to quote this for you. I will need some basic information to get started.

1. When is the Organization going to open up? **This is all contingent upon the State Board's approval but the aim is for July 2025.**
2. What is the Legal Name of the Organization? **The STREAM School**
3. What is the tax Fein number? **I will follow up with this number.**
4. What will be the location of the nonprofit? **1308 West Wilson Street, Tarboro, NC**

5. Will you be renting the building or owning the building being used? **Renting**
6. Will there be any Athletics? **Not until Year 2 (July 2026)**
7. What will be the number of Teachers? **12 initially**
8. What will be the payroll? **I'm not sure I understand this question. By this, do you mean the sum of all the salaries?**
9. Will there be any buses in the organization's name? If so we will need the VINs and drivers information to quote. **There will be buses eventually but none at this time.**

Again, thank you for allowing us to quote this for you and I look forward to hearing back from you.

Thanks.

From: Kristian Herring <kristianherring@gmail.com>
Sent: Sunday, April 7, 2024 3:36 PM
To: Jonathan Walston <jonathan@frainsurance.com>
Subject: Request for Quote: Liability Coverage for The STREAM Schoo

Dear Jonathan:

I hope this email finds you well. I am writing to request your assistance in obtaining a quote for liability coverage for a proposed nonprofit organization in our area, specifically The STREAM School, a charter school project. As we move forward with this initiative, it is crucial for us to secure comprehensive liability coverage to protect the operations of the school. We are particularly interested in coverage that meets the following minimum requirements:

1. Errors and Omissions: \$1,000,000 per occurrence
2. General Liability: \$1,000,000 per occurrence
3. Property Insurance: Coverage for owned building and contents, including boiler and machinery coverage if owned
4. Crime Coverage: Minimum of \$250,000 to cover employee theft and dishonesty
5. Automobile Liability: \$1,000,000 per occurrence
6. Workers' Compensation: As specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Additionally, it is essential that the nonprofit names the State Board of Education (SBE) as an Additional Named Insured to the liability coverage. Given the confidential nature of this request, we kindly ask that any information provided be treated with the utmost discretion. Please let me know at your earliest convenience if you require any further details or documentation to proceed with obtaining the quote. We greatly appreciate your prompt attention to this matter.

Thank you for your ongoing support and assistance.

Best regards,

Kristian Herring

5. Will you be renting the building or owning the building being used? **Renting**
6. Will there be any Athletics? **Not until Year 2 (July 2026)**
7. What will be the number of Teachers? **12 initially**
8. What will be the payroll? **I'm not sure I understand this question. By this, do you mean the sum of all the salaries?**
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Thank you for your ongoing support and assistance.

Best regards,

Kristian Herring

Appendix F
Federal Document
of Tax-Exempt Status

BH2 STREAM School



Date of this notice: 04-09-2024

Employer Identification Number:
99-2397294

Form: SS-4

Number of this notice: CP 575 E

STREAM SCHOOL
% KRISTIAN HERRING
PO BOX 574
TARBORO, NC 27886

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 99-2397294. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you. You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.
- * Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is STRE. You will need to provide this information along with your EIN, if you file your returns electronically.

Safeguard your EIN by referring to Publication 4557, Safeguarding Taxpayer Data: A Guide for Your Business.

You can get any of the forms or publications mentioned in this letter by visiting our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter.

Thank you for your cooperation.

Keep this part for your records.

CP 575 E (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number Best Time to Call
() -

DATE OF THIS NOTICE: 04-09-2024
EMPLOYER IDENTIFICATION NUMBER: 99-2397294
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023
██

STREAM SCHOOL
% KRISTIAN HERRING
PO BOX 574
TARBORO, NC 27886

Academic	Grade Levels	Total Projected
Year 1	Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th	280
Year 2	Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th	320
Year 3	Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th	360
Year 4	Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th	360
Year 5	Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th	360

Academic	Grade Levels	Total Projected
Year 1	Not Applicable	0
Year 2	Not Applicable	0
Year 3	Not Applicable	0
Year 4	Not Applicable	0
Year 5	Not Applicable	0

Ethnicity/Race	# of Students	Percentage (%)
American Indian or Alaska Native	1	0.357
Asian	1	0.357
Black or African American	152	54.286
Hispanic	20	7.143
Native HI or Pacific Islander	1	0.357
Two or More Races	8	2.857
White	97	34.643
Total number of students:	280	100
EDS Subgroups		
Economically Disadvantaged Students	193	68.929
Students with Disabilities	28	10
English Language Learners	28	10
Students Experiencing Homelessness	3	1.071
Total number of students:	252	

Appendix H

Charter School Board Member Response and Resume

BH2 STREAM School



Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	BH2 STREAM School
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Board Member's Information

Board Members	Full name: Tammy Lynn Barrow
	Home Address: 136 Edgewood Drive, Henderson, NC 27536
	Business Name & Address: Not Applicable
	Telephone No.: 828-228-3612
	E-mail address: tbarrow1654@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No:

Yes:

Educational History

2020 to Present: Provisional Licensure for Educational Administration, Phoenix University
 2010: Licensure for General Education K-6
 2005: National Board Of Teachers Certified
 2009: Master's in Special Education, Appalachian State University
 1995: Bachelor of Science in Special Education, Cross-Categorical K-21, Appalachian State University
 1990: High School Graduation, East Wake High School

Employment History

2023-Present: Vance County Public Schools
 Facilitator of the Alternative to Suspension Program
 Administrator of Evening Education Program

2019-2023: Edgecombe County Public Schools
 3rd grade Math
 MTSS Coordinator
 Dean of Students

2018-2019: Vance County Public Schools
 EC Educator
 EC Compliance

1995-2018: Newton-Conover City Schools
 K-8 Educator at Alternative School/Day Treatment Center
 District Behavior Support Coordinator
 District PBIS Coordinator
 District CPI Facilitator
 EC Compliance

How were you recruited to join this Board of Directors?

I am an initial board member. Kritian Herring, Jeremy Herring, and I began the board.

<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I want to serve on the board of the proposed BH2 STREAM School because I am passionate about providing choices for parents and scholars. I embrace the interdisciplinary approach that a STREAM curriculum will offer and its positive impact on our youth. In addition, I have been a part of the relentless efforts and significant growth that Kristian Herring has led in turning schools around.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I am an initial board member. Kristian Herring, Jeremy Herring, and I began the board.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I desire to be part of a team that is passionate about improving the quality of life and educational outcomes for youth in Edgecombe County and surrounding areas. This, in turn, will bring positive change for the whole community.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>As a public charter school board member, it is my responsibility to ensure that our school is true to our mission, vision, and values and that we operate legally and ethically. It is my responsibility as a board member to ensure our school continuously improves, stays viable, and the terms of the charter contract are fulfilled, and our organization is prepared for renewal. It is my commitment as a board member that we adopt and maintain governing policies with clear goals, and our school community is wisely empowered, supported, evaluated, and held accountable. It is also my responsibility as a board member to ensure that our school is led by an effective leader, infused with a positive culture, and a learning environment where all scholars are being prepared for success in college, work, and life. Recruiting, orienting, and developing our board members and our capacity to govern is also one of my responsibilities. It is my honor to ensure we speak with one voice and are positive ambassadors for our school and the charter idea in our community.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>I have not had previous experience serving on a charter school board. However, with thirty years of relentless dedication to educating our youth, I bring a wealth of experience to the board. My deep-rooted passion and proven track record of scholar success will be a great asset.</p>

<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I bring expertise in special education, behavioral intervention, and restorative practices, fostering inclusive learning environments. My experience as a district behavior specialist, alternative suspension coordinator, and Dean of Students equips me to implement effective student support systems, promote equity, and enhance school climate through data-driven, student-centered approaches.</p>
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School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>Our Mission: We are committed to cultivating future-proof scholars through critical thinking, discovery, and integrity. Our guiding beliefs are that we have the ability and responsibility to inspire all scholars to navigate their learning paths with integrity, focusing on STREAM skills, and to ignite their curiosity, equipped with courage, resiliency, to be lifelong learners, prepared to thrive in a dynamic world beyond high school.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>Our educational program for K-6 will be based on science, technology, reading, engineering, the arts, and mathematics (STREAM) and interdisciplinary. We will ensure all scholars have the best learning opportunities and have made preparations to serve all populations, including multi-lingual learners, gifted learners, and as well as learners with disabilities.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>I believe the characteristics of a successful school are:</p> <ul style="list-style-type: none"> ● Recruiting and retaining quality staff ● Strong community support and partnerships ● High parent involvement ● Intense concentration on academic achievement ● A positive school culture ● Financial accountability and responsibility stewardship

<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>Our board will meet monthly to review scholar achievement data, determine trends, and develop action plans to ensure the success of our scholars.</p>
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Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>Our board will be responsible for the following:</p> <ul style="list-style-type: none"> ● Determine the mission and vision of the BH2 STREAM School and keep it as our focus ● Ensure effective organizational structure and planning ● Ensure we have adequate resources and manage them effectively ● Determine, monitor, and strengthen our school programs and services ● Market and enhance our public standing ● Ensure legal and ethical integrity and maintain accountability ● Recruit and orient new board members and assess our board performance
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>We will know of our school's success by:</p> <ul style="list-style-type: none"> ● Maintaining high enrollment ● Maintaining high attendance ● Our scholar academic achievement meets or exceeds local and state achievement ● Community partnerships are in good standing ● Finances are in order
<p>How will you know at the end of five years of the schools is successful?</p>	<ul style="list-style-type: none"> ● Enrollment continues to increase over the five years ● Strong partnerships with community businesses, local community colleges, industries, and stakeholders that bring extended learning opportunities ● Scholar academic achievement meets or exceeds local and state achievement ● Finances are in order
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Specific steps our board will take to ensure our school is successful include:</p>

	<ul style="list-style-type: none"> • Ensure adequate funding for the BH2 STREAM School to provide an excellent quality of education and experiences for our scholars • Build and maintain a positive and desirable presence in the community • Support the faculty
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>Our board has board policies and a code of ethics to help ensure we are all acting in accordance with what we voted on to be in the best interest of our community and the scholars we serve. If, for any reason, there is a question of belief that one of our board members has not acted in our best interest, I would first like to have a restorative conversation with them. According to policy, the violation would be brought to the board, and the board has the right to hear all the facts and vote according to the findings to allow the board member/s in question to remain or to be removed as a member.</p>

Certification

I, Tammy Lynn Barrow, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for BH2 STREAM Charter School is true and correct in every respect.

Board Member's Signature

Signature

Tammy L. Barrow

Date

2-13-2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Tammy Lynn Barrow

136 Edgewood Drive, Henderson, NC 27536 | 828-228-3612 | tabarrow@vcs.k12.nc.us

Summary

Dedicated educational leader with 30 years of experience in EC education, 5 years as a Behavior Specialist (Pre-K-12), 3 years as Dean of Students, and strong skills in compliance, coaching, classroom management, and behavioral intervention.

Core Qualifications

- BS in Special Education (K-12), Provisional License in School Administration
- National Board Certified Exceptional Needs Specialist (2005-2015)
- Experienced in inclusive and separate settings, MTSS, PBIS, and crisis intervention
- Skilled in data-driven instruction and compliance with EC and PRC 29 guidelines
- Effective coach and professional development facilitator

Professional Experience

- Facilitator and District Coordinator of the CLIMB (Alternative to Suspension) Center
- Dean of Students: EC compliance supervisor and intervention lead.
- Behavior Specialist – Newton-Conover City Schools: Managed crisis teams and alternative programs.
- Exceptional Children Teacher – K-12 (Newton-Conover, Vance County): 18 years at an alternative day treatment/school setting.
- Grade 3 Teacher – General Education Math/Science with EC support coaching.
- Leadership in MTSS, i-Ready data review, classroom coaching, and training delivery system-wide.

Certifications

- Special Education (K-12), Elementary Ed (K-6), Provisional Admin (K-12)
- National Board Certified, CPI Facilitator (2010–2018), Licensed Therapeutic Foster Parent (2010–2014)

Education

Appalachian State University – BS in Exceptional Children (1995), MS in progress (1 semester + internship remaining)

Awards and Affiliations

Multiple Teacher of the Year Awards
National Board Certification
Innovative Grant Recipient
Autism Society of NC Member
NCAE Member
Professional Presenter

Appendix H

Charter School Board Member Response and Resume

BH2 STREAM School



Charter School Board Member Information Form

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School Information

Name of charter school

The BH2 STREAM School

Board Member's Information

Board Members

Full name: Hassan Terrance-Craig Kingsberry, Esq.

Home Address: 1224 Haltwhistle Street, Wake Forest, North Carolina 27587

Business Name & Address: City of Henderson, 134 Rose Avenue, P. O. Box 1434, Henderson, NC 27536

Telephone No.: (919) 426-7875

E-mail address: hassankingsberry@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No:

Yes:

Educational History

I attended the public schools of Vance and Warren Counties. I also attended the University of North Carolina at Chapel Hill after receiving the John T. Motley Morehead Scholarship. I earned a Bachelor of the Arts degree in Public Policy Analysis from UNC Chapel Hill and a Juris Doctorate from North Carolina Central University School of Law. I am licensed to practice law in Virginia, Georgia, and North Carolina and maintained a solo, general practice for many years. I also served as the County Attorney for Warren County and the Wake Forest Town Attorney. Currently, I am the City Manager and City Attorney for Henderson, NC. I've also served as an educator. I taught high school social studies and obtained a Master's in School Administration from UNC Chapel Hill. I've been an Assistant Principal, Principal, and Central Office Administrator in Franklin and Halifax counties. I also obtained a Master's in Divinity from Regent University and have been the pastor of Rebirth and Renewal Church International for many years.

Employment History

- City of Henderson – Henderson, North Carolina**
 - City Manager and City Attorney | *January 2025 – Present*
 - Interim City Attorney | *December 2024 – Present*

- Town of Wake Forest – Wake Forest, North Carolina**
 - Town Attorney | *January 2022 – January 2025*

- Warren County, North Carolina – Warrenton, North Carolina**
 - County Attorney | *August 2017 – January 2022*

- The Law Offices of Hassan T. Kingsberry, PLLC – Youngsville, North Carolina**
 - Attorney | *March 2006 – January 2025*

- The O'Brien Law Firm – LaGrange, Georgia**
 - Real Estate Closing Attorney | *June 2005 – March 2006*

	<p>Clayton County Solicitor General's Office – Jonesboro, Georgia - Assistant Solicitor General <i>May 2005 – August 2005</i></p> <p>Halifax County Schools – Halifax, North Carolina - Principal <i>July 2014 – October 2014</i></p> <p>Creative Educational Center – Louisburg, North Carolina - Principal <i>July 2013 – July 2014</i></p> <p>Bunn High School – Bunn, North Carolina - Assistant Principal <i>August 2011 – June 2013</i></p> <p>Youngsville Elementary School / Franklin County Early College High School – North Carolina - Principal Intern <i>August 2010 – June 2011</i></p> <p>Warren County High School – Warrenton, North Carolina - Teacher (U.S. History and Civics & Economics) <i>August 2007 – October 2009</i></p> <p>Rebirth and Renewal Church International – Youngsville, North Carolina - Founder and Pastor <i>October 2008 – Present</i></p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I was recruited by the Founder of The BH2 STREAM School who I have known through our shared professional and educational background. Given our history and aligned commitment to equitable, high-quality education, I was asked to join the Board to support the realization of the school's mission in the communities we both care deeply about.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I wish to serve on the Board because I see this as a unique and meaningful opportunity to positively impact the educational landscape of Edgecombe County. It is important to me to help provide students with a relevant, rigorous, and innovative educational experience that prepares them for life beyond the classroom.</p>

<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>A public charter school board member is responsible for ensuring the school fulfills its mission while operating within the legal, ethical, and academic standards set by the North Carolina State Board of Education. The role includes governance, fiscal oversight, accountability, and strategic support—not management of day-to-day operations, but ensuring that the appropriate policies and structures are in place for the school’s success.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>I have served on numerous nonprofit boards and advisory bodies, including:</p> <ul style="list-style-type: none"> • Sledge Institute (2023-2025) Envision Science Academy (2022–2024) • Franklin Vance Warren Opportunity, Inc. (2022–2024) • Green Rural Redevelopment Organization, Inc. (2020–2024) • HOPE Regional Medical Center Board of Directors (2017–Present) • Gethsemane Community Development Corporation (2017–2022) • The Bridge Consulting Group Internal Review Board (2020–2022) • Hunter Foundation Board of Directors (2018–2019) <p>This experience, along with my legal, educational, and leadership background, has equipped me to make informed decisions, navigate complex systems, and collaborate effectively as a board member.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I bring a unique blend of legal expertise, educational leadership, and community engagement to the board. As an attorney with experience serving as County and Town Attorney and CityManager, I offer insight into legal compliance, policy development, and governance. My background as a former educator, administrator, and school principal gives me practical understanding of school operations and student needs. I also bring pastoral leadership experience, which enhances my perspective on service, equity, and community-building.</p>

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>The school's mission and guiding beliefs are centered around equipping students—particularly those from underserved communities—with the academic, social-emotional, and problem-solving skills needed to thrive in a rapidly evolving global society. The focus is on fostering competence, character, and confidence through a learning experience that is rigorous, student-centered, and community-oriented.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>The school's proposed STREAM educational program is both project-based and competency-based. It aims to prepare students by focusing on real-world problem solving and interdisciplinary learning. The curriculum emphasizes not just academic mastery but the development of 21st-century skills and habits of mind necessary for lifelong success.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>A successful school is one where students are fully engaged in learning, where teachers are empowered and supported, and where parents and community members are actively involved. It is a place where students feel safe, valued, and inspired. Success is also reflected in academic achievement, positive school culture, and continuous growth—both in the classroom and in the broader school community.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>We will know the school is succeeding by examining measurable outcomes tied directly to the school's mission. This includes academic performance data, student engagement metrics, teacher and parent satisfaction, and holistic student development. Regular assessments and stakeholder feedback will guide our evaluation and drive improvement.</p>

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>The Board's role is to provide strategic oversight, ensure legal and fiscal accountability, uphold the school's mission and vision, and support leadership in creating and maintaining a high-quality learning environment. We will adopt policies, monitor outcomes, and ensure the school complies with all state and federal requirements, while staying</p>
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	focused on long-term sustainability and success.
How will you know if the school is successful at the end of the first year of operation?	We will review a set of clearly defined metrics, including academic progress, staff retention, enrollment stability, stakeholder feedback, and evidence of a strong school culture. Meeting or exceeding these benchmarks will indicate that we are on the right track.
How will you know at the end of five years if the schools is successful?	Long-term success will be indicated by sustained academic growth, strong community partnerships, high retention rates for both students and staff, and a reputation for excellence in education. We will also look for signs that the school has become a hub of opportunity and empowerment in the community.
What specific steps will the charter school board need to take to ensure that the school is successful?	<p>The board will need to:</p> <ul style="list-style-type: none"> • Monitor the school’s progress using data-driven evaluation methods • Provide consistent support and accountability for school leadership • Prioritize recruiting and retaining qualified, mission-aligned staff • Build strong relationships with families and the community • Ensure policies, finances, and operations align with the school’s mission • Maintain a culture of transparency, equity, and continuous improvement
How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?	I would address the concern directly and professionally with the board member in question, allowing space for clarification in case of misunderstanding. If the concern remains unresolved, I would bring the issue before the full board so it can be handled transparently and in accordance with the board’s code of ethics and bylaws. As stewards of the school’s mission, we must hold each other accountable to the highest standards of integrity.

Certification

I, Hassan T. Kingsberry, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for the BH2 STREAM Charter School is true and correct in every respect.

Board Member's Signature

Signature: /s/ Hassan T. Kingsberry 

Date 04/02/2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

HASSAN T. KINGSBERRY, ESQ.

Post Office Box 1285, Youngsville, North Carolina 27596 • (919) 426-7875 • hassankingsberry@gmail.com

PROFESSIONAL SUMMARY

Dynamic leader with extensive experience in law, local government, education, and ministry. Proven track record in executive city management, public policy, and legal affairs, with strong skills in governance, conflict resolution, and community engagement.

LEADERSHIP EXPERIENCE

City Manager and City Attorney | City of Henderson, North Carolina | 2025–Present

Chief Executive Officer overseeing city departments, operations, and budget. Leads economic development, legal compliance, intergovernmental relations, and public engagement.

Town Attorney | City of Wake Forest, North Carolina | 2022–2025

Advised government leaders, managed litigation, ensured legal compliance, and oversaw contracts, ordinances, and HR issues.

County Attorney | Warren County, North Carolina | 2017–2022

Directed legal strategy, drafted legislation, represented the county in legal proceedings, advised on personnel, economic development, and public finance.

Founder and Managing Attorney | The Law Offices of Hassan T. Kingsberry, PLLC | 2006–2022

Led a general practice law firm specializing in civil litigation, business, education, and nonprofit law in North Carolina and Georgia.

EDUCATION LEADERSHIP EXPERIENCE

Principal/Administrator | Various North Carolina School Districts | 2010–2014

Led alternative and traditional schools; supervised staff, handled discipline, evaluated teachers, and implemented district-wide programs.

Teacher and Department Chair | Warren County High School | 2007–2009

Taught U.S. History and Civics; led school reform initiatives and served on leadership teams.

EDUCATION AND CREDENTIALS

- J.D., NCCU School of Law
- M.S.A., UNC Chapel Hill
- M.Div., Regent University
- B.A. in Public Policy, UNC Chapel Hill

Bar Memberships: North Carolina, Georgia, Virginia, Federal Courts (Eastern and Middle Districts of North Carolina)

Certifications: NC Principal (K-12), NC/VA Social Studies, NC Real Estate Broker, Certified Life Coach

COMMUNITY AND BOARD SERVICE

Board Member: Nonprofit Finance Fund, HOPE Regional Medical Center, Mes Papillons Foundation, Envision Science Academy, Sledge Institute, GRRO, Gethsemane CDC

Former Mentor: Tarheel Challenge Academy

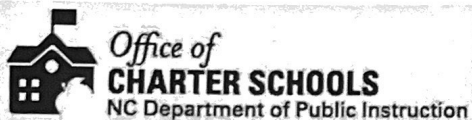
Founder and Pastor: Rebirth and Renewal Church International (2008–Present)

Appendix H

Charter School Board Member Response and Resume

BH2 STREAM School





Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	The BH2 STREAM School
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Board Member's Information

Board Members	Full name: Daniel Lind Crocker
	Home Address: 3358 Turkey Foot Road, Rocky Mount, NC 27804
	Business Name & Address: n/a
	Telephone No.: 252 903-5673
	E-mail address: Alligatorordan1@gmail.com

Why do you wish to serve on the board of the proposed charter school?	See above
What is your understanding of the appropriate role of a public charter school board member?	Oversight, advice, locating financial resources, monitoring success of students, facilities, faculty, and curriculum
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	28 years as a member of the BOARD OF TRUSTEES of NC Wesleyan College, five of which I served as its chairman
Describe the specific knowledge and experience that you would bring to the board.	Wisdom attained from 81 years of life as of 3/25.2025, 25 years of formal education, 50 years of practicing medicine, 60 years of musical performance, and 4.5 years of retirement reflecting on the past, present, and future

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	Excellence in educating youth with a focus on science, technology, language, engineering, art, and mathematics
What is your understanding of the school's proposed educational program?	See above. Educate youth to be good citizens and prepare them to join the workforce and prepare them for a lifetime of learning
What do you believe to be the characteristics of a successful school?	Attaining student excellence in achievement testing, stability of the finances, faculty, and facilities, plus updating curriculum according to the advances over time including those occurring in technology; high demand of the public for their children to enroll in the school
How will you know that the school is succeeding (or not) in its mission?	Reviewing the results of audits of the characteristics mentioned above

Governance

Board Member Application

<p>Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?</p>	<p style="text-align: right;">No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/></p>
<p>Educational History</p>	<p>-BS degree – Davidson College. 1966 -MD degree – UNC SCHOOL OF MEDICINE – 1970 -INTERNSHIP IN INTERNAL MEDICINE AND FIRST YEAR RESIDENCY AT PARKLAND HOSPITAL IN DALLAS, TEXAS - 1972 -SECOND YEAR RESIDENCY AND TWO YEARS OF HEMATOLOGY FELLOWSHIP AT NC MEMORIAL HOSPITAL IN CHAPEL HILL, NC 1972-1975</p>
<p>Employment History</p>	<p>Boice Willis Clinic: 7/1975-5/2000, Rocky Mount, NC Eastern NC Medical Group: 5/2000-9/30/2020</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Kristian Herring contacted me</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>Help educate the youth of our area</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>See above</p>

Describe the role that the board will play in the school's operation.	oversight
How will you know if the school is successful at the end of the first year of operation?	Review of results of student achievement scores, stability of faculty and positive financial state
How will you know at the end of five years if the schools is successful?	Same as above plus adequate facilities to accommodate future growing enrollment plus percentage of those students enrolling in schools of higher education, job placement of graduates, appropriate curriculum adjustments
What specific steps will the charter school board need to take to ensure that the school is successful?	Insure financial stability, strong faculty, adequate facilities, strong curriculum
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	I would confer with fellow board members to determine what action need be taken, be it corrective or dismissal

Certification

I, Daniel Lind Crocker, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for the BH2 STREAM Charter School is true and correct in every respect.

Board Member's Signature

Signature <i>Daniel Lind Crocker</i>	Date <i>3/19/2025</i>
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**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

CURRICULUM VITAE

NAME: Daniel Lind Crocker
DATE OF BIRTH: March 25, 1944
PLACE OF BIRTH: Selma, North Carolina
HOME ADDRESS: 3358 Turkey Foot Road, Rocky Mount, NC 27804
Phone: (252) 443-6513
BUSINESS ADDRESS: 1041 Noell Lane, Suite 105, Rocky Mount, NC 27804
Phone: (252) 451-2700
Fax: (252)451-2702
Email: dcrocker@encmg.com
MARRIED: Brenda Sue Crocker, Selma, NC

RELIGIOUS AFFILIATION: First Presbyterian Church, Rocky Mount, North Carolina

EDUCATION: Selma High School, Selma, North Carolina
Davidson College, Davidson, North Carolina – BS 1966
University of North Carolina School of Medicine, Chapel Hill, North Carolina
Medical Doctor 1970
Internship and Assistant Medical Residency at Parkland Memorial Hospital
Dallas, Texas 1970 – 1972
Senior Medical Residency at NC Memorial Hospital, Chapel Hill, NC 1972 -1973
Research and Clinical Fellow in Hematology, University of North Carolina
1973-1975
Student Research in Hematology, Research Laboratory, University of North
Carolina under the direction of Richard I. Walker, M.D. Summers 1967, 1968
&1969

HONORARY SOCIETIES: Alpha Omega Alpha University of North Carolina School of Medicine 1968

AWARDS: Distinguished Alumnus Service Award, UNC School of Medicine, 2010
Inductee, Twin County Hall of Fame, 2019
Algernon Sidney Sullivan Award for Outstanding Service to N.C. Wesleyan
College

MEDICAL LICENSE: Texas State Board of Medical Examiner 1971
N.C. State Board of Medical Examiner 1970

SPECIALTY BOARDS:
American Board of Internal Medicine
A. Diplomate of Internal Medicine 1973
B. Diplomate of Hematology 1976
C. Diplomate of Oncology 1979

MEDICAL SPECIALTIES:
Internal Medicine
Hematology
Oncology

TYPE OF PRACTICE: Private Practice of Internal Medicine, Hematology/Oncology
Eastern North Carolina Medical Group, PLLC

WORK EXPERIENCE: Eastern North Carolina Medical Group May 2000-present
Boice Willis Clinic July 1975-May 2000

STATE AND LOCAL MEDICAL SOCIETIES:

North Carolina Medical Society

HOSPITAL POSITIONS:

Secretary of Medical Staff, Nash General Hospital 1977-1979
Secretary of Department of Medicine, Nash General Hospital 1976
Chairman of Department of Medicine, Nash General Hospital 1984-1986
Chairman of Medical Audit Committee, Nash General Hospital 1976-1977
Chairman of EKG Administration Committee, Nash General Hospital 1984-1988
Chairman of Coronary Care Unit Committee, Nash General Hospital 1984-1986
Former Medical Director of Community Hospital Special Medical Services

HOSPITAL AFFILIATIONS:

Nash Health Care Systems
Life Care Hospitals of North Carolina now DBA Post Acute Medical
Franklin Regional Medical Center in the past-hospital closed
Heritage Hospital
Halifax Regional Hospital

BOICE-WILLIS CLINIC POSITIONS:

Secretary 1979
President – January 1, 1985 – January 1, 1993

EASTERN NORTH CAROLINA MEDICAL GROUP, PLLC POSITIONS:

President May 2000 – April 2007
Manager May 2007 – January 28, 2017

N.C. MEDICAL SOCIETY POSITIONS:

Consultant, Committee on Cancer 1978 – 1995
Nominating Committee 1997

NASH COUNTY MEDICAL SOCIETY POSITIONS

Chairman Public Relations Committee 1979
Program Chairman 1980
President Elect 1986
President 1987
Former Delegate of Nash Co. Medical Society to N.C. Medical Society

HOSPICE:

Former Vice President of Board of Directors of Hospice of Nash County
Former Medical Director, Community Home Health & Hospice of Edgecombe County
Former Medical Director, Pruitt Hospice of Wilson County
Medical Director of Pruitt Hospice Hospital since 2015

UNC MEDICAL ALUMNI ASSOCIATION:

Former Vice President Elect and President 1984-1985
Former member of Endowment Committee of UNC Medical Alumni
Distinguished Alumnus Service Award, U.N.C. School of Medicine, 2010

NURSING HOMES POSITIONS:

Former Member of Quality Assurance Committee of Nash Grove Manor
Former Member of Quality Assurance Committee of South Village

Former Member of Quality Improvement Committee of Nash Rehabilitation
Former Member of Performance Improvement Committee of Guardian Care
Former Medical Director, Nash Grove Nursing Home, Nashville, NC
Former Medical Director, Guardian Care Nursing Home of Rocky Mount
Medical Director, Accordius Health at Scotland Manor, Scotland Neck, NC-current
Former Medical Director, South Village Nursing Home
Former Assistant Medical Director Nash Rehabilitation/ Hunter Hills Nursing
and Rehabilitation Center
Medical Director of Liberty Commons, Weldon, NC – current
Medical Director of Bryan Health and Rehab, Scotland Neck, NC-current
Medical Director of Signature Healthcare, Roanoke Rapid, NC-current

COLLEGES & UNIVERSITIES

Medical Director, North Carolina Wesleyan College of Rocky Mount
Chairman of Board of Trustees, North Carolina Wesleyan College – Current

AREA L AHEC: Oncology Coordinator August 1, 1981 – March 31, 1983
Preceptor for medical students, acting interns and medical residents since 1975.
Preceptor for physician assistant and nurse practitioner students from multiple
institutions including Duke University, University of North Carolina, East Carolina
University, Drexel University and South University

NASH COUNTY HOME HEALTH:

Former member of Advisory Board

N.C. MEDICAL CARE COMMISSION

Appointed by Governor Jim Martin 1985-1989

PRISONS: Primary Supervisory Physician for Physician Assistant, Fountain, Fountain
Correctional Center for Women 1993-1998

JAILS: Physician Consultant, Nash County Jail, 1994-Jan 2020
Physician Consultant, Wilson County Jail – through Feb 2020

COUNTY HEALTH DEPARTMENTS:

Nash County-Physician Consultant and Medical Director, 1993 - Present
Nash County-Physician Advisor for Tuberculosis, Current
Franklin County Health Department- Medical Director, Current

PAST BOARD ACTIVITIES:

Former member of Board of Directors of Covenant Homes, a Presbyterian Retirement Home
Former member of Board of Directors of Rocky Mount-Nash, Edgecombe Diabetes Association
Former Board member of N.C. Primary Care Physicians 1995 – 1998
Former Board member of Carolina Physicians Health Plan
Former Board member of Healthsource, N.C.
Former Board of Distinguished Visitor, N.C. Wesleyan College
Former Board of Directors of Chamber of Commerce for City of Rocky Mount
Former Board of Directors, First Citizens Bank, Rocky Mount
Former Board of Directors, Southern Bank, Rocky Mount
Former Vice Chairman of Board of Trustees, North Carolina Wesleyan College

CURRENT BOARD ACTIVITIES:

President of Board of Directors, Tar River Orchestra and Chorus from 1986 to 2018
Past President, Member, and Fund Development Chairman of Board of Directors, Tar River
Orchestra and Chorus
Board of Directors of N.C. Wesleyan College for 20 years

Appendix H

Charter School Board Member Response and Resume

BH2 STREAM School



Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	The BH2 STREAM School
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Board Member's Information

Board Members	Full name: Kristian Antoine Herring
	Home Address: 526 Ridgewood Road Tarboro, North Carolina 27886
	Business Name & Address: Not Applicable
	Telephone No.: 252-314-4522
	E-mail address: kristianherring@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No:

Yes:

Educational History

Educational Doctorate (Expected December 2026)
University of Phoenix
Phoenix, Arizona

Master of School Administration (May 2011)
East Carolina University
Greenville, North Carolina

Associate in Applied Science Paralegal Technology (May 2004)
Wilson Community College
Wilson, North Carolina

Bachelor of Arts in Sociology (December 2002)
University of North Carolina
Chapel Hill, North Carolina

Employment History

District Coach/ Principal/Assistant Principal/ Public Information Officer
Edgecombe County Public Schools, Tarboro, North Carolina
Nash-Rocky Mount Public Schools, Nashville, North Carolina
Vance County Schools, Henderson, North Carolina
2011-present

Paralegal
Law Office of Stephen L. Beaman, P.A.
Wilson, North Carolina
2002-2003

Commercial Loan Specialist

	RBC Centura Bank, Inc Rocky Mount, North Carolina 2000-2001
How were you recruited to join this Board of Directors?	I am an initial board member, as I had the idea with a few other board members.
Why do you wish to serve on the board of the proposed charter school?	I wish to improve the quality of life and academic outcomes for scholars in Edgecombe County and surrounding communities.
How were you recruited to join this Board of Directors?	I had the idea with a few other board members; therefore, I recruited others to join us.
Why do you wish to serve on the board of the proposed charter school?	I wish to utilize my leadership experience to help champion the BH2 STREAM School to become the premier, high performing school for Edgecombe County and the surrounding areas.
What is your understanding of the appropriate role of a public charter school board member?	From my understanding, the role of the public charter school board member is to provide leadership and guidance for the successful implementation of the school including but not limited to educational strategies, financial stewardship, and governance for the success of students, faculty, and staff members.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	I have served on the Board of Trustees for Wilson Community College. I have served on the Board of Directors for the Rocky Mount Chamber Choir, a non-profit in Rocky Mount, North Carolina. I currently serve on the Board of Directors for Salvation and Deliverance Church, a non-profit in Edgecombe County.
Describe the specific knowledge and experience that you would bring to the board.	I have spent most of my professional career in education with positions including teacher, assistant principal, public information officer, principal, and district coach. I will bring these perspectives to the board

	to enlighten members regarding what strong cultural, external development, human resource, instructional, managerial, micro-political, and strategic leadership looks and sounds like.
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School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The mission of the BH2 STREAM School entails ensuring that scholars are future-proof so that they are successful no matter what they decide to do later in their lives (college and career readiness).
What is your understanding of the school's proposed educational program?	The educational program involves STEM education with the integration of both the Arts and Reading (STREAM).
What do you believe to be the characteristics of a successful school?	A successful school does an excellent job engaging leaders, scholars, faculty, and staff members all while being supported by and with strong financial stewardship.
How will you know that the school is succeeding (or not) in its mission?	The school will be succeeding in its mission as evidenced by data, as it is will be reaching its established annual outcomes along with proficiency and growth targets.

Governance

Describe the role that the board will play in the school's operation.	The board will provide leadership, support, and governance to the school. It will also conduct the performance appraisal of the executive director/headmaster.
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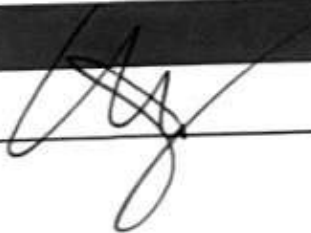
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>The school will be successful at the end of the first year of operation if it has met each of the annual targets along with demonstrated growth and proficiency in terms of scholars' learning.</p>
<p>How will you know at the end of five years of the schools is successful?</p>	<p>I will know that the school is successful at the end of five years if the school has continued to meet its annual targets, scholars have grown exponentially in terms of their learning, and the school is a strong financial position by having maintained a healthy fund balance.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>The BH2 STREAM School Board will need: a) to support the faculty and staff members to the greatest extent possible, b) to advocate for the school, and c) to ensure adequate funding for all programmatic endeavors as outlined in the charter school application.</p>
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>I will address the board member directly to resolve the issue. This will be done with a restorative approach, as any harm or damage done to the school community will need to be addressed and resolved so that the BH2 STREAM School can function fully and without issue.</p>

Certification

I, Kristian Herring, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The BH2 STREAM Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date: April 4, 2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Kristian A. Herring

kristianherring@gmail.com

252.314.4522

Tarboro, North Carolina

Education

Educational Doctorate in progress, University of Phoenix (Expected December 2026)

Master of School Administration, East Carolina University, 2011 (Certified Curriculum and Instruction Specialist)

Bachelor of Arts in Sociology, UNC-Chapel Hill, 2002

Associate in Applied Science in Paralegal Technology, Wilson Community College, 2004

Professional Experience

Principal/Assistant Principal/Public Information Officer, Edgecombe County Public Schools, Nash County Schools, Vance County Schools (2011–Present)

- Led school improvement and increased student achievement
- Conducted observations, evaluations, and implemented discipline policies
- Coordinated PLCs, SIT, IEPs, PBIS, drills, and served as Testing Coordinator
- Managed faculty, strategic planning, public relations, and community engagement

Choral Music and Math Educator, Edgecombe County Public Schools, Sallie B. Howard School for the Arts and Education (2005–2010)

- Managed a classroom of diverse students and meaningfully instructed students in alignment with the North Carolina Standard Course of Study.
- Coordinated Concerts, Recitals, and Performances at which students would showcase the talents and skills learned.
- Directed the Vocal Music Program; Integrated Technology in high quality lessons.

Paralegal, Law Office of Stephen L. Beaman (2002–2003)

- Conducted legal research, drafted legal documents, and interviewed clients and witnesses for Bankruptcy and Civil cases.
- Drafted and sent correspondence to clients and debtors as instructed by the supervising attorney.

Skills

Bilingual (Spanish), Microsoft Office, Google Suite, HTML, Public Speaking, Data Analysis, Web Design

Honors and Awards

Distinguished Leadership in Practice (DLP) Participant (2017-18)

Principal of the Year Finalist, North Carolina Association of Educators

Principal of the Year Finalist, Vance County Schools

First-Year Principal of the Year, Vance County Schools

Teacher of the Year, South Edgecombe Middle School, Edgecombe County Public Schools

Phi Theta Kappa

Community Service

Central Office, Principal, Assistant Principal Representative, North Carolina Association of Educators

Choir Director and Executive Council Member, Salvation and Deliverance Church

Guardian ad Litem, Edgecombe and Nash Counties

Member, Alpha Phi Alpha Fraternity, Incorporated

Member of the Board of Directors, Rocky Mount Chamber Choir

Member, North Carolina Principals and Assistant Principals Association

Appendix H

Charter School Board Member Response and Resume

BH2 STREAM School



Charter School Board Member Information Form

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School Information

Name of charter school

The BH2 STREAM School

Board Member's Information

Board Members

Full name: Jeremy Jerel Herring

Home Address: 3213 Edinburgh Drive Northwest, Wilson, North Carolina 27896

Business Name & Address: N/A

Telephone No.: 919-744-6323

E-mail address: jayfulmusic@gmail.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No:

Yes:

Educational History

Tarboro High School Diploma, 1996
University of Phoenix, 2019
North Carolina Wesleyan University, Bachelor of Science expected May 2026

Employment History

Choral Music Teacher, Sallie B. Howard School of Arts and Science, 2015 to present.
Music Instructor, Sipnayan Math Center, Wilson, North Carolina, 2017 to present
CEO/Owner, Jayful Music and Media Productions, 2019 to present
Director of Music, Salvation and Deliverance Church, Tarboro, North Carolina, 2006 to present.
Branch Supervisor, Freedom Credit Union, Raleigh, North Carolina, 2000 to 2015
Sales Representative, Edgecombe Memorial Park, Tarboro, North Carolina, 1997 to 1999

How were you recruited to join this Board of Directors?

I am the Co-Founder of this educational institution.

Why do you wish to serve on the board of the proposed charter school?

Serving on the charter school board offers me the chance to shape educational opportunities, contribute to the community's development, and provide students with innovative learning environments.

How were you recruited to join this Board of Directors?

Kristian and I created a business plan together.

Why do you wish to serve on the board of the proposed charter school?	I would like to help offer quality education to the scholars in our region. I would also like to help execute the school's mission and vision.
What is your understanding of the appropriate role of a public charter school board member?	As a school board member for The BH2 STREAM charter school in Edgecombe County, my role will aid in setting educational goals, overseeing financial management, and ensuring compliance with regulations while advocating for the needs of students and the community.
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	My experience as Branch Supervisor equips me with financial management skills, which are crucial for overseeing the budget and resources of the BH2 STREAM charter school. My teaching background as a music teacher provides insight into curriculum development, student engagement, and understanding the diverse needs of learners.
Describe the specific knowledge and experience that you would bring to the board.	I am bringing 14 years of banking and branch management expertise, offering valuable insight into financial operations and risk management. My experience in overseeing banking activities equips me to assess financial strategies effectively and make informed decisions to optimize resources. My years of experience as a choral teacher helps me to understand how to set goals, inspire students, and to get the desired results.

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	The BH2 STREAM School will nurture future-ready scholars by initiating critical thinking, exploration, and a strong sense of integrity. Through my dedication to these principles, I will help to equip students with the skills and mindset necessary to thrive in an ever-evolving world.
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What is your understanding of the school's proposed educational program?	My understanding of The BH2 STREAM School's educational program will ensure that the STREAM approach is integrated with each lesson and interwoven within the school's culture as well. Students will have an opportunity to express themselves through the Arts and have a well balanced and rigorous curriculum that will help them succeed in life.
What do you believe to be the characteristics of a successful school?	A successful school is characterized by its rigorous academic curriculum. It's also necessary to have a supportive and inclusive learning environment where students feel valued and motivated to excel. Students will succeed if there is a strong collaboration among teachers, students, and parents, and the Edgecombe County community.
How will you know that the school is succeeding (or not) in its mission?	My experience teaching music and the arts offers insights into creative approaches to education, fostering innovation and engagement within the STREAM curriculum. My dual experience brings a unique perspective to the board, bridging the gap between financial oversight and academic excellence.

Governance

Describe the role that the board will play in the school's operation.	I will serve as the Co-Founder and Board Member.
How will you know if the school is successful at the end of the first year of operation?	Our school's success is based upon student performance, including academic achievements, critical thinking skills, and engagement levels in STREAM. Feedback from students, parents, and staff regarding the overall satisfaction with the school's culture, resources, and support systems will definitely help in accomplishing our goal.
How will you know at the end of five years if the schools is successful?	At the end of five years, the success will be built upon sustained improvements in standardized test scores and graduation/promotion rates. The BH2 STREAM School's financial stability and budget management is a part of our success. Positive testimonials about the school's impact on students' intellectual growth, character development.
What specific steps will the charter school board need to take to ensure that the school is successful?	The Board will establish clear goals and vision, recruit quality staff, and develop a comprehensive curriculum.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

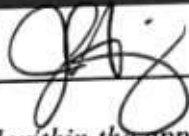
The Board should conduct a thorough investigation to gather evidence of the unethical behavior. We should follow established procedures outlined in the school's bylaws or governance policies for addressing unethical conduct. We should also take appropriate disciplinary or corrective actions. This may include removing individuals from their positions on the board if necessary, and implementing measures to prevent similar issues from arising in the future.

Certification

I, Jeremy J. Herring, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The BH2 STREAM Charter School is true and correct in every respect.

Board Member's Signature

Signature



Date 04/02/2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Jeremy J. Herring

jayfulmusic@gmail.com
3213 Edinburg Drive Northwest
Wilson, North Carolina 27896
919.744.6323

Education

University of Phoenix

Bachelor of Science in Business Administration, expected May 2026

Professional Experience

Choral Music Teacher, Sallie B. Howard School of Arts and Science, 2015 to present.

Responsibilities include:

- Lead and instruct students in vocal techniques, sight-reading, and music theory.
- Conduct rehearsals to prepare for performances, ensuring musical precision and cohesion among ensemble members.
- Select repertoire appropriate for students' skill levels and curate engaging learning experiences.
- Foster a supportive, inclusive environment that encourages musical growth and passion for music.

Music Instructor, Sipnayan Math Center, Wilson, NC, 2017 to present

Responsibilities include:

- Design and implement curriculum tailored to students' musical abilities and interests.
- Lead engaging lessons and activities focused on instrumental technique, music theory, and ensemble performance.
- Provide constructive feedback and support to help students develop their musical skills and confidence in a fun and supportive environment.

Director of Music, Salvation and Deliverance Church, Tarboro, NC, 2006 to present.

Responsibilities include:

- Oversee all aspects of the music ministry, including selecting and arranging music for worship services and special events. Inspire congregants and facilitate meaningful worship through music.
- Lead rehearsals and coordinate with musicians, vocalists, and other music team members to ensure a cohesive and spiritually uplifting musical experience.
- Collaborate with the pastoral staff to integrate music into the overall worship experience and support the church's mission and message.

Branch Supervisor, Freedom Credit Union, Raleigh, NC, 2000 to 2015

Responsibilities included:

- Managed a team of employees, providing guidance, training, and support to ensure operational excellence.
- Implemented and enforced policies and procedures to maintain compliance with industry regulations and company standards.
- Fostered a positive work environment conducive to productivity and teamwork, while also handling escalated customer inquiries and resolving issues promptly and professionally.
- Through strategic leadership and effective communication, I contributed to the overall success and growth of the credit union.

Sales Representative, Edgecombe Memorial Park, Tarboro, NC, 1997 to 1999

Responsibilities include:

- Engaged with potential clients to provide compassionate guidance on pre-planning funeral arrangements and cemetery services.
- Cultivated relationships with families, demonstrating empathy and understanding while offering tailored solutions to meet their needs and preferences.
- Facilitated the sales process from initial inquiry to contract completion, ensuring a seamless and respectful experience for clients during difficult times.

Appendix H

Charter School Board Member Response and Resume

BH2 STREAM School





Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	The BH2 STREAM School
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Board Member’s Information

Board Members	Full name: Janice Bryant Howroyd
	Home Address: 1999 W 190 th St
	Business Name & Address: ActOne Group, 1999 W 190 th St Torrance CA 90504
	Telephone No.: 310-292-1411

	E-mail address: jhowroyd@act-1.com
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Board Member Application	
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Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/>
Educational History	BEYOND 4YR COLLEGE
Employment History	ACTONE GROUP 1978-PRESENT
How were you recruited to join this Board of Directors?	REQUESTED BY FOUNDERS
Why do you wish to serve on the board of the proposed charter school?	BELIEVE IN THE MISSION
How were you recruited to join this Board of Directors?	REQUESTED BY FOUNDERS

Why do you wish to serve on the board of the proposed charter school?	BELIEVE IN THE MISSION
What is your understanding of the appropriate role of a public charter school board member?	TO ENSURE SCHOOL'S SUCCESS BY ADHERING TO THE CHARTER AND PROVIDING STEWARDSHIP OVER THE PUBLIC FUNDS. FURTHER PROVIDE OVERSIGHT, ACCOUNTABILITY AND ADVOCACY FOR THE SCHOOL'S MISSION FOR THE STUDENTS' SUCCESS
Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.	NO PREVIOUS EXPERIENCE ON A CHARTER SCHOOL BOARD. EXPERIENCE ON BOARDS THAT INCLUDE NC A&T, UNIVERSITY OF SOUTHERN CALIFORNIA AND NC WESLYN GIVE A VARIED AND RELEVANT PERSPECTIVE OF BOARD REQUIREMENTS AT MINIMUM AND LARGE SCALE SCHOOLS WHICH CAN ASSIST IN THE MISSION OF ENSURING THE SUSTAINABLE AND GROWING CHARTER SCHOOL.
Describe the specific knowledge and experience that you would bring to the board.	KNOWLEDGE IN LEADERSHIP, FINANCIALLY ACCOUNTABILITY AND AMBASSADORSHIP

School Mission and Program

What is your understanding of the school's mission and guiding beliefs?	BH2 STREAM SCHOOL'S MISSION IS TO CULTIVATE SCHOLARS TO ENJOY SUCCESSFUL FUTURES BY USING THE SKILLS OF CRITICAL THINKING, DISCOVERY AND INTEGRITY.
What is your understanding of the school's proposed educational program?	BH2 STREAM SCHOOL FOCUSES ON BUILDING PROGRAMS THAT INSTILL STRENGTHS IN SCIENCE, TECHNOLOGY, READING, ENGINEERING, ARTS AND MATH.

<p>What do you believe to be the characteristics of a successful school?</p>	<p>A SUCCESSFUL SCHOOL OFFERS A POSITIVE AND SUPPORTIVE ENVIRONMENT THAT ALLOWS ITS STUDENTS TO FOCUS ON LEARNING AND SETTING HIGH, RELEVANT EXPECTATIONS FOR THEMSELVES. FURTHER, THE SCHOOL ENGAGES IN COLLABORATIVE DECISION MAKING THROUGH CLEAR TIMELY COMMUNICATION AND ENSURES A SAFE AND WELCOMING EXPERIENCE FOR STUDENTS, EDUCATORS AND STAFF, ALIKE.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>VARIOUS MEASURES, DATA BASED, THAT INCLUDE BUT ARE NOT LIMITED TO: TEST SCORES, STUDENT PERSONAL GROWTH, GRADUATION RATES, NEXT TEIR READINESSES, STUDENT ENGAGEMENT AND CHARACTER DEVELOPMENT, STAFF RETENTION, FAMILY AND COMMUNITY PARTICIPATION AND VARIOUS, RELEVANT DATA ANALYSIS.</p>

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>THE BOARD PRIMARILY ENSURES THE SCHOOL ADHERES THE CHARTER'S MISSION, GOALS, AND PERFORMANCE EXPECTATIONS. THE BOARD DOES BY OFFERING OVERSIGHT, ACCOUNTABILITY, STRATEGIC LEADERSHIP AND COMMUNITY PARTICIPATION. EACH BOARD MEMBER IS AN AMBASSADOR FOR THE SCHOOL WITHIN ITS RELEVANT COMMUNITIES.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>AT THE END OF THE FIRST YEAR THE SCHOOL WILL HAVE ATTRACTED AND RETAINED A RELIABLE STAFF, STUDENTS PERFORMING ACADEMICALLY AND SOCIALLY WELL, ATTRACTED A GROWING REQUEST FOR ENROLLMENT AND MAINTAINED AN EXCELLENT PUBLIC REPUTATION.</p>

<p>How will you know at the end of five years if the schools is successful?</p>	<p>PRIMARILY A FIVE YEAR SUCCESS OCCURS ALONGSIDE A RENEWAL OF THE CHARTER WHICH MAY INCLUDE CONSIDERATION OF: FINANCIAL HEALTH OF THE SCHOOL, ACADEMIC PERFORMANCE OF THE STUDENTS, STRENGTH AND RETENTION OF STAFF AND EDUCATORS, MAINTENANCE OF THE FACILITY, PROGRESSION AND GRADUATION RATES AND PUBLIC REPUTATION</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>STEPS INCLUDE, BUT ARE NOT LIMITED TO: FRAMING ALL ACTIVITIES WITH CLEAR, COMPLETE COMMUNICATION, ENGAGEMENT OF THE STUDENT FAMILIES AND COMMUNITIES AND ENSURING A CONTINUOUS NURTURING AND SAFE ENVIRONMENT. FURTHER, MAINTAINING A BOARD AND SCHOOL STAFF AND INSTRUCTORS WHO ALL WORK TO ENSURE THE CHARTER IS HONORED IN EACH OF ITS ASPECTS. CREATING GOOD DEVELOPMENT PRACTICES AND OUTCOMES, COMMUNITY PARTNERSHIPS AND DATA BASED MEASUREMENTS WILL SUPPORT THE CONTINUOUS IMPROVEMENT OF THE SCHOOL, ALONGSIDE SOUND FINANCIAL POLICIES AND PROTOCOLS.</p>
<p>How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?</p>	<p>ADDRESS THE SITUATION PROMPTLY AND PROFESSIONALLY, WHILE BEING CERTAIN TO STAY IN LINE WITH THE CHARTER’S CONSTITUTION AND BYLAWS.</p>

Certification

I, JANICE BRYANT HOWROYD _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for the BH2 STREAM Charter School is true and correct in every respect.

Board Member's Signature

Signature

James Bryant Howard

Date APRIL 15, 2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.*

Janice Bryant Howroyd (JBH)

Founder and CEO | Entrepreneur | Author | Global Workforce Innovator
1999 West 190th Street, Torrance, California 90504 | 310.292.1411 | jhowroyd@act-1.com

Professional Summary

Trailblazing entrepreneur and founder of The ActOne Group, the largest privately held, minority-woman-owned workforce solutions company in the U.S., valued at \$3.4 billion. Janice Bryant Howroyd is the first African American woman to build and lead a billion-dollar enterprise. Renowned for her leadership in diversity, equity, and inclusion, JBH is a global speaker, author, philanthropist, and strategic advisor to Fortune 500 companies and government organizations. She is a globally respected voice in business innovation, workforce development, and digital empowerment.

Key Achievements

- Founder & CEO, The ActOne Group (1978–Present)
- Built The ActOne Group from a \$900 loan into a \$3.4B global workforce solutions firm in 32+ countries.
- Provides staffing technologies supporting 50+ languages worldwide.
- Presidential Appointments & National Committees
- Appointed by President Barack Obama to the President’s Board of Advisors on HBCUs
- Member, FCC Advisory Committee on Diversity and Digital Empowerment
- Member, U.S. Department of Commerce ITAC 10
- Board Memberships & Philanthropy
- Chair, Harvard Women’s Leadership Board
- Board Trustee, North Carolina A&T State University
- Donor: First African American to gift \$10 million to USC, Major donor supporting inclusive programs and scholarships
- Officer (Treasurer), Congressional Black Caucus Foundation
- Sustainability Leadership
- Led ActOne Group to 2021 Silver Ecovadis Sustainable Corporation Award
- Member, United Nations Global Compact

Education

North Carolina Agricultural and Technical State University
B.A., 1976

Publications

- “The Art of Work – How to Make Work, Work for You!” (#1 Amazon Bestseller)
- “Acting Up: Winning in Business and Life Using Down-Home Wisdom” (#1 Amazon Bestseller)

Honors and Awards

- 2022 Woman of the Year – Black Enterprise
- 2022 Business Pioneer Award – Women’s Entrepreneurship Day Organization at the UN
- 2016 A.G. Gaston Award – Black Enterprise
- 2015 Inductee – National Black College Alumni Hall of Fame
- 2011 Hall of Fame Honoree – NAWBO
- 2008 Entrepreneur of the Year – BET Honors (First recipient)

Speaking and Influence

Sought-after global speaker on:

- Economic Inclusion • Entrepreneurship • Women in Business • Tech in Workforce
- High-impact social media influencer and advocate for professional authenticity.

“Never compromise who you are personally to become who you wish to be professionally.” – JBH

Appendix H

Charter School Board Member Response and Resume

BH2 STREAM School





Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school	The BH2 STREAM School
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Board Member’s Information

Board Members	Full name: Carlton G. Bryant
	Home Address: 2349 West 239th Street, Torrance, CA 90501
	Business Name & Address:
	Telephone No.: 310.291.5366
	E-mail address: cbact1@aol.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No:

Yes:

Educational History

1980 BS Accounting, NC A&T State University, Greensboro, NC

Kellogg Executive School of Management at Northwestern University, Chicago, IL.

Tuck School of Business, Dartmouth University Executive Program

Employment History

1980-1982 Heller Financial
Financial Auditor

1982 to present The Act One Group
Multi Billion Dollar Globally Based Family Owned Company
Executive Vice President

How were you recruited to join this Board of Directors?

I was approached by the founding leadership team of the BH2 STREAM School because of my professional background in business leadership. As a native of Tarboro, I have a deep connection to the community and

	<p>a strong desire to give back in a meaningful way. The opportunity to serve on this board was a natural fit.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I believe in the transformative power of education and its ability to uplift entire communities. Serving on the board allows me to directly contribute to a school model that prioritizes academic excellence, innovation, and community empowerment. It’s an opportunity to reinvest in the place that shaped who I am.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>I was approached by the founding leadership team of the BH2 STREAM School because of my professional background in business leadership. As a native of Tarboro, I have a deep connection to the community and a strong desire to give back in a meaningful way. The opportunity to serve on this board was a natural fit.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>1. Impact on Educational Equity</p> <ul style="list-style-type: none"> ● Underserved communities often face systemic barriers to high-quality education. By joining the BH2 STREAM board, I can help close opportunity gaps and ensure that students receive a rigorous, inclusive, and empowering education. ● It would allow me to advocate for culturally responsive curricula, support services, and equitable resource allocation. <p>2. Empowerment Through Local Leadership</p> <ul style="list-style-type: none"> ● Me serving on the board will allow me to have a direct say in decisions that affect local children of Edgecombe County and their neighborhoods. ● Being on the Board gives me an opportunity to shift the narrative from “being served” to “leading change.” <p>3. Creating Generational Change</p>

	<ul style="list-style-type: none"> ● I am a product of the Edgecombe County School system and benefitted from the educational system provided to me. Education is a critical lever for breaking cycles of poverty. A well-run school can uplift entire families and alter life trajectories, as it has done mine. ● Board members help lay the foundation for sustainable community transformation through youth empowerment. <p>4. Bringing Diverse Skills to the Table</p> <ul style="list-style-type: none"> ● My experience in accounting, finance, and business law and entrepreneurship, can be utilized to support the school's vision and operational strength. ● Given that I am a 1976 Tarboro High School graduate, I can bring a historical knowledge of Edgecombe County thereby helping to bring a thoughtful, inclusive, and effective governance.
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>A board member’s role is to provide strategic oversight, ensure the school’s mission is upheld, and promote long-term sustainability. We are responsible for fiscal oversight, policy development, and ensuring compliance with all relevant laws and regulations. Importantly, we must support school leadership while holding the institution accountable for outcomes.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>I currently serve as Executive Vice President of The Act 1 Group, where I help oversee a global, billion-dollar enterprise. My leadership experience includes managing complex budgets, ensuring regulatory compliance, and fostering organizational growth. While I have not served on a school board before, I have served on several corporate and</p>

	<p>philanthropic boards, where governance, accountability, and vision-setting were central to our success.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I bring extensive experience in business operations, financial planning, and strategic growth. I understand what it takes to build sustainable organizations, and I'm skilled at balancing visionary thinking with sound fiscal management. I also bring a deep personal commitment to education and the well-being of the youth in our community.</p>

School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>The mission of BH2 STREAM School is to provide a rigorous, student-centered education that integrates Science, Technology, Reading, Engineering, the Arts, and Mathematics, while cultivating critical thinking, character, and a commitment to community. The guiding beliefs focus on excellence and innovation—ensuring every child has access to the resources and opportunities they need to thrive.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>The educational program emphasizes hands-on, project-based learning in the STREAM disciplines, while also building strong foundations in reading and mathematics. It integrates enrichment activities, encourages inquiry, and promotes creativity, collaboration, and problem-solving to prepare students for future academic and career success.</p>

<p>What do you believe to be the characteristics of a successful school?</p>	<p>A successful school has a clear mission, strong leadership, effective teaching, engaged families, and a culture of high expectations. It is data-driven, but people-centered—responsive to student needs, reflective in practice, and rooted in community engagement.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>We will measure success through a combination of academic outcomes, student and family engagement, attendance rates, teacher retention, and community feedback. Success will also be evident in the confidence, curiosity, and growth of our students.</p>

Governance


<p>Describe the role that the board will play in the school’s operation.</p>	<p>The board sets the strategic direction, approves policies, ensures financial health, and holds the leadership accountable for results. While we do not manage the day-to-day operations, we play a critical oversight role and serve as ambassadors for the school in the broader community.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>Success in year one will include meeting enrollment targets, establishing a strong school culture, showing academic growth among students, and achieving financial and operational stability. Community trust and positive stakeholder feedback will also be key indicators.</p>
<p>How will you know at the end of five years if the schools is successful?</p>	<p>After five years, success will be reflected in sustained academic achievement, consistent growth in enrollment and family engagement, teacher retention, and a reputation for excellence in the broader</p>

	<p>educational community. We will also look at how well students are prepared for middle and high school success.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>We must hire and support a strong school leader, adopt effective governance practices, monitor academic and financial data closely, and foster partnerships with community stakeholders. Regular board training and a clear commitment to the school’s mission will also be critical.</p>
<p>How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?</p>	<p>I would address the issue with professionalism and integrity, beginning with a private conversation with the individual(s) involved. If necessary, I would bring the matter to the full board or appropriate oversight body. Maintaining the ethical integrity of the board is paramount to the success and credibility of the school.</p>

Certification

I, Carlton Bryant _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for the BH2 STREAM Charter School is true and correct in every respect.

Board Member’s Signature

<p>Signature </p>	<p>Date April 24, 2025</p>
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**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

Carlton Bryant

President, ActOne Government Solutions, Inc.

2349 West 239th Street, Torrance, California 90501 | 310.291.5366 | cbact1@aol.com

Professional Summary

Accomplished executive leader with over four decades of experience driving innovation, operational growth, and strategic development in global workforce and government solutions. Proven track record in building high-impact organizations, launching transformative technologies, and leading cross-sector initiatives in philanthropy, education, and community investment.

Professional Experience

President

ActOne Government Solutions, Inc. | Torrance, CA | 1982–Present

- Lead a division of the ActOne Group providing innovative products and services to Federal, State, County, Municipal, and Quasi-government agencies.
- Spearhead program innovation and technology advancement across ActOne's government-focused operations.
- Guide philanthropic, community, and educational investments at the corporate level.
- Instrumental in the development and global expansion of AgileOne, a multi-billion-dollar workforce solutions arm of ActOne.

Financial Auditor

Heller Financial | Chicago, IL | 1980–1982

- Conducted comprehensive audits of financial statements and internal controls for corporate clients.

Education and Executive Training

B.S. Accounting

North Carolina A&T State University – Greensboro, NC (1980)

Executive Education Programs:

- Kellogg School of Management, Northwestern University – Chicago, IL
- Tuck School of Business, Dartmouth College – Hanover, NH

Key Accomplishments

- Played a leading role in building AgileOne into a global workforce leader.
- Oversaw ActOne's philanthropic and education initiatives, enhancing impact in underserved communities.
- Recognized for strategic leadership, executive integrity, and innovative thinking in government contracting.

Appendix B

Curriculum Outline for Each Grade Band the School Will Ultimately Serve

BH2 STREAM School





Ready® Mathematics
to
EngageNY Math
Grades K-8

EngageNY Mathematics Grade K Correlation Table

The EngageNY curriculum modules for Grades K–8 use a highly integrated approach to address the Common Core Standards, often combining numerous standards, including those from different domains. Ready® lessons supplement this approach by focusing on specific standards and gauging deeper student understanding of the Common Core concepts and strategies through engaging questions and conversations.

We have examined each EngageNY module and created the table below, which identifies the point(s) in each module in which it would be appropriate to introduce a Ready lesson. Given the organization and approach of the EngageNY modules, Ready lessons may be taught in conjunction with a related lesson within a topic, or at the conclusion of the corresponding topic.

Please note that some Ready lessons are listed more than once within a module, especially when explicit instruction tied to a particular standard is spiraled across multiple topics. In those cases, it is at an educator’s discretion to decide where it is most appropriate for a Ready lesson to be taught within the sequence. Ready lessons may also repeat across modules, to address situations in which educators may not be using all EngageNY modules, or may be using them out of numbered sequence. We recommend using Ready lessons in their first occurrence, although educators may choose to revisit parts of Ready lessons as needed in later modules.

Italics indicate Ready “Focus on Math Concepts” lessons.

EngageNY Module/Topic Grade K	Ready Mathematics © 2014 Lesson(s) Grade K
Module 1: Numbers to 10	
Topic A	28: Sort Objects (K.MD.B.3)
Topic B	1: <i>Understand Counting</i> (K.CC.B.4a, K.CC.B.4b)
Topic C	2: Count 1, 2, 3 (K.CC.A.3, K.CC.B4.a, K.CC.4b, K.CC.B.5) 3: Count 4 (K.CC.A.3, K.CC.B.4a, K.CC.4b, K.CC.B.5) 4: Count 5 (K.CC.A.3, K.CC.B.4a, K.CC.4b, K.CC.B.5)
Topic D	2: Count 1, 2, 3 (K.CC.A.3, K.CC.B4.a, K.CC.4b, K.CC.B.5) 3: Count 4 (K.CC.A.3, K.CC.B.4a, K.CC.4b, K.CC.B.5) 4: Count 5 (K.CC.A.3, K.CC.B.4a, K.CC.4b, K.CC.B.5)
Topic E	7: Count 6 and 7 (K.CC.A.3, K.CC.B.4a, K.CC.4b, K.CC.B.5) 9: Count 8 and 9 (K.CC.A.3, K.CC.B4.a, K.CC.4b, K.CC.B.5)
Topic F	11: Count 10 (K.CC.A.3, K.CC.B.4a, K.CC.4b, K.CC.B.5)
Topic G	5: Compare Within 5 (K.CC.B.4c, K.CC.C.6, K.CC.C.7) 12: Compare Within 10 (K.CC.B.4c, K.CC.C.6, K.CC.C.7)
Topic H	5: Compare Within 5 (K.CC.B.4c, K.CC.C.6, K.CC.C.7) 12: Compare Within 10 (K.CC.B.4c, K.CC.C.6, K.CC.C.7)
Module 2: Two-Dimensional and Three-Dimensional Shapes	
Topic A	29: See Position and Shape (K.G.A.1) 30: Name Shapes (K.G.A.2, K.G.A.3)
Topic B	29: See Position and Shape (K.G.A.1) 30: Name Shapes (K.G.A.2, K.G.A.3)
Topic C	31: Compare Shapes (K.G.B.4)
Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10	
Topic A	26: Compare Length (K.MD.A.1, K.MD.A.2)
Topic B	26: Compare Length (K.MD.A.1, K.MD.A.2)
Topic C	27: Compare Weight (K.MD.A.1, K.MD.A.2)
Topic D	
Topic E	5: Compare Within 5 (K.CC.B.4c, K.CC.C.6, K.CC.C.7)

EngageNY Module/Topic Grade K	Ready Mathematics © 2014 Lesson(s) Grade K
Topic F	12: Compare Within 10 (K.CC.B.4c, K.CC.C.6, K.CC.C.7)
Topic G	5: Compare Within 5 (K.CC.B.4c, K.CC.C.6, K.CC.C.7) 12: Compare Within 10 (K.CC.B.4c, K.CC.C.6, K.CC.C.7)
Topic H	26: Compare Length (K.MD.A.1, K.MD.A.2) 27: Compare Weight (K.MD.A.1, K.MD.A.2)
Module 4: Number Pairs, Addition and Subtraction to 10	
Topic A	6 : Make 3, 4, and 5 (K.OA.A.3, K.OA.A.5) 14: <i>Understand Addition</i> (K.OA.A.1) 15: Add Within 5 (K.OA.A.2, K.OA.A.5)
Topic B	8: Make 6 and 7 (K.OA.A.3) 10: Make 8 and 9 (K.OA.A.3)
Topic C	18: Add Within 10 (K.OA.A.2)
Topic D	16: <i>Understand Subtraction</i> (K.OA.A.1) 17: Subtract Within 5 (K.OA.A.2, K.OA.A.5) 20: Practice Facts to 5 (K.OA.A.5)
Topic E	10: Make 8 and 9 (K.OA.A.3) 13: Make 10 (K.OA.A.3, K.OA.A.4)
Topic F	18: Add Within 10 (K.OA.A.2)
Topic G	19: Subtract Within 10 (K.OA.A.2)
Topic H	13: Make 10 (K.OA.A.3, K.OA.A.4)
Module 5: Numbers 10–20 and Counting to 100	
Topic A	21: <i>Understand Teen Numbers</i> (K.NBT.A.1)
Topic B	23: Make Teen Numbers (K.NBT.A.1)
Topic C	22: Count Teen Numbers (K.CC.A.3, K.CC.B.5)
Topic D	24: Count to 100 by Tens (K.CC.A.1, K.CC.A.2) 25: Count to 100 by Ones (K.CC.A.1, K.CC.A.2)
Topic E	23: Make Teen Numbers (K.NBT.A.1)
Module 6: Analyzing, Comparing, and Composing Shapes	
Topic A	32: Build Shapes (K.G.B.5, K.G.B.6)
Topic B	32: Build Shapes (K.G.B.5, K.G.B.6)

EngageNY Mathematics Grade 1 Correlation Table

The EngageNY curriculum modules for Grades K–8 use a highly integrated approach to address the Common Core Standards, often combining numerous standards, including those from different domains. Ready® lessons supplement this approach by focusing on specific standards and gauging deeper student understanding of the Common Core concepts and strategies through engaging questions and conversations.

We have examined each EngageNY module and created the table below, which identifies the point(s) in each module in which it would be appropriate to introduce a Ready lesson. Given the organization and approach of the EngageNY modules, Ready lessons may be taught in conjunction with a related lesson within a topic, or at the conclusion of the corresponding topic.

Please note that some Ready lessons are listed more than once within a module, especially when explicit instruction tied to a particular standard is spiraled across multiple topics. In those cases, it is at an educator’s discretion to decide where it is most appropriate for a Ready lesson to be taught within the sequence. Ready lessons may also repeat across modules, to address situations in which educators may not be using all EngageNY modules, or may be using them out of numbered sequence. We recommend using Ready lessons in their first occurrence, although educators may choose to revisit parts of Ready lessons as needed in later modules.

Italics indicate Ready “Focus on Math Concepts” lessons.

EngageNY Module/Topic Grade 1	<i>Ready Mathematics</i> © 2014 Lesson(s) Grade 1
Module 1: Sums and Differences to 10	
Topic A	7: Number Partners for 6 and 7 (1.OA.C.6)
Topic B	1: Count On to Add (1.OA.C.5)
Topic C	3: Add and Subtract in Word Problems (1.OA.A.1)
Topic D	2: Count On to Subtract (1.OA.C.5)
Topic E	10: <i>Understand the Equal Sign</i> (1.OA.D.7)
Topic F	6: Doubles and Doubles Plus 1 (1.OA.C.6)
Topic G	4: <i>Understand Missing Addends</i> (1.OA.B.4)
Topic H	3: Add and Subtract in Word Problems (1.OA.A.1)
Topic I	8: Number Partners for 8 and 9 (1.OA.C.6) 9: Number Partners for 10 (1.OA.C.6)
Topic J	11: Facts I Know (1.OA.C.6)
Module 2: Introduction to Place Value Through Addition and Subtraction Within 20	
Topic A	14: Make a Ten to Add (1.OA.C.6) 15: Add Three Numbers (1.OA.A.2)
Topic B	16: Make a Ten to Subtract (1.OA.C.6)
Topic C	13: <i>Understand Sums Greater than 10</i> (1.OA.C.6)
Topic D	12: <i>Understand Teen Numbers</i> (1.NBT.B.2a, 1.NBT.B.2b)
Module 3: Ordering and Comparing Length Measurements as Numbers	
Topic A	31: Order Objects by Length (1.MD.A.1) 32: Compare Lengths (1.MD.A.1)
Topic B	33: Understand Length Measurement (1.MD.A.2)
Topic C	33: Understand Length Measurement (1.MD.A.2)
Topic D	29: Sort and Count (1.MD.C.4) 30: Compare Data (1.MD.C.4)

EngageNY Module/Topic Grade 1		Ready Mathematics © 2014 Lesson(s) Grade 1
Module 4: Place Value, Comparison, Addition and Subtraction to 40		
Topic A	17: <i>Understand Tens</i> (1.NBT.B.2a, 1.NBT.B.2c) 19: <i>Understand 10 More and 10 Less</i> (1.NBT.C.5) 21: <i>Understand Tens and Ones</i> (1.NBT.B.2a, 1.NBT.B.2c)	
Topic B	22: <i>Compare Numbers</i> (1.NBT.B.3)	
Topic C	20: <i>Add and Subtract Tens</i> (1.NBT.C.6) 23: <i>Add Tens to Any Number</i> (1.NBT.C.4)	
Topic D	24: <i>Add Tens and Add Ones</i> (1.NBT.C.4)	
Topic E	3: <i>Add and Subtract in Word Problems</i> (1.OA.A.1)	
Topic F	25: <i>Add and Regroup</i> (1.NBT.C.4)	
Module 5: Identifying, Composing, and Partitioning Shapes		
Topic A	26: <i>Understand Shapes</i> (1.G.A.1)	
Topic B	27: <i>Understand Putting Shapes Together</i> (1.G.A.2)	
Topic C	28: <i>Understand Breaking Shapes into Parts</i> (1.G.A.3)	
Topic D	34: <i>Tell Time</i> (1.MD.B.3)	
Module 6: Place Value, Comparison, Addition and Subtraction to 100		
Topic A	5: <i>Subtract to Compare in Word Problems</i> (1.OA.A.1)	
Topic B	18: <i>The 120 Chart</i> (1.NBT.A.1)	
Topic C	23: <i>Add Tens to Any Number</i> (1.NBT.C.4)	
Topic D	24: <i>Add Tens and Add Ones</i> (1.NBT.C.4) 25: <i>Add and Regroup</i> (1.NBT.C.4)	
Topic E	35: <i>Money</i> (1.MD.B.3)	
Topic F	3: <i>Add and Subtract in Word Problems</i> (1.OA.A.1) 5: <i>Subtract to Compare in Word Problems</i> (1.OA.A.1)	
Topic G	No Corresponding Ready Lesson: Culminating Experiences	

EngageNY Mathematics Grade 2 Correlation Table

The EngageNY curriculum modules for Grades K–8 use a highly integrated approach to address the Common Core Standards, often combining numerous standards, including those from different domains. Ready® lessons supplement this approach by focusing on specific standards and gauging deeper student understanding of the Common Core concepts and strategies through engaging questions and conversations.

We have examined each EngageNY module and created the table below, which identifies the point(s) in each module in which it would be appropriate to introduce a Ready lesson. Given the organization and approach of the EngageNY modules, Ready lessons may be taught in conjunction with a related lesson within a topic, or at the conclusion of the corresponding topic.

Please note that some Ready lessons are listed more than once within a module, especially when explicit instruction tied to a particular standard is spiraled across multiple topics. In those cases, it is at an educator’s discretion to decide where it is most appropriate for a Ready lesson to be taught within the sequence. Ready lessons may also repeat across modules, to address situations in which educators may not be using all EngageNY modules, or may be using them out of numbered sequence. We recommend using Ready lessons in their first occurrence, although educators may choose to revisit parts of Ready lessons as needed in later modules.

Italics indicate Ready “Focus on Math Concepts” lessons.

EngageNY Module/Topic Grade 2	Ready Mathematics © 2016 Lesson(s) Grade 2
Module 1: Sums and Differences to 20	
Topic A	1: <i>Understand Mental Math Strategies (Fact Families)</i> (2.OA.B.2) 2: Solve One-Step Word Problems (2.OA.A.1)
Topic B	3: <i>Understand Mental Math Strategies (Make a Ten)</i> (2.OA.B.2)
Topic C	7: Add Two-Digit Numbers (2.NBT.B.5, 2.NBT.B.8) 8: Subtract Two-Digit Numbers (2.NBT.B.5, 2.NBT.B.8)
(Throughout Module)	Math in Action: Use Equal Groups and Add (2.OA.A.1, 2.OA.B.2, 2.OA.C.3, 2.OA.C.4, 2.NBT.A.2, 2.NBT.B.5) Math in Action: Add, Subtract, and Compare Numbers (2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7)
Module 2: Addition and Subtraction of Length Units	
Topic A	16: <i>Understand Length and Measurement Tools</i> (2.MD.A.1)
Topic B	17: Measure Length (2.MD.A.1) 19: <i>Understand Estimating Length</i> (2.MD.A.3)
Topic C	20: Compare Lengths (2.MD.A.4)
Topic D	21: Add and Subtract Lengths (2.MD.B.5, 2.MD.B.6, 2.OA.A.1)
(Throughout Module)	Math in Action: Use Measurement (2.MD.A.1, 2.MD.A.4, 2.MD.B.5, 2.MD.C.8)
Module 3: Place Value, Counting, and Comparison of Numbers to 1000	
Topic A	10: <i>Understand Three-Digit Numbers</i> (2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2)
Topic B	10: <i>Understand Three-Digit Numbers</i> (2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2)
Topic C	11: Read and Write Three-Digit Numbers (2.NBT.A.3)
Topic D	25: Solve Word Problems Involving Money (2.MD.C.8, 2.NBT.A.2)
Topic E	11: Read and Write Three-Digit Numbers (2.NBT.A.3)
Topic F	12: Compare Three-Digit Numbers (2.NBT.A.4)
Topic G	7: Add Two-Digit Numbers (2.NBT.B.5, 2.NBT.B.8)

EngageNY Module/Topic Grade 2		Ready Mathematics © 2016 Lesson(s) Grade 2	
(Throughout Module)	Math in Action: Add, Subtract, and Compare Numbers (2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7)		
Module 4: Addition and Subtraction Within 200 with Word Problems to 100			
Topic A	9: Solve One-Step Word Problems With Two-Digit Numbers (2.NBT.B.5, 2.OA.A.1)		
Topic B	7: Add Two-Digit Numbers (2.NBT.B.5, 2.NBT.B.8)		
Topic C	8 : Subtract Two-Digit Numbers (2.NBT.B.5, 2.NBT.B.8)		
Topic D	13: Add Three-Digit Numbers (2.NBT.B.7, 2.NBT.B.9) 15: Add Several Two-Digit Numbers (2.NBT.B.6)		
Topic E	14: Subtract Three-Digit Numbers (2.NBT.B.7, 2.NBT.B.9)		
Topic F	6: Solve Two-Step Word Problems (2.OA.A.1)		
(Throughout Module)	Math in Action: Add, Subtract, and Compare Numbers (2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7)		
Module 5: Addition and Subtraction Within 1000 with Word Problems to 100			
Topic A	13: Add Three-Digit Numbers (2.NBT.B.7, 2.NBT.B.9) 14: Subtract Three-Digit Numbers (2.NBT.B.7, 2.NBT.B.9)		
Topic B	13: Add Three-Digit Numbers (2.NBT.B.7, 2.NBT.B.9)		
Topic C	14: Subtract Three-Digit Numbers (2.NBT.B.7, 2.NBT.B.9)		
Topic D	13: Add Three-Digit Numbers (2.NBT.B.7, 2.NBT.B.9) 14: Subtract Three-Digit Numbers (2.NBT.B.7, 2.NBT.B.9)		
(Throughout Module)	Math in Action: Add, Subtract, and Compare Numbers (2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7)		
Module 6: Foundations of Multiplication and Division			
Topic A	5: Add Using Arrays (2.OA.C.4, 2.NBT.A.2)		
Topic B	5: Add Using Arrays (2.OA.C.4, 2.NBT.A.2)		
Topic C	27: Understand Tiling in Rectangles (2.G.A.2)		
Topic D	4: Understand Odd and Even Numbers (2.OA.C.3, 2.NBT.A.2)		
(Throughout Module)	Math in Action: Use Equal Groups and Add (2.OA.A.1, 2.OA.B.2, 2.OA.C.3, 2.OA.C.4, 2.NBT.A.2, 2.NBT.B.5)		
Module 7: Problem Solving with Length, Money, and Data			
Topic A	23: Draw and Use Bar Graphs and Picture Graphs (2.MD.D.10)		
Topic B	25: Solve Word Problems Involving Money (2.MD.C.8, 2.NBT.A.2)		
Topic C	16: Understand Length and Measurement Tools (2.MD.A.1) 17: Measure Length (2.MD.A.1)		
Topic D	18: Understand Measurement with Different Units (2.MD.A.2) 19: Understand Estimating Length (2.MD.A.3) 20: Compare Lengths (2.MD.A.4)		
Topic E	21: Add and Subtract Lengths (2.MD.B.5, 2.MD.B.6, 2.OA.A.1)		
Topic F	22: Understand Reading and Making Line Plots (2.MD.B.6, 2.MD.B.9)		
(Throughout Module)	Math in Action: Use Measurement (2.MD.A.1, 2.MD.A.4, 2.MD.B.5, 2.MD.C.8)		
Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes			
Topic A	26: Recognize and Draw Shapes (2.G.A.1)		
Topic B	28: Understand Halves, Thirds, and Fourths in Shapes (2.G.A.3)		
Topic C	28: Understand Halves, Thirds, and Fourths in Shapes (2.G.A.3)		
Topic D	24: Tell and Write Time (2.MD.C.7, 2.NBT.A.2)		
(Throughout Module)	Math in Action: Use Measurement (2.MD.A.1, 2.MD.A.4, 2.MD.B.5, 2.MD.C.8) Math in Action: Recognize and Use Shapes (2.G.A.1, 2.G.A.2, 2.G.A.3)		

EngageNY Mathematics Grade 3 Correlation Table

The EngageNY curriculum modules for Grades K–8 use a highly integrated approach to address the Common Core Standards, often combining numerous standards, including those from different domains. Ready® lessons supplement this approach by focusing on specific standards and gauging deeper student understanding of the Common Core concepts and strategies through engaging questions and conversations.

We have examined each EngageNY module and created the table below, which identifies the point(s) in each module in which it would be appropriate to introduce a Ready lesson. Given the organization and approach of the EngageNY modules, Ready lessons may be taught in conjunction with a related lesson within a topic, or at the conclusion of the corresponding topic.

Please note that some Ready lessons are listed more than once within a module, especially when explicit instruction tied to a particular standard is spiraled across multiple topics. In those cases, it is at an educator’s discretion to decide where it is most appropriate for a Ready lesson to be taught within the sequence. Ready lessons may also repeat across modules, to address situations in which educators may not be using all EngageNY modules, or may be using them out of numbered sequence. We recommend using Ready lessons in their first occurrence, although educators may choose to revisit parts of Ready lessons as needed in later modules.

Italics indicate Ready “Focus on Math Concepts” lessons.

EngageNY Module/Topic Grade 3	<i>Ready Mathematics</i> © 2016 Lesson(s) Grade 3
EngageNY Module/Topic Grade 3	Ready Mathematics © 2016 Lesson(s) Grade 3
Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10	
Topic A	1: <i>Understand the Meaning of Multiplication (3.OA.A.1)</i>
Topic B	4: <i>Understand the Meaning of Division (3.OA.A.2)</i>
Topic C	2: Use Order and Grouping to Multiply (3.OA.B.5)
Topic D	3: Split Numbers to Multiply (3.OA.B.5)
Topic E	5: <i>Understand How Multiplication and Division Are Connected (3.OA.B.6)</i>
Topic F	11: Solve One-Step Word Problems Using Multiplication and Division (3.OA.A.3)
(Throughout Module)	Math in Action: Use Multiplication and Division (3.OA.A.1, 3.OA.A.2, 3.OA.A.3, 3.OA.B.5, 3.OA.B.7) Math in Action: Use the Four Operations (3.NBT.A.2, 3.OA.A.3, 3.OA.B.5, 3.OA.D.8)
Module 2: Place Value and Problem Solving with Units of Measure	
Topic A	20: Tell and Write Time (3.MD.A.1) 21: Solve Problems About Time (3.MD.A.1)
Topic B	22: Liquid Volume (3.MD.A.2) 23: Mass (3.MD.A.2)
Topic C	8: Use Place Value to Round Numbers (3.NBT.A.1)
Topic D	9: Use Place Value to Add and Subtract (3.NBT.A.2)
Topic E	9: Use Place Value to Add and Subtract (3.NBT.A.2)

EngageNY Module/Topic Grade 3	<i>Ready Mathematics</i> © 2016 Lesson(s) Grade 3
(Throughout Module)	Math in Action: Use Rounding and Operations (3.NBT.A.1, 3.NBT.A.2, 3.NBT.A.3, 3.OA.B.5, 3.OA.C.7) Math in Action: Solve Measurement Problems (3.MD.A.2, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6, 3.MD.C.7b, 3.OA.A.1, 3.MD.D.8, 3.NBT.A.2)
Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10	
Topic A	6: Multiplication and Division Facts (3.OA.A.4, 3.OA.C.7)
Topic B	3: Split Numbers to Multiply (3.OA.B.5)
Topic C	2: Use Order and Grouping to Multiply (3.OA.B.5)
Topic D	3: Split Numbers to Multiply (3.OA.B.5) 12: Model Two-Step Word Problems Using the Four Operations (3.OA.D.8)
Topic E	13: Solve Two-Step Word Problems Using the Four Operations (3.OA.D.8)
Topic F	2: Use Order and Grouping to Multiply (3.OA.B.5) 7: <i>Understand Patterns</i> (3.OA.D.9) 10: Use Place Value to Multiply (3.NBT.A.3)
(Throughout Module)	Math in Action: Use Multiplication and Division (3.OA.A.1, 3.OA.A.2, 3.OA.A.3, 3.OA.B.5, 3.OA.B.7) Math in Action: Use the Four Operations (3.NBT.A.2, 3.OA.A.3, 3.OA.B.5, 3.OA.D.8)
Module 4: Multiplication and Area	
Topic A	27: <i>Understand Area</i> (3.MD.C.5a, 3.MD.C.5b, 3.MD.C.5c, 3.MD.C.6)
Topic B	28: Multiply to Find Area (3.MD.C.7a, 3.MD.C.7b)
Topic C	28: Multiply to Find Area (3.MD.C.7a, 3.MD.C.7b)
Topic D	29: Add Areas (3.MD.C.7c, 3.MD.C.7d)
(Throughout Module)	Math in Action: Solve Measurement Problems (3.MD.A.2, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6, 3.MD.C.7b, 3.OA.A.1, 3.MD.D.8, 3.NBT.A.2)
Module 5: Fractions as Numbers on the Number Line	
Topic A	33: Divide Shapes Into Parts With Equal Areas (3.G.A.2)
Topic B	14: <i>Understand What a Fraction Is</i> (3.NF.A.1)
Topic C	18: <i>Understand Comparing Fractions</i> (3.NF.A.3.d)
Topic D	15: <i>Understand Fractions on a Number Line</i> (3.NF.A.2a, 3.NF.A.2b)
Topic E	16: <i>Understand Equivalent Fractions</i> (3.NF.A.3a) 17: Find Equivalent Fractions (3.NF.A.3b, 3.NF.A.3c)
Topic F	19: Use Symbols to Compare Fractions (3.NF.A.3.d)
(Throughout Module)	Math in Action: Use Fractions (3.NF.A.1, 3.NF.A.3a, 3.NF.A.3b, 3.NF.A.3d) Math in Action: Work with Shapes (3.G.A.1, 3.G.A.2, 3.MD.C.7a, 3.NF.A.1)
Module 6: Collecting and Displaying Data	
Topic A	24: Solve Problem Using Scaled Graphs (3.MD.B.3) 25: Draw Scaled Graphs (3.MD.B.3)
Topic B	26: Measure Length and Plot Data on Line Plots (3.MD.B.4)
(Throughout Module)	Math in Action: Solve Measurement Problems (3.MD.A.2, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6, 3.MD.C.7b, 3.OA.A.1, 3.MD.D.8, 3.NBT.A.2)
Module 7: Geometry and Measurement Word Problems	
Topic A	12: Model Two-Step Word Problems Using the Four Operations (3.OA.D.8) 13: Solve Two-Step Word Problems Using the Four Operations (3.OA.D.8)
Topic B	31: <i>Understand Properties of Shapes</i> (3.G.A.1)

EngageNY Module/Topic Grade 3	<i>Ready Mathematics</i> © 2016 Lesson(s) Grade 3
	32: Classifying Quadrilaterals (3.G.A.1)
Topic C	30: Connect Perimeter and Area (3.MD.D.8)
Topic D	26: Measure Length and Plot Data on Line Plots (3.MD.B.4)
Topic E	30: Connect Perimeter and Area (3.MD.D.8)
Topic F	No Corresponding Ready Lesson: End of Year Review
(Throughout Module)	Math in Action: Use the Four Operations (3.NBT.A.2, 3.OA.A.3, 3.OA.B.5, 3.OA.D.8) Math in Action: Solve Measurement Problems (3.MD.A.2, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6, 3.MD.C.7b, 3.OA.A.1, 3.MD.D.8, 3.NBT.A.2) Math in Action: Work with Shapes (3.G.A.1, 3.G.A.2, 3.MD.C.7a, 3.NF.A.1)

EngageNY Mathematics Grade 4 Correlation Table

The EngageNY curriculum modules for Grades K–8 use a highly integrated approach to address the Common Core Standards, often combining numerous standards, including those from different domains. Ready® lessons supplement this approach by focusing on specific standards and gauging deeper student understanding of the Common Core concepts and strategies through engaging questions and conversations.

We have examined each EngageNY module and created the table below, which identifies the point(s) in each module in which it would be appropriate to introduce a Ready lesson. Given the organization and approach of the EngageNY modules, Ready lessons may be taught in conjunction with a related lesson within a topic, or at the conclusion of the corresponding topic.

Please note that some Ready lessons are listed more than once within a module, especially when explicit instruction tied to a particular standard is spiraled across multiple topics. In those cases, it is at an educator’s discretion to decide where it is most appropriate for a Ready lesson to be taught within the sequence. Ready lessons may also repeat across modules, to address situations in which educators may not be using all EngageNY modules, or may be using them out of numbered sequence. We recommend using Ready lessons in their first occurrence, although educators may choose to revisit parts of Ready lessons as needed in later modules.

Italics indicate Ready “Focus on Math Concepts” lessons.

EngageNY Module/Topic Grade 4	Ready Mathematics © 2016 Lesson(s) Grade 4
EngageNY Module/Topic Grade 4	Ready Mathematics © 2016 Lesson(s) Grade 4
Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction	
Topic A	1: <i>Understand Place Value (4.NBT.A.1, 4.NBT.A.2)</i>
Topic B	2: Compare Whole Numbers (4.NBT.A.2)
Topic C	4: Round Whole Numbers (4.NBT.A.3)
Topic D	3: Add and Subtract Whole Numbers (4.NBT.B.4)
Topic E	3: Add and Subtract Whole Numbers (4.NBT.B.4)
Topic F	9: Model Multi-Step Problems (4.OA.A.3) 10: Solve Multi-Step Problems (4.OA.A.3)
(Throughout Module)	Math in Action: Work with Whole Numbers (4.NBT.A.2, 4.NBT.A.3, 4.NBT.B.4) Math in Action: Multiplication in Word Problems (4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.OA.B.4, 4.NBT.B.4)
Module 2: Unit Conversions and Problem Solving with Metric Measurement	
Topic A	23: Convert Measurements (4.MD.A.1)
Topic B	25: Length, Liquid Volume, and Mass (4.MD.A.2)
(Throughout Module)	Math in Action: Use Measurements (4.MD.A.1, 4.MD.A.2, 4.MD.A.3, 4.MD.B.4, 4.OA.A.2, 4.OA.B.4)
Module 3: Multi-Digit Multiplication and Division	
Topic A	5: <i>Understand Multiplication (4.OA.A.1)</i> 26: Perimeter and Area (4.MD.A.3)
Topic B	11: Multiply Whole Numbers (4.NBT.B.5)
Topic C	11: Multiply Whole Numbers (4.NBT.B.5)
Topic D	6: Multiplication and Division in Word Problems (4.OA.A.2)
Topic E	12: Divide Whole Numbers (4.NBT.B.6)
Topic F	7: Multiples and Factors (4.OA.B.4)
Topic G	12: Divide Whole Numbers (4.NBT.B.6)
Topic H	11: Multiply Whole Numbers (4.NBT.B.5)

EngageNY Module/Topic Grade 4		Ready Mathematics © 2016 Lesson(s) Grade 4	
(Throughout Module)	Math in Action: Multiplication in Word Problems (4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.OA.B.4, 4.NBT.B.4) Math in Action: Multiply and Divide Multi-Digit Numbers (4.NBT.B.5, 4.NBT.B.6, 4.OA.A.3)		
Module 4: Angle Measure and Plane Figures			
Topic A	31: Points, Lines, Rays, and Angles (4.G.A.1)		
Topic B	28: <i>Understand Angles</i> (4.MD.C.5.a, 4.MD.C.5.b) 29: Measure and Draw Angles (4.MD.C.6)		
Topic C	30: Add and Subtract With Angles (4.MD.C.7)		
Topic D	32: Classify Two-Dimensional Figures (4.G.A.2) 33: Symmetry (4.G.A.3)		
(Throughout Module)	Math in Action: Use Measurements (4.MD.A.1, 4.MD.A.2, 4.MD.A.3, 4.MD.B.4, 4.OA.A.2, 4.OA.B.4) Math in Action: Classify Shapes and Angles (4.G.A.1, 4.G.A.2, 4.G.A.3, 4.MD.C.6, 4.MD.C.7)		
Module 5: Fraction Equivalence, Ordering, and Operations			
Topic A	15: <i>Understand Fraction Addition and Subtraction</i> (4.NF.B.3a, 4.NF.B.3b)		
Topic B	13: <i>Understand Equivalent Fractions</i> (4.NF.A.1)		
Topic C	14: Compare Fractions (4.NF.A.2)		
Topic D	16: Add and Subtract Fractions (4.NF.B.3a, 4.NF.B.3d)		
Topic E	17: Add and Subtract Mixed Numbers (4.NF.B.3b, 4.NF.B.3c, 4.NF.B.3d)		
Topic F	17: Add and Subtract Mixed Numbers (4.NF.B.3b, 4.NF.B.3c, 4.NF.B.3d)		
Topic G	18: <i>Understand Fraction Multiplication</i> (4.NF.B.4a, 4.NF.B.4b) 19: Multiply Fractions (4.NF.B.4c) 27: Line Plots (4.MD.B.4)		
Topic H	8: Number and Shape Patterns (4.OA.C.5)		
(Throughout Module)	Math in Action: Use Fractions and Decimals (4.NF.A.1, 4.NF.A.2, 4.NF.B.3, 4.NF.B.4, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7)		
Module 6: Decimal Fractions			
Topic A	21: Relate Fractions and Decimals (4.NF.C.6)		
Topic B	20: Fractions as Tenths and Hundredths (4.NF.C.5)		
Topic C	22: Compare Decimals (4.NF.C.7)		
Topic D	20: Fractions as Tenths and Hundredths (4.NF.C.5)		
Topic E	24: Time and Money (4.MD.A.2)		
(Throughout Module)	Math in Action: Use Fractions and Decimals (4.NF.A.1, 4.NF.A.2, 4.NF.B.3, 4.NF.B.4, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7)		
Module 7: Exploring Measurement with Multiplication			
Topic A	23: Convert Measurements (4.MD.A.1)		
Topic B	25: Length, Liquid Volume, and Mass (4.MD.A.2)		
Topic C	25: Length, Liquid Volume, and Mass (4.MD.A.2)		
Topic D	No Corresponding Ready Lesson: End of Year Review		
(Throughout Module)	Math in Action: Use Measurements (4.MD.A.1, 4.MD.A.2, 4.MD.A.3, 4.MD.B.4, 4.OA.A.2, 4.OA.B.4)		

EngageNY Mathematics Grade 5 Correlation Table

The EngageNY curriculum modules for Grades K–8 use a highly integrated approach to address the Common Core Standards, often combining numerous standards, including those from different domains. Ready® lessons supplement this approach by focusing on specific standards and gauging deeper student understanding of the Common Core concepts and strategies through engaging questions and conversations.

We have examined each EngageNY module and created the table below, which identifies the point(s) in each module in which it would be appropriate to introduce a Ready lesson. Given the organization and approach of the EngageNY modules, Ready lessons may be taught in conjunction with a related lesson within a topic, or at the conclusion of the corresponding topic.

Please note that some Ready lessons are listed more than once within a module, especially when explicit instruction tied to a particular standard is spiraled across multiple topics. In those cases, it is at an educator’s discretion to decide where it is most appropriate for a Ready lesson to be taught within the sequence. Ready lessons may also repeat across modules, to address situations in which educators may not be using all EngageNY modules, or may be using them out of numbered sequence. We recommend using Ready lessons in their first occurrence, although educators may choose to revisit parts of Ready lessons as needed in later modules.

Italics indicate Ready “Focus on Math Concepts” lessons.

EngageNY Module/Topic Grade 5	Ready Mathematics © 2016 Lesson(s) Grade 5
Module 1: Place Value and Decimal Fractions	
Topic A	1: <i>Understand Place Value (5.NBT.A.1)</i> 2: <i>Understand Powers of Ten (5.NBT.A.2)</i>
Topic B	3: Read and Write Decimals (5.NBT.A.3a)
Topic C	4: Compare and Round Decimals (5.NBT.A.3b, 5.NBT.A.4)
Topic D	7: Add and Subtract Decimals (5.NBT.B.7)
Topic E	8: Multiply Decimals (5.NBT.B.7)
Topic F	9: Divide Decimals (5.NBT.B.7)
(Throughout Module)	Math in Action: Use Whole Numbers and Decimals (5.NBT.A.1, 5.NBT.A.2, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.B.5, 5.NBT.B.6, 5.NBT.B.7)
Module 2: Multi-Digit Whole Number and Decimal Fraction Operations	
Topic A	1: <i>Understand Place Value (5.NBT.A.1)</i> 2: <i>Understand Powers of Ten (5.NBT.A.2)</i>
Topic B	5: Multiply Whole Numbers (5.NBT.B.5)
Topic C	8: Multiply Decimals (5.NBT.B.7)
Topic D	21: Convert Measurement Units (5.MD.1) 22: Solve Word Problems Involving Conversions (5.MD.1)
Topic E	6: Divide Whole Numbers (5.NBT.B.6)
Topic F	6: Divide Whole Numbers (5.NBT.B.6)
Topic G	9: Divide Decimals (5.NBT.B.7)
Topic H	9: Divide Decimals (5.NBT.B.7)
(Throughout Module)	Math in Action: Use Whole Numbers and Decimals (5.NBT.A.1, 5.NBT.A.2, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.B.5, 5.NBT.B.6, 5.NBT.B.7) Math in Action: Work with Measurement and Data (5.MD.A.1, 5.MD.C.3a, 5.MD.C.3b, 5.MD.C.4, 5.MD.C.5a, 5.MD.C.5b, 5.MD.C.5c, 5.NBT.B.5)
Module 3: Addition and Subtraction of Fractions	
Topic A	Grade 4, Lesson 13: <i>Understand Equivalent Fractions (4.NF.A.1)</i>
Topic B	10: Add and Subtract Fractions (5.NF.A.1)

EngageNY Module/Topic Grade 5		Ready Mathematics © 2016 Lesson(s) Grade 5	
Topic C		10: Add and Subtract Fractions (5.NF.A.1)	
Topic D		11: Add and Subtract Fractions in Word Problems (5.NF.A.2)	
(Throughout Module)		Math in Action: Use Fractions (5.NF.A.1, 5.NF.A.2, 5.NF.B.4, 5.NF.B.6, 5.NF.B.7)	
Module 4: Multiplication and Division of Fractions and Decimal Fractions			
Topic A		23: Make Line Plots and Interpret Data (5.MD.B.2)	
Topic B		12: Fractions as Division (5.NF.B.3)	
Topic C		13: <i>Understand Products of Fractions</i> (5.NF.B.4a)	
Topic D		16: Multiply Fractions in Word Problems (5.NF.B.6)	
Topic E		13: <i>Understand Products of Fractions</i> (5.NF.B.4a)	
Topic F		15: <i>Understand Multiplication as Scaling</i> (5.NF.B.5a, 5.NF.B.5b)	
Topic G		17: <i>Understand Division with Unit Fractions</i> (5.NF.B.7a, 5.NF.B.7b) 18: Divide Unit Fractions in Word Problems (5.NF.B.7c)	
Topic H		19: Evaluate and Write Expressions (5.OA.A.1, 5.OA.A.2)	
(Throughout Module)		Math in Action: Use Fractions (5.NF.A.1, 5.NF.A.2, 5.NF.B.4, 5.NF.B.6, 5.NF.B.7) Math in Action: Expressions, Patterns, and Relationships (5.OA.A.1, 5.OA.A.2, 5.OA.B.3, 5.NBT.B.7, 5.NF.B.6)	
Module 5: Addition and Multiplication with Volume and Area			
Topic A		24: <i>Understand Volume</i> (5.MD.C.3a, 5.MD.C.3b) 25: Find Volume Using Unit Cubes (5.MD.C.4)	
Topic B		26: <i>Understand Volume</i> (5.MD.C.5a, 5.MD.C.5b) 27: Find Volume Using Unit Cubes (5.MD.C.5c)	
Topic C		14: Multiply Fractions Using an Area Model (5.NF.B.4b)	
Topic D		30: Classify Two-Dimensional Figures (5.G.B.4) 31: <i>Understand Properties of Two-Dimensional Figures</i> (5.G.B.3)	
(Throughout Module)		Math in Action: Work with Measurement and Data (5.MD.A.1, 5.MD.C.3a, 5.MD.C.3b, 5.MD.C.4, 5.MD.C.5a, 5.MD.C.5b, 5.MD.C.5c, 5.NBT.B.5) Math in Action: Work with Geometry and Coordinates (5.G.A.1, 5.G.A.2, 5.G.B.3, 5.G.B.4)	
Module 6: Problem Solving with the Coordinate Plane			
Topic A		28: <i>Understand the Coordinate Plane</i> (5.G.A.1)	
Topic B		20: Analyze Patterns and Relationships (5.OA.B.3)	
Topic C		29: Graph Points in the Coordinate Plane (5.G.A.2)	
Topic D		29: Graph Points in the Coordinate Plane (5.G.A.2)	
Topic E		No Corresponding Ready Lesson: Multi-Step Word Problem Practice	
Topic F		No Corresponding Ready Lesson: End of Year Review	
(Throughout Module)		Math in Action: Work with Geometry and Coordinates (5.G.A.1, 5.G.A.2, 5.G.B.3, 5.G.B.4)	

EngageNY Mathematics Grade 6 Correlation Table

The EngageNY curriculum modules for Grades K–8 use a highly integrated approach to address the Common Core Standards, often combining numerous standards, including those from different domains. Ready® lessons supplement this approach by focusing on specific standards and gauging deeper student understanding of the Common Core concepts and strategies through engaging questions and conversations.

We have examined each EngageNY module and created the table below, which identifies the point(s) in each module in which it would be appropriate to introduce a Ready lesson. Given the organization and approach of the EngageNY modules, Ready lessons may be taught in conjunction with a related lesson within a topic, or at the conclusion of the corresponding topic.

Please note that some Ready lessons are listed more than once within a module, especially when explicit instruction tied to a particular standard is spiraled across multiple topics. In those cases, it is at an educator’s discretion to decide where it is most appropriate for a Ready lesson to be taught within the sequence. Ready lessons may also repeat across modules, to address situations in which educators may not be using all EngageNY modules, or may be using them out of numbered sequence. We recommend using Ready lessons in their first occurrence, although educators may choose to revisit parts of Ready lessons as needed in later modules.

Italics indicate Ready “Focus on Math Concepts” lessons.

EngageNY Module/Topic Grade 6	Ready Mathematics © 2014 Lesson(s) Grade 6
Module 1: Ratios and Unit Rates	
Topic A	1: Ratios (6.RP.A.1)
Topic B	3: Equivalent Ratios (6.RP.A.3a)
Topic C	2: <i>Understand Unit Rate</i> (6.RP.A.2) 4: Solve Problems with Unit Rate (6.RP.A.3b, 6.RP.A.3d)
Topic D	5: Solve Problems with Percent (6.RP.A.3c)
Module 2: Arithmetic Operations Including Dividing by a Fraction	
Topic A	6: <i>Understand Division with Fractions</i> (6.NS.A.1) 7: Divide with Fractions (6.NS.A.1)
Topic B	9: Add and Subtract Decimals (6.NS.B.3) 10: Multiply and Divide Decimals (6.NS.B.3)
Topic C	8: Divide Multi-Digit Numbers (6.NS.B.2) 10: Multiply and Divide Decimals (6.NS.B.3)
Topic D	11: Common Factors and Multiples (6.NS.B.4)
Module 3: Rational Numbers	
Topic A	12: <i>Understand Positive and Negative Numbers</i> (6.NS.C.5, 6.NS.C.6.a, 6.NS.C.6.c)
Topic B	13: Absolute Value and Ordering Numbers (6.NS.C.5, 6.NS.C.7.a, 6.NS.C.7.b, 6.NS.C.7.c, 6.NS.C.7.d)
Topic C	14: The Coordinate Plane (6.NS.C.6.b, 6.NS.C.6.c, 6.NS.C.8)
Module 4: Expressions and Equations	
Topic A	17: Equivalent Expressions (6.EE.A.3, 6.EE.A.4)
Topic B	15: Numerical Expressions with Exponents (6.EE.A.1)
Topic C	16: Algebraic Expressions (6.EE.A.2.a, 6.EE.A.2.b, 6.EE.A.2.c)
Topic D	17: Equivalent Expressions (6.EE.A.3, 6.EE.A.4)
Topic E	16: Algebraic Expressions (6.EE.A.2.a, 6.EE.A.2.b, 6.EE.A.2.c)
Topic F	16: Algebraic Expressions (6.EE.A.2.a, 6.EE.A.2.b, 6.EE.A.2.c) 17: Equivalent Expressions (6.EE.A.3, 6.EE.A.4)

EngageNY Module/Topic Grade 6	<i>Ready Mathematics</i> © 2014 Lesson(s) Grade 6
Topic G	18: <i>Understand Solutions to Equations</i> (6.EE.B.5) 19: Solve Equations (6.EE.B.6, 6.EE.B.7)
Topic H	20: Solve Inequalities (6.EE.B.5, 6.EE.B.8) 21: Dependent and Independent Variables (6.EE.C.9)
Module 5: Area, Surface Area, and Volume Problems	
Topic A	22: Area of Polygons (6.G.A.1)
Topic B	23: Polygons in the Coordinate Plane (6.G.A.3)
Topic C	25: Volume (6.G.A.2)
Topic D	24: Nets and Surface Area (6.G.A.4)
Module 6: Statistics	
Topic A	26: <i>Understand Statistical Questions</i> (6.SP.A.1) 28: Display Data on Dot Plots, Histograms, and Box Plots (6.SP.B.4)
Topic B	27: Measures of Center and Variability (6.SP.A.2, 6.SP.A.3)
Topic C	29: Analyze Numerical Data (6.SP.B.5a, 6.SP.B.5b, 6.SP.B.5c, 6.SP.B.5d)
Topic D	29: Analyze Numerical Data (6.SP.B.5a, 6.SP.B.5b, 6.SP.B.5c, 6.SP.B.5d)

EngageNY Mathematics Grade 7 Correlation Table

The EngageNY curriculum modules for Grades K–8 use a highly integrated approach to address the Common Core Standards, often combining numerous standards, including those from different domains. Ready® lessons supplement this approach by focusing on specific standards and gauging deeper student understanding of the Common Core concepts and strategies through engaging questions and conversations.

We have examined each EngageNY module and created the table below, which identifies the point(s) in each module in which it would be appropriate to introduce a Ready lesson. Given the organization and approach of the EngageNY modules, Ready lessons may be taught in conjunction with a related lesson within a topic, or at the conclusion of the corresponding topic.

Please note that some Ready lessons are listed more than once within a module, especially when explicit instruction tied to a particular standard is spiraled across multiple topics. In those cases, it is at an educator’s discretion to decide where it is most appropriate for a Ready lesson to be taught within the sequence. Ready lessons may also repeat across modules, to address situations in which educators may not be using all EngageNY modules, or may be using them out of numbered sequence. We recommend using Ready lessons in their first occurrence, although educators may choose to revisit parts of Ready lessons as needed in later modules.

Italics indicate Ready “Focus on Math Concepts” lessons.

EngageNY Module/Topic Grade 7		Ready Mathematics © 2014 Lesson(s) Grade 7
Module 1: Ratios and Proportional Relationships		
Topic A	10: <i>Understand Proportional Relationships</i> (7.RP.A.2a, 7.RP.A.2b)	
Topic B	11: Equations for Proportional Relationships (7.RP.A.2c, 7.RP.A.2d)	
Topic C	9: Ratios Involving Complex Fractions (7.RP.A.1) 12: Problem Solving with Proportional Relationships (7.RP.A.3) 13: Proportional Relationships (7.RP.A.3)	
Topic D	22: Scale Drawings (7.G.A.1, 7.RP.A.1)	
Module 2: Rational Numbers		
Topic A	1: <i>Understand Addition of Positive and Negative Integers</i> (7.NS.A.1a, 7.NS.A.1b) 2: <i>Understand Subtraction of Positive and Negative Integers</i> (7.NS.A.1c) 3: Add and Subtract Positive and Negative Integers (7.NS.A.1d) 7: Add and Subtract Rational Numbers (7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1c, 7.NS.A.1d)	
Topic B	4: Multiply and Divide Positive and Negative Integers (7.NS.A.2a, 7.NS.A.2b, 7.NS.A.2c) 5: Terminating and Repeating Decimals (7.NS.A.2d) 6: Multiply and Divide Rational Numbers (7.NS.A.2a, 7.NS.A.2b, 7.NS.A.2c)	
Topic C	8: Solve Problems with Rational Numbers (7.NS.A.3, 7.EE.B.3)	
Module 3: Expressions and Equations		
Topic A	14: Equivalent Linear Expressions (7.EE.A.1) 15: Writing Linear Expressions (7.EE.A.2)	
Topic B	16: Solve Problems with Equations (7.EE.B.3, 7.EE.B.4a) 17: Solve Problems with Inequalities (7.EE.B.3, 7.EE.B.4b) 18: Problem Solving with Angles (7.G.B.5)	
Topic C	20: Area of Composed Figures (7.G.B.6) 21: Area and Circumference of a Circle (7.G.B.4) 23: Volume of Solids (7.G.B.6)	

EngageNY Module/Topic Grade 7		Ready Mathematics © 2014 Lesson(s) Grade 7
		24: Surface Area of Solids (7.G.B.6)
Module 4: Percent and Proportional Relationships		
Topic A		12: Problem Solving with Proportional Relationships (7.RP.A.3)
Topic B		13: Proportional Relationships (7.RP.A.3)
Topic C		22: Scale Drawings (7.G.A.1, 7.RP.A.1)
Topic D		12: Problem Solving with Proportional Relationships (7.RP.A.3) 13: Proportional Relationships (7.RP.A.3)
Module 5: Statistics and Probability		
Topic A		30: <i>Understand Probability Concepts</i> (7.SP.C.5) 31: Experimental Probability (7.SP.C.6) 33: Probability of Compound Events (7.SP.C.8a, 7.SP.C.8b, 7.SP.C.8c)
Topic B		32: Probability Models (7.SP.C.7a, 7.SP.C.7b)
Topic C		26: <i>Understand Random Samples</i> (7.SP.A.1) 27: Making Statistical Inferences (7.SP.A.2)
Topic D		28: Using Mean and Mean Absolute Deviation to Compare Data (7.SP.B.3) 29: Using Measures of Center and Variability to Compare Data (7.SP.B.4)
Module 6: Geometry		
Topic A		18: Problem Solving with Angles (7.G.B.5)
Topic B		19: <i>Understand Conditions for Drawing Triangles</i> (7.G.A.2)
Topic C		25: <i>Understand Plane Sections of Prisms and Pyramids</i> (7.G.A.3)
Topic D		20: Area of Composed Figures (7.G.B.6) 21: Area and Circumference of a Circle (7.G.B.4) 24: Surface Area of Solids (7.G.B.6)
Topic E		23: Volume of Solids (7.G.B.6)

EngageNY Mathematics Grade 8 Correlation Table

The EngageNY curriculum modules for Grades K–8 use a highly integrated approach to address the Common Core Standards, often combining numerous standards, including those from different domains. Ready® lessons supplement this approach by focusing on specific standards and gauging deeper student understanding of the Common Core concepts and strategies through engaging questions and conversations.

We have examined each EngageNY module and created the table below, which identifies the point(s) in each module in which it would be appropriate to introduce a Ready lesson. Given the organization and approach of the EngageNY modules, Ready lessons may be taught in conjunction with a related lesson within a topic, or at the conclusion of the corresponding topic.

Please note that some Ready lessons are listed more than once within a module, especially when explicit instruction tied to a particular standard is spiraled across multiple topics. In those cases, it is at an educator’s discretion to decide where it is most appropriate for a Ready lesson to be taught within the sequence. Ready lessons may also repeat across modules, to address situations in which educators may not be using all EngageNY modules, or may be using them out of numbered sequence. We recommend using Ready lessons in their first occurrence, although educators may choose to revisit parts of Ready lessons as needed in later modules.

Italics indicate Ready “Focus on Math Concepts” lessons.

EngageNY Module/Topic Grade 8	<i>Ready Mathematics</i> © 2014 Lesson(s) Grade 8
Module 1: Integer Exponents and Scientific Notation	
Topic A	1: Properties of Integer Exponents (8.EE.A.1)
Topic B	4: Scientific Notation (8.EE.A.3) 5: Operations and Scientific Notation (8.EE.A.4)
Module 2: The Concept of Congruence	
Topic A	18: <i>Understand Properties of Transformations</i> (8.G.A.1a, 8.G.A.1b, 8.G.A.1c)
Topic B	19: Transformations and Congruence (8.G.A.2, 8.G.A.3)
Topic C	21: <i>Understand Angle Relationships</i> (8.G.A.5) 22: <i>Understand Angle Relationships in Triangles</i> (8.G.A.5)
Topic D	23: Understand the Pythagorean Theorem (8.G.B.6) 24: Solve Problems Using the Pythagorean Theorem (8.G.B.7)
Module 3: Similarity	
Topic A	20: Transformations and Similarity (8.G.A.3, 8.G.A.4)
Topic B	22: <i>Understand Angle Relationships in Triangles</i> (8.G.A.5)
Topic C	23: <i>Understand the Pythagorean Theorem</i> (8.G.B.6)
Module 4: Linear Equations	
Topic A	13: Solve Linear Equations with Rational Coefficients (8.EE.C.7b) 14: Solutions of Linear Equations (8.EE.C.7a)
Topic B	11: Represent Proportional Relationships (8.EE.B.5)
Topic C	12: <i>Understand the Slope-Intercept Equation for a Line</i> (8.EE.B.6)
Topic D	15: <i>Understand Systems of Equations</i> (8.EE.C.8.a) 16: Solve Systems of Equations Algebraically (8.EE.C.8.b) 17: Solve Problems Using Systems of Equations (8.EE.C.8.c)
Topic E	24: Solve Problems Using the Pythagorean Theorem (8.G.B.7)

EngageNY Module/Topic Grade 8		Ready Mathematics © 2014 Lesson(s) Grade 8
Module 5: Examples of Functions from Geometry		
Topic A	6: <i>Understand Functions</i> (8.F.A.1) 7: Compare Functions (8.F.A.2) 8: <i>Understand Linear Functions</i> (8.F.A.3)	
Topic B	26: <i>Understand Volume of Cylinders, Cones, and Sphere</i> (8.G.C.9)	
Module 6: Linear Functions		
Topic A	9: Analyze Linear Functions (8.F.B.4) 10: Graphs of Functional Relationships (8.F.B.5)	
Topic B	28: Scatter Plots (8.SP.A.1) 29: Scatter Plots and Linear Models (8.SP.A.2)	
Topic C	30: Solve Problems with Linear Models (8.SP.A.3)	
Topic D	31: Categorical Data in Frequency Tables (8.SP.A.4)	
Module 7: Introduction to Irrational Numbers Using Geometry		
Topic A	2: Square Roots and Cube Roots (8.EE.A.2)	
Topic B	3: <i>Understand Rational and Irrational Numbers</i> (8.NS.A.1, 8.NS.A.2)	
Topic C	25: Distance in the Coordinate Plane (8.G.B.8)	
Topic D	27: Solve Problems with Cylinders, Cones, and Spheres (8.G.C.9)	

Appendix D

Yearly Academic Calendar

BH2 STREAM School



The BH2 STREAM School

2026-2027 CALENDAR

JULY 2026

- 04- Independence Day
- 13- 1st day for Scholars & Dads bring your kids to School Day

JULY 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2027

- 01- New Year's Day/ No School
- 04-08- Remediation Week
- 11- Q3 begins
- 18- MLK, Jr. birthday/ No School

AUGUST 2026

- 14- Relaxation Day (No School)

AUGUST 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEBRUARY 2027

- 01- 1st day of Black History Month
- 02- Groundhog Day
- 10- Ash Wednesday
- 12- Relaxation Day & Lincoln's birthday
- 14- Valentine's Day
- 15- President's Day & Washington's birthday

SEPTEMBER 2026

- 07- Labor Day/ No School
- 11- Early Release & Last day of Q1
- 13- Grandparent's Day
- 14-25- Intercession
- 15- 1st day of Hispanic Heritage Month
- 17- Citizenship Day
- 20- Yom Kippur begins at sundown
- 25- Native American Day

SEPTEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MARCH 2027

- 01- 1st day of Women's History Month
- 02- Read Across America Day
- 14- Daylight Saving (Start)
- 17- St. Patrick's Day
- 19- Last day of Q3
- 22-31- Intercession
- 26- Good Friday
- 28- Easter

OCTOBER 2026

- 01- Remediation Week (continued From September 28th)
- 05- Q2 begins & World Teacher's Day
- 07- Walk & Roll to School Day
- 12- Columbus Day & Indigenous Peoples Day
- 16- Boss's Day
- 31- Halloween

OCTOBER 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL 2027

- 01- Passover begins at sundown
- 05-09- Remediation Week
- 12- Q4 begins
- 15- Tax Day
- 22- Earth Day
- 29- Poem in Your Pocket Day

NOVEMBER 2026

- 01- All Saints' Day, 1st day of Native American Heritage Month & Daylight Savings (End)
- 03- Election Day
- 11- Veterans Day/ No School
- 24- Thanksgiving Lunch Day
- 25-27 - Thanksgiving Break / No School
- 27- Native American Heritage Day

NOVEMBER 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2027						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY 2027

- 01- 1st day of Asian Pacific American Heritage Month
- 05- Cinco de Mayo & Bike and Roll to School Day
- 07- School Lunch Hero Day
- 09- Mother's Day
- 15- Armed Forces Day
- 31- Memorial Day /No School

DECEMBER 2026

- 07- Pearl Harbor Remembrance Day
- 11- Early Release & Last day of Q2
- 14-31- Intercession
- 24- Christmas Eve
- 25- Christmas Day
- 26- Kwanzaa begins
- 31- New Year's Eve

DECEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
29	30	31				

JUNE 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE 2027

- 01- 1st day of LGBTQ+ Pride Month
- 11- Early Release & Last day of Q4
- 14- Flag Day
- 14-17- Remediation Week
- 18- Juneteenth/ No School
- 19- Juneteenth
- 20- Father's Day
- July 19- Q1 begins the 27-28 school year

Scholars Return to School

Early Release at 1:00 pm

Intercession

Remediation

Last Day of the Quarter

Relaxation Days

Holidays & Observances

Holidays (No School)

Teacher Workdays: 7.7, 7.8, 7.9, 7.10, 10.1, 10.2, 1.7, 1.8, 4.8, 4.9, 6.16, 6.17

BH2 STREAM School 2026-2027 (Instructional Days and Hours)

Month	# of Days with Scholars	# of Hours with Scholars	Formula
July 2026	15	99	12 full days x 7 hours + 3 early release days x 5 hours = 99 hours
August 2026	20	134	17 full days x 7 hours + 3 early release days x 5 hours = 134 hours
September 2026	8	52	6 full days x 7 hours + 2 early release days x 5 hours = 52 hours
October 2026	20	132	16 full days x 7 hours + 4 early release days x 5 hours = 132 hours
November 2026	17	113	14 full days x 7 hours + 3 early release days x 5 hours = 113 hours
December 2026	9	59	7 full days x 7 hours + 2 early release days x 5 hours = 59 hours
January 2027	14	92	11 full days x 7 hours + 3 early release days x 5 hours = 92 hours
February 2027	19	127	16 full days x 7 hours + 3 early release days x 5 hours = 127 hours
March 2027	15	99	12 full days x 7 hours + 3 early release days x 5 hours = 99 hours
April 2027	15	99	12 full days x 7 hours + 3 early release days x 5 hours = 99 hours
May 2027	20	132	16 full days x 7 hours + 4 early release days x 5 hours = 132 hours
June 2027	9	59	7 full days x 7 hours + 2 early release days x 5 hours = 59 hours
Yearly Total	181	1,197	
Remediation Days	19	127	16 full days x 7 hours + 3 early release days x 5 hours = 127 hours

Appendix E

Daily and Weekly Schedule for
Each Grade Band the School Will
Ultimately Serve

BH2 STREAM School



BH2 Master Schedule (K-5)

FOSL/Grade	8:00 AM	8:05 AM	8:10 AM	8:15 AM	8:20 AM	8:25 AM	8:30 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:40 AM	11:45 AM	11:50 AM	11:55 AM	12:00 PM	12:05 PM	12:10 PM	12:15 PM	12:20 PM	12:25 PM	12:30 PM	12:35 PM	12:40 PM	12:45 PM	12:50 PM	12:55 PM	1:00 PM	1:05 PM	1:10 PM	1:15 PM	1:20 PM	1:25 PM	1:30 PM	1:35 PM	1:40 PM	1:45 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM	2:30 PM	2:35 PM	2:40 PM	2:45 PM	2:50 PM	2:55 PM	3:00 PM	3:05 PM	3:10 PM
Kindergarten FOSL KA: Stream, Stella	TT	Block 1 (150) KA															I/E (50)					Lunch (30)			Encore (60)					Recess (30)			Block 2 (75) KA					Block 3 (30) KA																																																	
Kindergarten FOSL KB: Stream, Steven	TT	Block 1 (150) KB															I/E (50)					Lunch (30)			Encore (60)					Recess (30)			Block 2 (75) KB					Block 3 (30) KB																																																	
1st Grade FOSL 1A: Stream, Stephanie	TT	Block 1 (150) 1A															Lunch (30)			Recess (30)			Block 2A (20) 1A		Encore (60)					Block 2B (70) 1A					I/E (35)			Block 3 (30) 1A																																																	
1st Grade FOSL 1B: Stream, Stuart	TT	Block 1 (150) 1B															Lunch (30)			Recess (30)			Block 2A (20) 1B		Encore (60)					Block 2B (70) 1B					I/E (35)			Block 3 (30) 1B																																																	
2nd Grade FOSL 2A: Stream, Stephania	TT	Block 1A (90) 2A					Encore (60)										I/E (35)			Lunch (30)			Block 1B (60) 2A					Block 2 (90) 2A					Recess (30)			Block 3 (30) 2A																																																			
2nd Grade FOSL 2B: Stream, Sterling	TT	Block 1A (90) 2B					Encore (60)										I/E (35)			Lunch (30)			Block 1B (60) 2B					Block 2 (90) 2B					Recess (30)			Block 3 (30) 2B																																																			
3rd Grade FOSL 3A: Stream, Stacy	TT	Block 1 (90) 3A					Encore (60)										Block 2 (90) 3B					Lunch (30)			Block 3 (90) 3B					I/E (35)			Recess (30)																																																						
3rd Grade FOSL 3B: Stream, Stiles	TT	Block 1 (90) 3B					Encore (60)										Block 2 (90) 3A					Lunch (30)			Block 3 (90) 3A					I/E (35)			Recess (30)																																																						
4th Grade FOSL 4A: Stream, Stormy	TT	Block 1 (90) 4A					Block 2 (90) 4B										Block 3 (90) 4B					Lunch (30)			I/E (35)			Recess (30)			Encore (60)																																																								
4th Grade FOSL 4B: Stream, Stedman	TT	Block 1 (90) 4B					Block 2 (90) 4A										Block 3 (90) 4A					Lunch (30)			I/E (35)			Recess (30)			Encore (60)																																																								
5th Grade FOSL 5A: Stream, Stacia	TT	Block 1 (90) 5A					Block 2 (90) 5B										I/E (35)			Block 3A (15) 5B		Recess (30)			Lunch (30)			Block 3B (75) 5B					Encore (60)																																																						
5th Grade FOSL 5B: Stream, Stratford	TT	Block 1 (90) 5B					Block 2 (90) 5A										I/E (35)			Block 3A (15) 5B		Recess (30)			Lunch (30)			Block 3B (75) 5B					Encore (60)																																																						

LEGEND	ELA	Math	Science	Science/SS
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Planning/PLCs

Encore			Professional Learning Communities
	8:00 am - 8:10 am (10 minutes)		Mondays- Coaching Conversations
	9:10 am - 9:40 am (30 minutes)		Tuesdays- Reading Unpacking/Lesson Practice
	10:40 am - 12:00 pm (80 minutes)		Wednesdays- Reading Data and MTSS
	1:00 pm - 2:15 pm (75 minutes)		Thursdays- Math/Science Unpacking/Lesson Practice
			Fridays- Math/Science Data and MTSS
Kindergarten	12:00 noon - 1:00 pm (60 minutes)		
			1st Fridays at 1:30 pm are Staff Meeting PLCs.
1st Grade	12:00 noon - 1:00 pm (60 minutes)		2nd Fridays at 1:30 pm are SIT PLCs.
			3rd Fridays at 1:30 pm are Action Team PLCs.
2nd Grade	9:40 am - 10:40 am (60 minutes)		4th Fridays at 1:30 pm are Vertical PLCs.
3rd Grade	9:40 am - 10:40 am (60 minutes)		PLC Times
			K/1= 12:00 noon - 1:00 pm
4th Grade	2:15 pm - 3:15 am (60 minutes)		2/3= 9:40 am - 10:40 am
		4/5= 2:15 pm - 3:15 pm	
5th Grade	2:15 pm - 3:15 am (60 minutes)		

Overview

	Lunch		Recess		I/E		Encore		Small Group		Planning	Professional Learning Communities
K	11:30-12:00		1:00-1:30		10:40-11:30		12:00-1:00		TBD		12:00-1:00 (60 minutes)	Mondays- Coaching Conversations
1	10:40-11:10		11:10-11:40		2:10-2:45		12:00-1:00		TBD		12:00-1:00 (60 minutes)	Tuesdays- Reading Unpacking Standards/Lesson Practice
2	11:15-11:45		2:15-2:45		10:40-11:15		9:40-10:40		TBD		9:40-10:40 (60 minutes)	Wednesdays-Reading Data & MTSS
3	12:10-12:40		2:45-3:15		2:10-2:45		9:40-10:40		TBD		9:40-10:40 (60 minutes)	Thursdays- Math/Science Unpacking Standards/Lesson Practice
4	12:40 -1:10		1:45-2:15		1:10-1:45		2:15-3:15		TBD		2:15-3:15 (60 minutes)	Fridays- Math/Science Data & MTSS
5	12:30-1:00		12:00-12:30		11:10- 11:45		2:15-3:15		TBD		2:15-3:15 (60 minutes)	<i>PLCs are also each Friday at 1:30 pm.</i>

Encore Rotation

ENCORE:	9:40-10:40	2nd and 3rd Grade		
Class	Week 1, Day 1	Week 1, Day 2	Week 1, Day 3	Week 1, Day 4
2A: Stream, Stephania	Vis. Arts	Theatre	Dance	Dig. Lit.
2B: Stream, Sterling	Health/PE	Vis. Arts	Theatre	Dance
3A: Stream, Stacy	Inst. Music	Health/PE	Vis. Arts	Theatre
3B: Stream, Stiles	Voc. Music	Inst. Music	Health/PE	Vis. Arts
	Week 2, Day 1	Week 2, Day 2	Week 2, Day 3	Week 2, Day 4
2A: Stream, Stephania	STEM	Voc. Music	Inst. Music	Health/PE
2B: Stream, Sterling	Dig. Lit.	STEM	Voc. Music	Inst. Music
3A: Stream, Stacy	Dance	Dig. Lit.	STEM	Voc. Music
3B: Stream, Stiles	Theatre	Dance	Dig. Lit.	STEM

ENCORE:	12:00-1:00	Kindergarten and 1st Grade		
Class	Week 1, Day 1	Week 1, Day 2	Week 1, Day 3	Week 1, Day 4
KA: Stream, Stella	Vis. Arts	Theatre	Dance	Dig. Lit.
KB: Stream, Steven	Health/PE	Vis. Arts	Theatre	Dance
1A: Stream, Stephanie	Inst. Music	Health/PE	Vis. Arts	Theatre
1B: Stream, Stuart	Voc. Music	Inst. Music	Health/PE	Vis. Arts
	Week 2, Day 1	Week 2, Day 2	Week 2, Day 3	Week 2, Day 4
KA: Stream, Stella	STEM	Voc. Music	Inst. Music	Health/PE
KB: Stream, Steven	Dig. Lit.	STEM	Voc. Music	Inst. Music
1A: Stream, Stephanie	Dance	Dig. Lit.	STEM	Voc. Music
1B: Stream, Stuart	Theatre	Dance	Dig. Lit.	STEM

ENCORE:	2:15-3:15	4th and 5th Grade		
Class	Day 1	Day 2	Day 3	Day 4
Scholars in 4th and 5th Grade will audition and be interviewed for a major and a minor inclusive of Visual Arts, Health/Physical Education, Instrumental Music, Vocal Music, STEM, Digital Literacy (Creative Writing), Dance, and Theatre Arts. Days 1 through 3 are reserved for majors, while Day 4 is reserved for minors.				

**Day 5 for all scholars will be inclusive of Fun Friday during Encore.*

BH2 STREAM Master Schedule (6-8)

FOSL/Grade	8:00 AM	8:05 AM	8:10 AM	8:15 AM	8:20 AM	8:25 AM	8:30 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:40 AM	11:45 AM	11:50 AM	11:55 AM	12:00 PM	12:05 PM	12:10 PM	12:15 PM	12:20 PM	12:25 PM	12:30 PM	12:35 PM	12:40 PM	12:45 PM	12:50 PM	12:55 PM	1:00 PM	1:05 PM	1:10 PM	1:15 PM	1:20 PM	1:25 PM	1:30 PM	1:35 PM	1:40 PM	1:45 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM	2:30 PM	2:35 PM	2:40 PM	2:45 PM	2:50 PM	2:55 PM	3:00 PM	3:05 PM	3:10 PM
6th Grade FOSL 6A: Stream, Starla	TT	Encore (60)						Block 1 (90) 6A						Gym/STEM (30)			Block 2A (40) 6B			Lunch (30)			Block 2B (40) 6B			Block 3 (90) 6B						I/E (35)																																																							
6th Grade FOSL 6B: Stream, Stone	TT	Encore (60)						Block 1 (90) 6B						Gym/STEM (30)			Block 2A (40) 6A			Lunch (30)			Block 2B (40) 6A			Block 3 (90) 6A						I/E (35)																																																							
7th Grade FOSL 7A: Stream, Star	TT	Encore (60)						Block 1 (90) 7A						Block 2A (15) 7B			Lunch (30)			Block 2B (75) 7B						I/E (35)			Block 3A (30) 7B			Gym/STEM (30)			Block 3B (60) 7B																																																				
7th Grade FOSL 7B: Stream, Stetson	TT	Encore (60)						Block 1 (90) 7B						Block 2A (15) 7A			Lunch (30)			Block 2B (75) 7A						I/E (35)			Block 3A (30) 7A			Gym/STEM (30)			Block 3B (60) 7A																																																				
8th Grade FOSL 2A: Stream, Stevana	TT	Encore (60)						Gym/STEM (30)			Block 1 (90) 8A						Block 2 (90) 8B						Block 3A (25) 8B			Lunch (30)			Block 3B (65) 8B						I/E (35)																																																				
8th Grade FOSL 2B: Stream, Stosh	TT	Encore (60)						Gym/STEM (30)			Block 1 (90) 8B						Block 2 (90) 8A						Block 3A (25) 8A			Lunch (30)			Block 3B (65) 8A						I/E (35)																																																				

LEGEND	ELA	Math	Science
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Planning/PLCs

Encore			Professional Learning Communities
	8:00 am - 8:10 am (10 minutes)		Mondays- Coaching Conversations
	9:10 am - 9:40 am (30 minutes)		Tuesdays- Reading Unpacking/Lesson Practice
	10:40 am - 12:00 pm (80 minutes)		Wednesdays- Reading Data and MTSS
	1:00 pm - 2:15 pm (75 minutes)		Thursdays- Math/Science Unpacking/Lesson Practice
			Fridays- Math/Science Data and MTSS
6th Grade	8:10 am - 9:10 am (60 minutes)		
			1st Fridays at 1:30 pm are Staff Meeting PLCs.
7th Grade	8:10 am - 9:10 am (60 minutes)		2nd Fridays at 1:30 pm are SIT PLCs.
			3rd Fridays at 1:30 pm are Action Team PLCs.
8th Grade	8:10 am - 9:10 am (60 minutes)		4th Fridays at 1:30 pm are Vertical PLCs.
			PLC Times
			6th, 7th, and 8th Grade= 8:10 am - 9:10 am

Lunch

Lunch Blocks	6A	6B	7A	7B	8A	8B
10:40						
10:45						
10:50						
10:55						
11:00						
11:05						
11:10						
11:15						
11:20						
11:25						
11:30						
11:35						
11:40						
11:45						
11:50						
11:55						
12:00						
12:05						
12:10						
12:15						
12:20						
12:25						
12:30						
12:35						
12:40						
12:45						
12:50						
12:55						
1:00						
1:05						
1:10						
1:15						
1:20						
1:25						
1:30						

Overview

	Lunch		Recess		I/E		Encore		Small Group		Planning	Professional Learning Communities
6	11:50-12:20		1:00-1:30		2:40-3:15		8:10-9:10		TBD		8:10-9:10 (60 minutes)	Mondays- Coaching Conversations Tuesdays- Reading Unpacking Standards/Lesson Practice
7	10:55-11:25		11:10-11:40		12:40-1:15		8:10-9:10		TBD		8:10-9:10 (60 minutes)	Wednesdays-Reading Data & MTSS Thursdays- Math/Science Unpacking Standards/Lesson Practice
8	1:05-1:35		2:15-2:45		2:40-3:15		8:10-9:10		TBD		8:10-9:10 (60 minutes)	Fridays- Math/Science Data & MTSS <i>PLCs are also each Friday at 1:30 pm.</i>

Encore Rotation

ENCORE:	2:15-3:15	6th, 7th, and 8th Grade		
Class	Day 1	Day 2	Day 3	Day 4
Scholars in 6th, 7th, and 8th Grade will audition and be interviewed for a major and a minor inclusive of Visual Arts, Health/Physical Education, Instrumental Music, Vocal Music, STEM, Digital Literacy (Creative Writing), Dance, and Theatre Arts. Days 1 through 3 are reserved for majors, while Day 4 is reserved for minors.				

**Day 5 for all scholars will be inclusive of Fun Friday during Encore.*

Appendix H

Charter School Board Member Response and Resume

BH2 STREAM School





Charter School Board Member Information Form

***Note:** To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school’s entire program, competent stewardship of public funds, and the school’s fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information	
Name of charter school	The BH2 STREAM School

Board Member’s Information	
Board Members	Full name: Tawan Davis-Sherrod
	Home Address: 1412 Michael Scott Drive, Rocky Mount, North Carolina 27803
	Business Name & Address: Tawan Davis-Sherrod, Provisional Broker, Realtor 1412 Michael Scott Drive, Rocky Mount, North Carolina 27803

	Telephone No.: (252) 886-3664
	E-mail address: tdsherrod.notary@gmail.com

Board Member Application	
Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?	No: <input checked="" type="checkbox"/> Yes: <input type="checkbox"/>
Educational History	North Carolina Wesleyan College: Bachelor of Science in Business Administration and Organizational Leadership Nash Community College: Certified Notary Public; Certified Substitute Teacher Kaplan School of Real Estate: NC Real Estate Broker Licensure
Employment History	NC REAL ESTATE BROKER/INTEGRITY REALTY GROUP, LLC 11/2023 - PRESENT CREDIT OPERATIONS CLIENT SUPPORT SPECIALIST 111/TRUIST BANK WILSON, NC 05/2018-12/2023 CONSUMER RETENTION SPECIALIST/CENTURYLINK TARBORO, NC 07/2016 5/2018 CUSTOMER SERVICE ADVOCATE/DISPATCH TRANSPORT, INC TARBORO, NC 3/2014-1/2016 CUSTOMER CARE ADVOCATE/WEST CORPORATION ROCKY MOUNT, NC 11/2012 - 3/2014 FLIGHT ATTENDANT/AIR WISCONSIN AIRLINES APPLETON, WI 6/2005 10/2012
How were you recruited to join this Board of Directors?	I was approached by Kristian Herring who shared the school's vision and mission with me. Through our mutual work in the community and shared values around access and opportunity, I was invited to join the

	<p>Board to contribute my experience and perspective as a real estate professional and community advocate.</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I wish to serve on this board as a commitment to the community. This allows me an opportunity to contribute to the local community's educational landscape by playing a role in shaping educational opportunities for students and families in their area. I also want to serve because I believe deeply in the power of education to transform lives and communities. As someone who works closely with families every day, I see the direct connection between strong schools and strong neighborhoods. I'm excited about the opportunity to support an innovative educational model that prioritizes student growth, family engagement, and community development—especially in areas that have historically been underserved.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>The role of a public charter school board member is to provide effective governance and stewardship to support the school's mission, ensure accountability, and promote the success and well-being of students. Also, a public charter school board member serves as a steward of the school's mission and a guardian of its integrity, accountability, and performance. The role is about governance, not management—providing oversight, ensuring fiscal responsibility, upholding policy, and supporting school leadership in making data-driven decisions. Board members advocate for students and ensure the school stays aligned with its charter and state expectations.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>In my role as a Real Estate Agent, I've cultivated strong ties within the community, enabling me to stay attuned to any concerns voiced by parents or members of the community. This firsthand knowledge puts me in a position that ensures the board is well-equipped to address and respond to any issues promptly and effectively. While I have not previously served on a charter school board, I bring relevant experience through my work in real estate and community development, where I've served on advisory committees, worked closely with local officials, and supported community-centered initiatives. I have a deep understanding</p>

	<p>of the importance of safe, thriving neighborhoods—which are rooted in strong schools—and I bring a practical, solution-oriented approach to problem-solving and strategic planning.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>I bring expertise in real estate, housing trends, and community engagement. This helps inform conversations about facilities, growth planning, and long-term sustainability. I also have experience navigating contracts, budgets, and negotiations—skills that are valuable to board governance. Most importantly, I have a passion for seeing young people succeed and a commitment to making sure our school reflects the values, strengths, and needs of the families it will serve.</p>

School Mission and Program

<p>What is your understanding of the school’s mission and guiding beliefs?</p>	<p>The school is committed to equipping students—especially those from historically marginalized communities—with the skills and mindset needed to thrive in an ever-changing world. Its mission centers around academic excellence and future readiness, grounded in a belief that every child can achieve at high levels when given the right environment and support.</p>
<p>What is your understanding of the school’s proposed educational program?</p>	<p>The program uses STEM, the arts, and reading in a project-based and competency-based way, meaning students will learn through hands-on, real-world projects and will be assessed on their ability to master key skills and knowledge at their own pace. This approach emphasizes critical thinking, collaboration, and practical application of learning to ensure that students are not only academically prepared but also ready to contribute meaningfully to society.</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>I believe the characteristics include Clear Mission and Vision, High Expectations for Learning, Effective Leadership, Qualified and Supportive Teachers, Safe and Supportive Environment, Parent and Community Involvement, Data-Driven Decision Making, High-Quality</p>

	<p>Instructional Practices, and Continuous Improvement. A successful school is one where students are engaged and excited about learning, families feel welcomed and heard, and staff feel valued and supported. There's a culture of high expectations, mutual respect, and shared responsibility. Academics are strong, but so is the commitment to social-emotional growth and community connection.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>Examining specific indicators and gathering data from multiple sources allow a comprehensive understanding of whether the school is succeeding in its mission and identifies areas for continued growth and improvement. We'll also know through a combination of measurable data and meaningful feedback. Student achievement, attendance, enrollment trends, teacher retention, and family satisfaction are all key indicators. Finally, we'll look at how well the school is living out its mission in daily practice—through classroom culture, instructional quality, and student engagement.</p>

Governance

<p>Describe the role that the board will play in the school's operation.</p>	<p>The board plays a vital role in providing governance, oversight, and strategic leadership to ensure that the charter school fulfills its mission, serves its students and community effectively, and achieves its goals for academic excellence and student success. The board will provide strategic direction, set and monitor goals, ensure accountability to the charter and state regulations, and support the leadership team in making mission-aligned decisions. We're there to advocate, evaluate, and ensure that policies and resources are aligned to support student success and school sustainability.</p>
<p>How will you know if the school is successful at the end of the first year of operation?</p>	<p>At the end of the first year of operation, the success of the school can be evaluated using various indicators. By the end of the first year, we should see strong enrollment, positive feedback from families and staff, evidence of academic growth, and a school culture that reflects safety,</p>

	<p>belonging, and high expectations. We'll use set benchmarks and community input to evaluate our progress and identify areas for improvement.</p>
<p>How will you know at the end of five years if the schools is successful?</p>	<p>Assessing the success of a school after five years involves evaluating long-term outcomes and impacts across multiple domains. After five years, success will be reflected in sustained academic achievement, consistent community support, a strong school culture, and a reputation for excellence. We should also see the school becoming a trusted, vital part of the broader community—with families choosing it as a first choice, not a last resort.</p>
<p>What specific steps will the charter school board need to take to ensure that the school is successful?</p>	<p>Some key steps the charter school board may consider include Develop a Clear Mission and Vision, Establish Policies and Procedures, Hire a Strong Leadership Team, Develop a Strategic Plan, Ensure Financial Sustainability, Monitor Academic Performance, Support Professional Development, Promote Equity and Inclusion, Engage Parents and Community, and Monitor Compliance and Accountability. This will allow the charter school board to ensure that the school is well-positioned for success and able to fulfill its mission of providing a high-quality education for all students. The board must stay actively involved in monitoring progress, reviewing policies, and holding leadership accountable. We must ensure that financial decisions support long-term growth and that staffing decisions support student success. Regular community engagement and honest reflection will be key to continuous improvement.</p>
<p>How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?</p>	<p>Adhering to proper procedures, I would address concerns about board member conduct in a thorough and responsible manner. I would address the issue with the board member directly and respectfully, seeking clarity and offering space for dialogue. If the concern remained unresolved, I would bring it to the attention of the full board. Upholding integrity is essential, and we must ensure all members are acting in alignment with our mission, values, and legal obligations.</p>

Certification

I, Mrs. Tawan Davis Sherrod, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for the BH2 STREAM Charter School is true and correct in every respect.

Board Member's Signature

Signature

Signed by:

Tawan Davis Sherrod

Date 04/02/2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

Tawan Davis-Sherrod

ladytmh77@gmail.com

1412 Michael Scott Drive, Rocky Mount, North Carolina 27803

(252) 886-3664

Education

Bachelor of Arts in Business Administration / Organizational Leadership, North Carolina Wesleyan College, 2020

Business Certifications in Business Computing, General Business, and Marketing Management, Rowan-Cabarrus Community College, 2005

North Carolina Real Estate Broker License, Kaplan School of Real Estate, 2023

Skills and Abilities

Problem-solving, Client consultation, Real Estate Market Analysis, Excellent communication and telephone etiquette, Microsoft Office proficiency, Documentation, Customer Service, Professionalism, and Compliance

Experience

NC Real Estate Broker, Integrity Realty Group, LLC | 2023 – Present

Represent clients, manage listings, analyze market trends, and negotiate contracts. Strong focus on marketing and client relationships.

Client Support Specialist III, Truist Bank | 2018 – 2023

Supported consumer and business lending, trained new team members, and resolved documentation/system issues.

Consumer Retention Specialist, CenturyLink | 2016 – 2018

Managed customer retention through high volume inbound calls, sales solutions, and billing assistance.

Customer Service Advocate, K&L Transport | 2014 – 2016

Handled dispatch, scheduling, billing, and conflict resolution while maintaining client account workbooks and Medicaid billing.

Customer Care Advocate, West Corporation | 2012 – 2014

Consulted with pharmacies, processed mail orders, explained benefits, and ensured HIPAA compliance.

Flight Attendant, Air Wisconsin Airlines | 2005 – 2012

Conducted pre-flight safety and security checks, provided face to face customer service, and handled in-flight sales transactions.

Appendix H

Charter School Board Member Response and Resume

BH2 STREAM School



Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. Please include a **one-page** resume with this form and sign by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

School Information

Name of charter school

The BH2 STREAM School

Board Member's Information

Board Members

Full name: Michele White Cherry

Home Address: 1207 Chauncey Dr. Tarboro, NC 27886

Business Name & Address: Not Applicable

Telephone No.: 252-469-7428

E-mail address: mcherry00@yahoo.com

Board Member Application

Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?

No:

Yes:

Educational History

East Carolina University
Master of Public Administration 2010
Bachelor of Psychology 1995

Tarboro High School
High School Diploma 1989

Employment History

2008 - Present
Grants Administrator (2022- present)
Manager, Grants & Special Projects (2008 - 2022)
ECU Health
Greenville, NC
Tarboro, NC

2001 - 2008
Social Research Associate
Edgecombe County Department of Social Services
Tarboro, NC

1997 - 2001
Probation Officer
Correctional Officer
NC Department of Corrections
Raleigh, NC
Nashville, NC

How were you recruited to join this Board of Directors?

Approached by other board member

Why do you wish to serve on the board of the proposed charter school?

My children and I were all educated in Edgecombe County. My grandchildren are now in school here and do not have many of the opportunities in the arts that my children and I were afforded. As a health care employee, I am keenly aware of the challenges faced in my

	<p>health care system as we are struggling to recruit nurses. Many eastern NC students are not receiving the strong science and math skills as those that are in the triangle and triad. The BH2 STREAM school will be the impetus to educating our children to not only compete with others across the state but be able to come back home and help rebuild this community to the great place it once was in history.</p>
<p>How were you recruited to join this Board of Directors?</p>	<p>Approached by another board member..</p>
<p>Why do you wish to serve on the board of the proposed charter school?</p>	<p>I want to ensure that the students in my neighborhood have access to a high quality, high performing educational institution. STEM opportunities are not as accessible to students in our area and I want to be a part of the solution to this problem.</p>
<p>What is your understanding of the appropriate role of a public charter school board member?</p>	<p>It is my belief that the role includes ensuring the school is competent, fiscally sound, providing quality education, and a safe place for students, faculty and staff.</p>
<p>Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member.</p>	<p>Although I have never served on the board of a charter school, I have over 20 years of serving on boards of directors. I am the past president and vice president of the Rocky Mount Family YMCA board, current secretary of the Carolina Family Health Centers board, former board member of the United Way Tar River Region, and former board member of the Edgecombe Cancer Foundation.</p>
<p>Describe the specific knowledge and experience that you would bring to the board.</p>	<p>Not only did I grow up and was educated in Edgecombe County, I have worked in Edgecombe County for the bulk of my career. From 2001 - 2008, I worked in the Children's Services unit of the Edgecombe County Department of Social Services with major responsibilities to provide resources to families of neglected or abused children and those at risk of neglect or abuse. In addition I was responsible for representing the Edgecombe County Department of Social Services to community organizations, government agencies, and businesses.</p> <p>As a leader in healthcare, I spent 14 years assessing Edgecombe County's health needs (including social determinants of health) and developing/implementing plans to address identified needs including establishing the Edgecombe County Rural Health Network and the Edgecombe County Barbershop Initiative. The Community Health</p>

	<p>Needs Assessment (CHNA) is a federally mandated process conducted every three years.</p> <p>Since 2008, I have managed and administered grant programs for ECU Health. This role requires extensive planning, evaluation and research. In particular, significant knowledge of local, state, and federal rules and regulations are of the utmost importance to receive, monitor and remain in compliance.</p> <p>More than anything, as a mother to four children who grew up in Edgecombe County, and as a grandmother to eight children, I have a vested interest in ensuring children in my community receive the best possible education to thrive.</p>
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School Mission and Program

<p>What is your understanding of the school's mission and guiding beliefs?</p>	<p>The school's mission and guiding beliefs all center around futureproof of our children so they are able to survive, adapt, and thrive in an ever changing world.</p>
<p>What is your understanding of the school's proposed educational program?</p>	<p>STREAM concepts</p>
<p>What do you believe to be the characteristics of a successful school?</p>	<p>Strong leadership, engaged children, supportive and engaged parents, financial stability, and community support.</p>
<p>How will you know that the school is succeeding (or not) in its mission?</p>	<p>Measurable goals and objectives.</p>

Governance

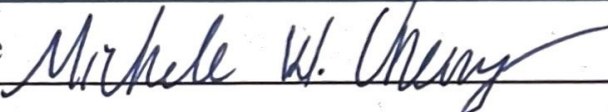
<p>Describe the role that the board will play in the school's operation.</p>	<p>To ensure the school is operating legally and ethically and providing a sound education to children. The board also hires and assesses the performance of the executive director of the school. The board also ensures financial stewardship of public and other resources entrusted to the school.</p>
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How will you know if the school is successful at the end of the first year of operation?	Success will be measured by the measurable outcomes of the identified goals and objectives.
How will you know at the end of five years of the schools is successful?	In addition to measuring goals and objectives, success will include growth in the student body, adding a grade every year, and growth of the staff/faculty.
What specific steps will the charter school board need to take to ensure that the school is successful?	Ensure there is a highly qualified and successful leader, establish financial goals and stewardship, speak with one voice and develop a strong strategic framework.
How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?	Initially I would speak to the individual board member. If my concerns remain, I would request a special called board meeting to discuss. It is imperative that the leadership has the best interest of the school.

Certification

I, Michele White Cherry, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The BH2 STREAM Charter School is true and correct in every respect.

Board Member's Signature

Signature 

Date 04/3/2025

**If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. [Click or tap here to enter text.](#)*

Michele W. Cherry, MPA

1207 Chauncey Dr.
Tarboro, NC 27886
(252) 469-7428
mcherry00@yahoo.com

Education 2010, East Carolina University, Greenville, NC
Master of Public Administration (MPA)
Major: Public Administration
Minor: Community Health Administration (Graduate Certificate)

1995, East Carolina University, Greenville, NC
Bachelor of Arts (BA)
Major: Psychology
Minor: Social Welfare

Experience 2022 – present, ECU Health, Greenville, NC
Administrator, Grants Office

2008 – 2022, ECU Health, Tarboro, NC
Manager, Grants & Special Projects

2004–2008, United Community Ministries Rocky Mount, NC
Human Service Program Consultant

2001–2008, Edgecombe County, Tarboro, NC
Social Research Associate – Department of Social Services

Boards of Directors

- Harrison Family YMCA – past president
- United Way Tar River Region
- Carolina Family Health Centers, Inc. – secretary

Grants Secured and/or Managed

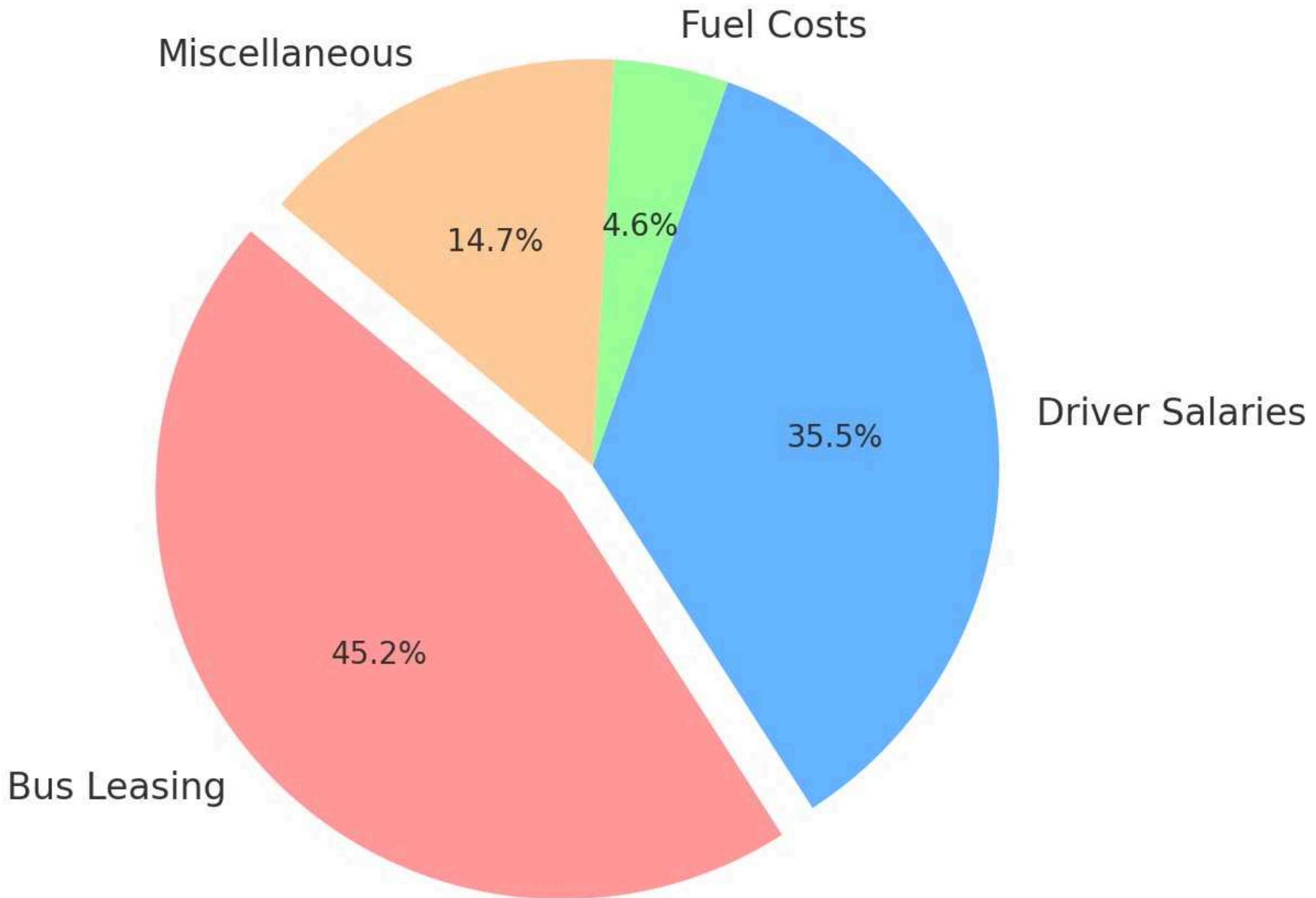
- American Cancer Society
- Cannon Foundation
- City of Rocky Mount Housing Redevelopment
- Down East Partnership for Children Child Abuse & Neglect Prevention
- Golden LEAF Foundation
- Kate B. Reynolds Charitable Trust
- NC Department of Energy
- Multiplan Rural Health Outreach
- Susan G. Komen for the Cure
- The Duke Endowment
- U.S. Housing and Urban Development
- U.S. HRSA Rural Health Network Development
- U.S. HRSA Rural Health Network Planning
- U.S. HRSA Rural Opioid Communities Implementation
- U.S. Housing and Urban Development

	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Principal/School Leader	1	1	1	1	1	1
Assistant Principal	0	0	0	0	0	0
Dean(s)	1	1	1	1	1	1
Additional School Leadership	1	1	1	1	1	1
Core Classroom Teachers	0	14	16	18	18	18
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)	0	10	10	10	10	10
Student Support Positions (e.g. social workers, psychologists, etc.)	0	0	0	0	0	0
Specialized School Staff	0	0	0	0	0	0
Teaching Aides or Assistants	0	5	5	0	0	0
School Operations Support Staff	0	8	8	8	8	8

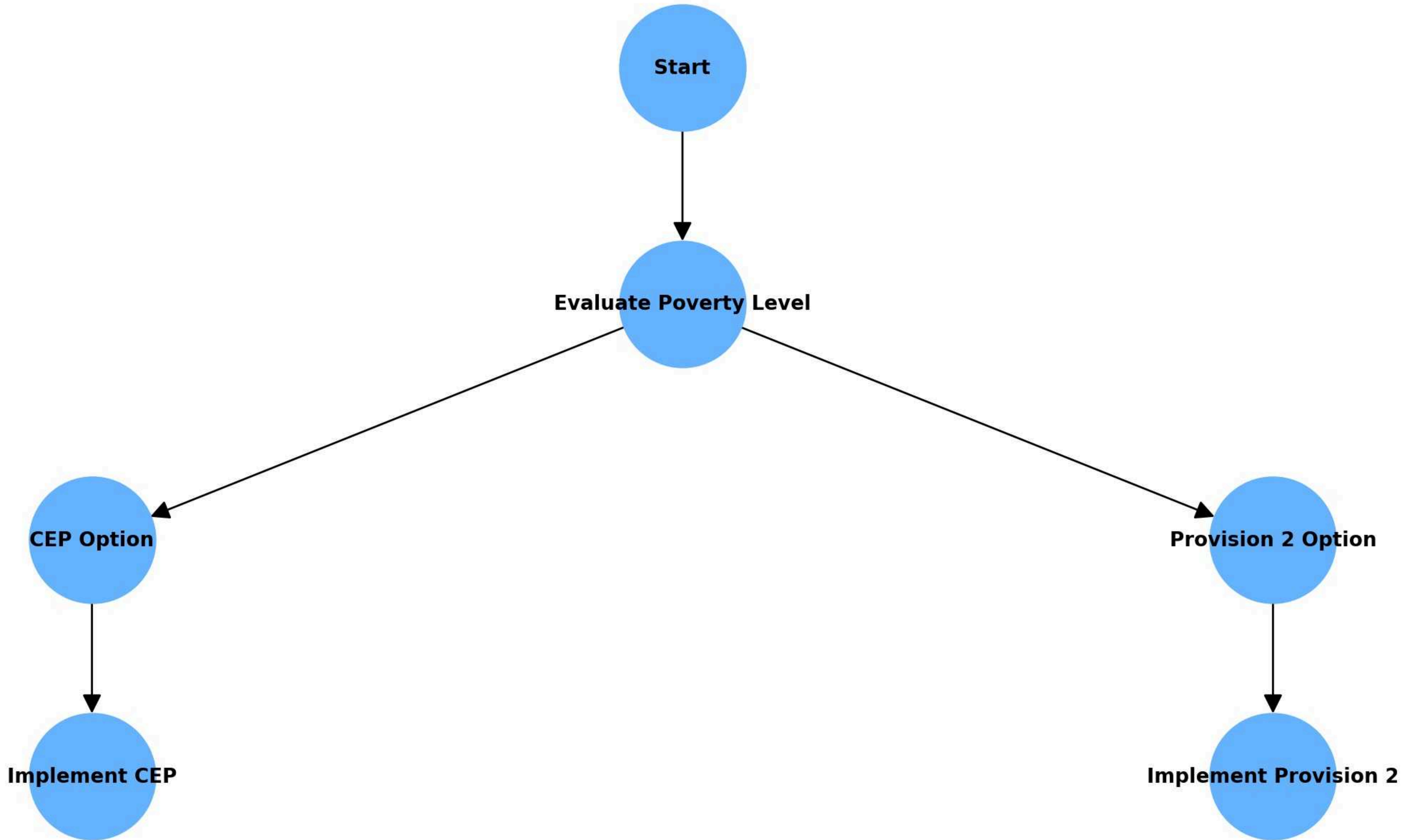
Personnel Budget: Expenditure Projections

	Minimum Salary	Maximum Salary
Administrative & Support Personnel		
Lead Administrator	\$80,000.00	\$120,000.00
Assistant Administrator	\$0.00	\$0.00
Finance Officer	\$55,000.00	\$95,000.00
Clerical	\$30,154.00	\$70,154.00
Food Service Staff	\$23,933.00	\$33,933.00
Custodians	\$29,080.00	\$39,080.00
Transportation Staff	\$3,000.00	\$4,000.00
Instructional Technology Facilitator (Remote Applicants ONLY)	\$0.00	\$0.00
24/7 Help Desk Technicians (Remote Applicants ONLY)	\$0.00	\$0.00
Library Media Specialists (Remote Applicants ONLY)	\$0.00	\$0.00
Dean of Students	\$52,000.00	\$92,000.00
Office Assistant	\$21,000.00	\$31,000.00
Total Admin and Support:	\$294,167.00	\$485,167.00
Instructional Personnel		
Core Content Teacher(s)	\$40,750.00	\$60,750.00
Electives/Specialty Teacher(s)	\$40,750.00	\$60,750.00
Exceptional Children Teacher(s)	\$40,750.00	\$60,750.00
Instructional Support	\$0.00	\$0.00
Teacher Assistants	\$22,000.00	\$32,000.00
ESL Teacher(s)	\$40,750.00	\$60,750.00
Intercession Remediation - Teachers	\$4,000.00	\$5,000.00
Intercession Remediation - IAs	\$2,500.00	\$3,500.00
Total Instructional Personnel:	\$191,500.00	\$283,500.00
Total Admin, Support and Instructional Personnel:	\$485,667.00	\$768,667.00
Administrative & Support Benefits		
Health Insurance will be calculated at the rate of \$675.54 per month per employee.		
Retirement Plan--NC State (Not Applicable at this time)		
Retirement Plan--Other (Not Applicable at this time)		
Life Insurance (Not Applicable at this time)		
Disability (Not Applicable at this time)		
Medicare (Not Applicable at this time)		
Social Security - This will be calculated at the rate of 7.65% of all employees' salaries.		
Instructional Personnel Benefits		
Health Insurance will be calculated at the rate of \$675.54 per month per employee.		
Retirement Plan--NC State (Not Applicable at this time)		
Retirement Plan--Other (Not Applicable at this time)		
Life Insurance (Not Applicable at this time)		
Disability (Not Applicable at this time)		
Medicare (Not Applicable at this time)		
Social Security - This will be calculated at the rate of 7.65% of all employees' salaries.		

Transportation Budget Allocation

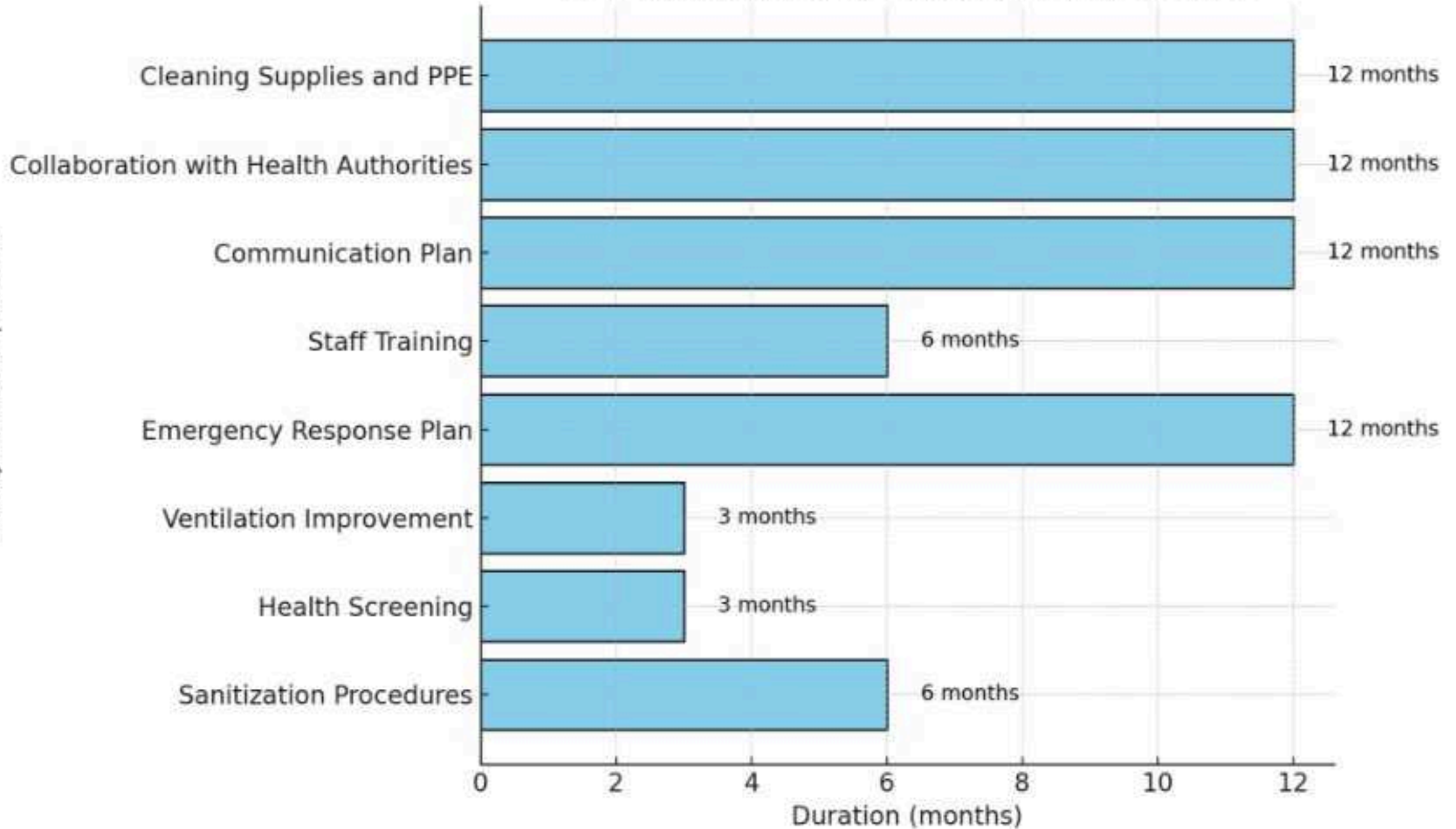


Lunch Program Decision Flowchart



BH2 STREAM School Safety Plan Timeline

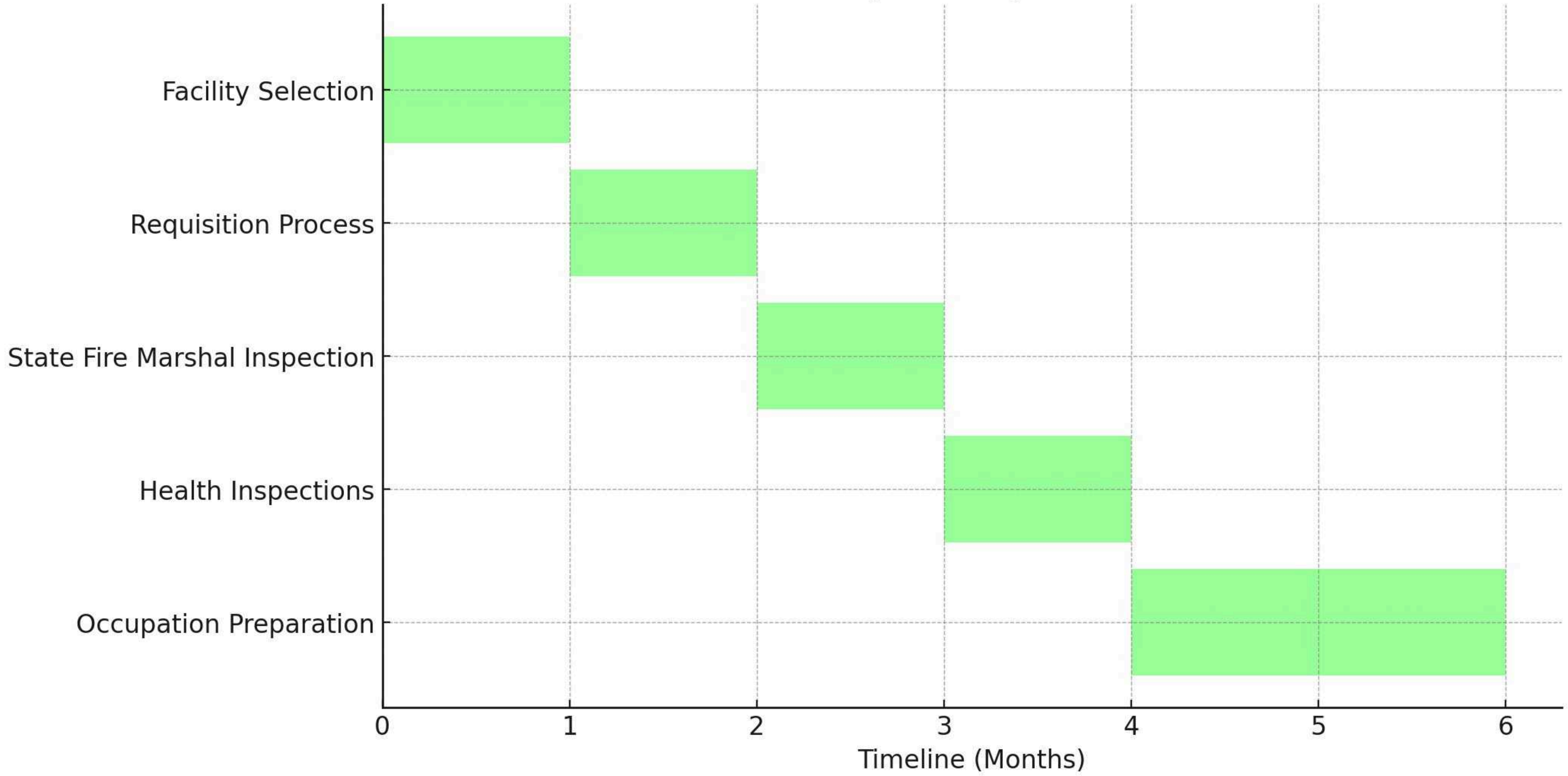
Safety Plan Components



THE BH2 STREAM SCHOOL START-UP PLAN



Facility Planning Timeline



SCHOOL	Visual Arts	Instrumental Music	Vocal Music	Theatre	Dance
Stocks ES	1	0	1 *General Music, after school chorus	0	0
Princeville ES	1	0	0	0	0
Carver ES	1	0	1 *General Music, after school chorus	0	0
Coker Wimberly ES	0	1 *After school strings	1 *General Music NO After school chorus	0	0
G. W. Bulluck ES	1	0	1 *General Music	0	0
Fairview ES	0	0	0	0	0
Baskerville ES	1	0	0	0	0
DS Johnson ES	0	0	0	0	0
Martin Millennium Acad	1	0	1 *General Music	0	0
W. A. Pattillo MS	0	0	0	1	0
Phillips MS	.5	0	0	0	0
Parker MS	1	0	0	0	0
W Edgecombe MS	0	0	0	0	0
S Edgecombe MS	0	1	0	0	0
Tarboro HS	1	0	0	0	0
SW Edgecombe HS	1	1	0	0	0 *Colorguard falls under

					dance
N Edgecombe HS	?	0	0	.5 (shared with phillips)	0
Edgecombe Early College	0	0	0	0	0
Edge Academy	0	0	0	0	0

SCHOOL	Visual Arts	Instrumental Music	Vocal Music	Theatre	Dance
Stocks ES	1	0	1 *General Music, after school chorus	0	0
Princeville ES	1	0	0	0	0
Carver ES	1	0	1 *General Music, after school chorus	0	0
Coker Wimberly ES	0	1 *After school strings	1 *General Music NO After school chorus	0	0
G. W. Bulluck ES	1	0	1 *General Music	0	0
Fairview ES	0	0	0	0	0
Baskerville ES	1	0	0	0	0
DS Johnson ES	0	0	0	0	0
Martin Millennium Acad	1	0	1 *General Music	0	0
W. A. Pattillo MS	0	0	0	1	0
Phillips MS	.5	0	0	0	0
Parker MS	1	0	0	0	0
W Edgecombe MS	0	0	0	0	0
S Edgecombe MS	0	1	0	0	0
Tarboro HS	1	0	0	0	0
SW Edgecombe HS	1	1	0	0	0 *Colorguard falls under

					dance
N Edgecombe HS	?	0	0	.5 (shared with phillips)	0
Edgecombe Early College	0	0	0	0	0
Edge Academy	0	0	0	0	0

The BH2 STREAM School recognizes that Edgecombe County and our surrounding areas offer a diverse array of industries that can provide valuable partnerships with our school. Collaborating with these sectors will offer our scholars hands-on experiences, mentorships, and insights into various career pathways.

Clean Energy and Advanced Manufacturing

- Natron Energy- A leader in sodium-ion battery technology, Natron Energy is establishing the first U.S. gigafactory at the Kingsboro megasite in Edgecombe County. This facility is expected to create over 1,000 jobs with an average wage of \$64,071. Our scholars can gain exposure to careers in clean energy, engineering, and advanced manufacturing through internships and site tours.

Pharmaceuticals and Medical Manufacturing

- Pfizer Pharmaceuticals- Operating one of the world's largest sterile injectable facilities in Rocky Mount, Pfizer produces a significant portion of the U.S. hospital supply. This site can offer opportunities for our scholars to explore careers in pharmaceuticals, quality control, and biomedical science.
- Wolf and Flow X-Ray- Specializing in medical and dental imaging products, this company relocated its headquarters and manufacturing operations to Rocky Mount, investing over \$4.5 million and creating 68 new jobs. Our scholars can learn about medical device manufacturing and imaging technologies.

Automotive and Engineering

- Hitachi Astemo (formerly Keihin North America)- A leader in manufacturing Engine Control Units, Hitachi Astemo combines advanced robotics and automated manufacturing technology. The company established the Keihin Carolina Systems Technology Endowed Chair at Edgecombe Community College to honor teaching excellence, highlighting its commitment to workforce development.

Manufacturing and Industrial Technology

- Sara Lee Frozen Bakery- Manufacturing 100% of all Jimmy Dean biscuits sold worldwide, Sara Lee sponsors annual performances of the North Carolina Symphony in Tarboro, demonstrating its community involvement. Our scholars can learn of careers in industrial technology.

- LS Cable & System U.S.A.- A leading manufacturer and supplier of energy wire and cable products for industrial, renewable energy, and utility markets, LS Cable & System U.S.A. has operated in Tarboro since 2021. The company values the region's business atmosphere and community support. Our scholars can explore renewable energy, utility markets, as well as industrial career opportunities.
- HC Composites (World Cat)- Manufacturing twin-hull boats, HC Composites expanded its Tarboro operations by relocating Glacier Bay Catamarans of Seattle. The company plans to create 120 new jobs, offering opportunities in boat manufacturing and composite materials.

Health and Social Services

- The health care and social assistance sector is a significant employer in Edgecombe County, providing numerous opportunities for our scholars interested in pursuing careers in nursing, medical technology, and social work.

YEAR	SPG	CHANGE
2015-16	58	Baseline
2016-17	65	+ 7
2017-18	68	Baseline
2018-19	86	+ 18
2022-23	38	Baseline
2023-24	54	+16

YEAR	SPG	CHANGE
2015-16	58	Baseline
2016-17	65	+ 7
2017-18	68	Baseline
2018-19	86	+ 18
2022-23	38	Baseline
2023-24	54	+16

<u>Board Member Name</u>	<u>Board Title</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>County of Residence</u>	<u>Current Occupation</u>	<u>Past or Present Professional Licenses Held</u>	<u>Any disciplinary action taken against any of these professional licenses?</u>
Barrow, Tammy	Treasurer	828-228-3612	tbarrow1654@gmail.com	Vance	Educator	General Education Grades K-6, K-12 Special Education, Educational Administration	No
Bryant, Carlton	Member	310.291.5366	cbryant@act-1.com	Los Angeles	Executive Vice President	N/A	No
Bryant Howroyd, Janice	Member	310.292.1411	jhowroyd@act-1.com	Los Angeles	CEO	N/A	No
Cherry, Michele	President	252.469.7428	michele.cherry@ecuhealth.org	Edgecombe	Grants Administrator	N/A	No
Crocker, Dr. Daniel	Vice President	252.903.5673	alligatordan1@gmail.com	Nash	Retired Physician	Medical Doctor	No
Davis -Sharrod, Tawan	Secretary	252.886.3664	ladytmh77@gmail.com	Nash	Broker	North Carolina Real Estate Broker	No
Herring, Jeremy	Co Founder	919.744.6323	jayfulmusic@gmail.com	Wilson	Educator/Entrepreneur	N/A	No
Herring, Kristian	Founder	252.314.4522	kristianherring@gmail.com	Edgecome	Principal/ District Coach	Education, Educational Administration, Literacy Specialist	No
Kingsberry, Hassan	Member	919.426.7875	hassankingsberry@gmail.com	Wake	Attorney/County Manager	Virginia State Bar; North Carolina State Bar; United State District Court-Eastern and Middle Districts of North Carolina; United States Bankruptcy Court- Eastern and Middle Districts of North Carolina; State Bar of Georgia; North Carolina Principal Grades K-12; North Carolina Social Studies Grades 9- 12; Virginia History and Social Studies; North Carolina Real Estate Broker's License	No

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[Non-cognitive skills](#)

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[Class size data](#)

Smaller classes, higher achievement and narrowing the opportunity gap

- Gilraine, Michael. (2017) [Multiple Treatments from a Single Discontinuity: An Application to Class Size](#). Also published in the [Journal of Labor Economics](#), Oct. 2020. As applied to New York City, for the 2008-13 period. "... I show that smaller classes significantly improve student test scores: a four-student decrease in average class size at the school-grade

level leads to an improvement of about one-fifth of a standard deviation in math scores and around one-seventh of a standard deviation in English scores. These estimates are similar in magnitude to those reported by randomized experiments such as Project STAR.”

- **Baker, B. D., Farrie, D. and Sciarra, D. G. (2016), [Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps](#). ETS Research Report Series, 2016: 1–37.** “...ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps . Although it is certainly plausible that other uses of the same money might be equally or even more effective, there is little evidence to support this ... Smaller class sizes and reduced total student loads are a relevant working condition simultaneously influencing teacher recruitment and retention); that is, providing smaller classes may partly offset the need for higher wages for recruiting or retaining teachers.” The authors’ analysis shows that states with higher teacher/student staffing ratios in higher poverty districts tend to have lower than expected achievement gaps in Grade 4 and Grade 8 on the NAEPs.
- **Mathis, William J. (2016). [Research-Based Options for Education Policymaking: The Effectiveness of Class Size Reduction](#). National Education Policy Center, University of Colorado.** With past research and policy considerations in mind, the brief concludes “class size is an important determinant of student outcomes, and one that can be directly determined by policy.” This is especially crucial for populations which are most effected by large class sizes, such as low-income and minority students. The research brief outlines the benefits of smaller classes in terms of student achievement, graduation rates and non-cognitive skills. Mathis recommends class sizes between 15-18 (with room for variation based in subject), and argues that while class size reduction can be costly, it could prove to be the most cost-effective policy in the long run.
- **Black, Sandra, Giuliano, Laura, Narayan, Ayushi (2016). [Civil Rights Data Show More Work is Needed to Reduce Inequities in K-12 Schools](#).** White House Council of Economic Advisors *A rigorous [body of research](#) has confirmed that smaller classes can lead not only to improved test scores but also to measures of [student engagement](#) and to greater educational attainment and higher wages [later in life](#). Importantly, research also shows that the effects of smaller class sizes may be larger for [minorities](#) and [disadvantaged](#) students.”*
- **Jacob, Brian, Dynarski, Susan, Libassi, CJ, Crespin, Rene (2016) [Class Size in Michigan: Investigating the Risk of Being in Very Large Classes](#)** An EPI brief. *In Michigan, one important predictor of being at risk of being exposed to an especially large class size is race...Black students are, by a considerable margin, the most likely to face class sizes in excess of 40 students. In 9 th grade, a quarter of Black students are in classes of 40 or more, a rate more than twice that of Hispanic students and over 3 times the proportion of white students in such classesBlack students, students attending schools in cities, and students eligible for free or reduced-price lunch at their schools face a disproportionate risk of being in a class of 40 or more. These disparities are particularly troubling because numerous studies have confirmed the negative impact of large classes on test scores and adult outcomes such as college degree completion. Also cautions against using student/teacher ratio as a proxy for class size.*
- **Jackson, C. Kirabo., Johnson, Rucker C., Persico, Claudia. (2014) [The Effects of School Spending on Educational And Economic Outcomes: Evidence from School Finance Reforms](#)** *The Quarterly Journal of Economics*. Analyses of school finance reforms reveal that a 10 percent increase in per-pupil spending each year for all twelve years of public schooling leads to 0.31 more completed years of education for students, about 7 percent higher wages, and a 3.2 percentage-point reduction in the annual incidence of adult poverty; with effects more pronounced for children from low-income families. Higher spending increases were associated with notable improvements in measured school inputs, including reductions in student-to-teacher ratios, increases in teacher salaries, and longer school years.
- **Zyngier, David. (2014). [Class size and academic results, with a focus on children from culturally, linguistically and economically disenfranchised communities](#). Evidence Base, issue 1, 2014.** In this research summary, the author examined class size reduction and its effect on student achievement by analyzing 112 peer-reviewed studies, and showed that the overwhelming majority of these studies found that smaller classes have a significant impact on student achievement and narrowing the achievement gap. The author writes, “Noticeably, of the papers included in this review, only three authors supported the notion that smaller class sizes did not produce better outcomes to justify the expenditure.”
- **Schanzenbach, D. W. (2014). [Does Class Size Matter?](#) National Education Policy Center Policy Brief.** “This policy brief summarizes the academic literature on the impact of class size and finds that class size is an important determinant of a variety of student outcomes, ranging from test scores to broader life outcomes. Smaller classes are particularly effective at raising achievement levels of low-income and minority children. Policymakers should carefully weigh the efficacy of class-size policy against other potential uses of funds. While lower class size has a demonstrable cost, it may prove the more cost-effective policy overall.”
- **Dynarski, S., Hyman, J., & Schanzenbach, D. W. (2013). [Experimental Evidence on the Effect of Childhood Investment on Postsecondary Attainment and Degree Completion](#). Journal of Policy Analysis and Management 32(4):**

692-717. “The study concludes that attending a small class increases the rate of college attendance, with the largest positive impact on black and poor students. Among those students with the lowest predicted probability of attending college, a small class increased rate of college attendance by 11 percentage points. Attending a small class also increases the probability of earning a college degree, and to shift students toward earning degrees in high-earning fields such as science, technology, engineering and mathematics (STEM), business and economics.”

- **Achilles, C. M., et al. (2012).** [Class-size Policy: The Star Experiment and Related Class-size Studies](#). *NCPEA Policy Brief*, 1.2. “A reanalysis of the Tennessee STAR experiment found that small classes (15-17 pupils) in kindergarten through third grade (K-3) provide short- and long-term benefits for students, teachers, and society at large....poor, minority, and male students reap extra benefits in terms of improved test outcomes, school engagement, and reduced grade retention and dropout rates.”
- **Shin, Yongyun. (2012).** [Do Black Children Benefit More From Small Classes? Multivariate Instrumental Variable Estimators With Ignorable Missing Data](#). *Journal of Educational and Behavioral Statistics*, 37 (4). An analysis of experimental data from Tennessee’s Student-Teacher Achievement Ratio study show that, for Black students, reduced class size caused higher academic achievement in the four domains (reading, mathematics, listening, and word recognition skills) each year from kindergarten to third grade, while for other students, it improved the four outcomes except for first-grade listening in kindergarten and first grade only. Evidence shows that Black students benefit more than others from reduced class size in first-, second-, and third-grade academic achievement, substantially narrowing the achievement gap.
- **Bascia, N. (2010).** [Reducing Class Size: What do we Know?](#). *Ontario Institute for Studies in Education*. Analysis of data collected by the Canadian Ministry of Education between 2003-04 and 2007-08 in eight school districts, 24 schools, and 84 classrooms. Classroom observations were undertaken at grades K-3, along with teacher surveys and parent surveys, the latter from every school district in Ontario. “Nearly three-quarters of the primary teachers reported that the quality of their relationships with students had improved as a result of the smaller class size, and two-thirds said their students were more engaged in learning than before class size reduction...Many parents of children enrolled in smaller classes reported that their children appeared to be learning more and were more comfortable at school.”
- **Heilig, J.V., Williams, A. & Jez, S.U. (2010).** [Input and student achievement: An analysis of Latina/o –serving urban elementary schools](#). *Association of Mexican American Educators (AMAE) Journal*, 48 -58. Analysis of data in three of the four largest TX districts (Houston, Dallas and Austin) in 419 schools that were majority Latina/o over 4 years (2005-2008). Evaluated variables such as school funding expenditures, tests scores, ethnicity, and teacher certification, teacher-student ratio and degree obtainment to identify any impact on student achievement in urban elementary schools. “Most powerful predictor of changes in reading and math in all models was decreasing the student teacher ratio.... Essentially, decreasing the student teacher ratio by 1 percentage point would increase the percentage of students proficient on the TAKS by 3% for reading and by 4% for math (p54).”
- **Jepsen, C., & Rivkin, S. (2009).** [Potential Tradeoff between Teacher Quality and Class Size](#). *Journal of Human Resources*, 44.1. This paper investigates the effects of California’s billion-dollar class-size-reduction program on student achievement.... “[T]here is little or no support for the hypotheses that the need to hire large numbers of teachers following the adoption of CSR [class-size reduction] led to a lasting reduction in the quality of instruction,” according to the study. “Overall, the findings suggest that CSR increased achievement in the early grades for all demographic groups....”
- **Konstantopoulos, S., & Chun, V. (2009).** [What Are the Long-Term Effects of Small Classes on the Achievement Gap? Evidence from the Lasting Benefits Study](#),” *American Journal of Education* 116. A summary of the effects of smaller classes on the achievement gap through eighth grade. Effects significant in all tested subjects, and for students in smaller classes for four years, very substantial. “The results ... provided convincing evidence that all types of students (e.g., low, medium, and high achievers) benefit from being in small classes (in early grades) across all achievement tests.... in certain grades, in reading and science, the cumulative effects of small classes for low achievers are substantial in magnitude and significantly different from those for high achievers. Thus, class size reduction appears to be an intervention that increases the achievement levels for all students while simultaneously reducing the achievement gap.”
- **Babcock, P., & Betts, J.R. (2009).** [Reduced Class Distinctions: Effort, Ability, and The Education Production Function](#). *Journal of Urban Economics*, Vol. 65, pp. 314–322. Empirical findings indicate that class-size expansion may reduce gains for low-effort students more than for high-effort students, Results here...suggest ...that larger gains for disadvantaged students may have occurred because small classes allow teachers to incentivize disengaged students more effectively, or because students are better able connect to the school setting in small classes.
- **King, J. B. (2008).** [Bridging the Achievement Gap: Learning from three charter schools \(part 1\), \(part 2\), \(part 3\), \(part 4\)](#). *Columbia University (Doctoral Dissertation)*. “School size and class size are linked to the five key cultural values: a culture that teaches effort yields success; a culture of high expectations; a disciplined culture; a culture built on relationships; and a culture of excellence in teaching. Small classes and small overall student loads allow teachers to spend more time working with individual students to help them track their own progress and develop their skills – thus

reinforcing the principle that effort yields success. High expectations are easier to maintain when teachers know their students well (because of small school and class size), can identify whether a student's poor performance on an assessment reflects deficiencies in their effort or their understanding, and can respond accordingly."

- **Lubienski, S. T., et.al. (2008).** [Achievement Differences and School Type: The Role of School Climate, Teacher Certification, and Instruction.](#) *American Journal of Education*, 115. Multilevel analysis of National Assessment of Educational Progress (NAEP) mathematics data for over 270,000 fourth and eighth graders in over 10,000 schools finds that smaller class size is significantly correlated with higher achievement.
- **Magnuson, K.A., Ruhm, C. & Waldfogel, J. (2007).** [The persistence of preschool effects: Do subsequent classroom experiences matter?](#) *Early Childhood Research Quarterly*, 22(1), 18 – 38. Using data from the Early Childhood Longitudinal Study-Kindergarten cohort (ECLS-K), this analysis reveals that children who attended preschool enter public schools with higher levels of academic skills than their peers who experienced other types of child care. Yet most of the preschool-related gap in academic skills at school entry is quickly eliminated for children placed in small classes and those providing high levels of reading instruction. Conversely, the initial disparities persisted for children experiencing large classes and lower levels of reading instruction.
- **Ready, D. D., & Lee, V. E. (2006/7).** [Optimal Context Size in Elementary Schools: Disentangling the Effects of Class Size and School Size.](#) *Brookings Papers on Education Policy*, pp. 99-135. Study finds that class size rather than school size makes a positive difference in elementary schools, and suggests that "if children remained in the same elementary school for five or six years ... differences would be very substantial: a roughly 10-point advantage for children in small over large classes by the end of sixth grade, or 4.5 months of additional learning."
- **Unlu, F. (2005).** [California Class Size Reduction Reform: New Findings from the NAEP.](#) Princeton University. Study found that California's fourth grade students who were in reduced class sizes in grades K-3 had substantially higher scores in math on the national assessments (NAEPs), of between 0.2 and 0.3 of a standard deviation, compared to closely matched students who were not in smaller classes.
- **Finn, J. D., et. al. (2005).** [Small Classes in the Early Grades, Academic Achievement, and Graduating From High School.](#) *Journal of Educational Psychology*. "For all students combined, 4 years of a small class in K-3 were associated with a significant increase in the likelihood of graduating from high school; the odds of graduating after having attended small classes for 4 years were increased by about 80.0%. Furthermore, the impact of attending a small class was especially noteworthy for students from low-income homes. Three years or more of small classes affected the graduation rates of low-SES students, increasing the odds of graduating by about 67.0% for 3 years and more than doubling the odds for 4 years."
- **Dee, T. (2004).** [Teachers, Race, and Student Achievement in a Randomized Experiment.](#) *Review of Economics and Statistics*. Study showing that student/teacher racial differences appear to negatively effect student achievement in regular size classes. Yet in small classes, students learn more, and racial disparity between teacher and student has no significant effect.
- **Piketty, T. (2004).** [Should We Reduce Class Size or School Segregation? Theory and Evidence from France.](#) ENS-EHSS, Paris-Jourdan. Piketty finds that reducing class size in high-poverty schools in France by less than 2 students per class led to a 10% reduction in the achievement gap. He estimates that reducing class size to 18 students per class in these schools would narrow the achievement gap by 40%, and reducing class size to 15 students per class would eliminate it.
- **Barton, P. (2003).** [Parsing the Achievement Gap.](#) Educational Testing Service. Despite the fact that class size reduction has been shown to narrow the achievement gap, this study reveals that schools with large numbers of black and/or limited English students are more likely to have classes of 25 or more.
- **Institute of Education Sciences. (2003).** [Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide.](#) U.S. Department of Education. Class size reduction identified as one of four K-12 education reforms proven to increase learning.
- **Krueger, A. B., & Whitmore, D. M. (2002).** [Would Smaller Classes Help Close the Black-White Achievement Gap?](#) from: [Bridging the Achievement Gap](#), Brookings Institution Press. "Our analysis of the STAR experiment indicates that students who attend smaller classes in the early grades tend to have higher test scores while they are enrolled in those grades than their counterparts who attend larger classes....Moreover, black students tend to advance further... from attending a small class than do white students, both while they are in a small class and afterwards. For black students, we also find that being assigned to a small class for an average of two years in grade K - 3 is associated with an increased probability of subsequently taking the ACT or SAT college entrance exam, and 0.15-.20 standard deviation higher average score on the exam."

- **Fidler, P., Phd. (2002).** [The Impact of class size reduction on student achievement.](#) Los Angeles Unified School District, Publication No. 109. *“The purpose of this study was to examine the impact of class size reduction (CSR) on achievement among 3rd, 4th, and 5th grade students with different numbers of years of participation in CSR.... We believe that CSR will help to increase student achievement, especially for students who need it the most: low SES students, limited English-speaking students, and those students in inner-city schools.... It can be concluded from the results of this study that CSR does help to increase language achievement gains, especially for ELL students.”*
- **Biddle, B., & Berliner, D. (2002).** [What Research Says About Small Classes and Their Effects.](#) *Wested.* *“When it is planned thoughtfully and funded adequately, long-term exposure to small classes in the early grades generates substantial advantages for students in American schools, and those extra gains are greater the longer students are exposed to those classes.”*
- **McLaughlin, D. and Drori, G. (2000).** [School-Level Correlates of Academic Achievement: Student Assessment Scores in SASS Public Schools.](#) U.S. Department of Education. National Center for Education Statistics. *The most authoritative study showing the importance of class size is in all grades, analyzing the achievement levels of students in 2,561 schools, as measured by performance on the NAEP (national) exams. After controlling for student background, the only objective factor found to be positively correlated with student performance was class size, not school size, not teacher qualifications, nor any other variable that the researchers could identify. Student achievement was even more strongly linked to smaller classes in the upper rather than the lower grades.*
- **Grissmer, D., et. al. (2000).** [Improving Student Achievement: What State NAEP Test Scores Tell Us.](#) RAND. *“States with higher per-pupil spending, lower class sizes and more pre-K have higher achievement levels. Disadvantaged children are the most likely to gain benefits from such programs.”*
- **Pritchard, I. (1999).** [Reducing class size: What do we know?](#) U.S. Department of Education. *A comprehensive and wide-scale analysis of CSR analyses, experimental studies and state initiatives. “Researchers have used various techniques to study how class size affects the quality of education.... Overall, however, the pattern of research findings points more and more clearly toward the beneficial effects of reducing class size.*
- **Bracey, G. (1999)** [Distortion and Disinformation about Class Size Reduction.](#) EDDRA. *Critique of Hanushek’s analyses of class size reduction.*
- **Cromwell, S. (1998).** [Are smaller Classes the Answer?](#) *Education World.* *Thorough analysis of contemporary research articles evincing the benefits of smaller class sizes.*
- **Achilles, C. M. (1997).** [Small Classes, Big Possibilities.](#) *The School Administrator.* *“Perhaps the idea of small classes for students in the early grades is so commonsensical today that educators don’t consider it a challenge. Yet education’s leaders must look beyond the surface variables to understand the systemic, domino-effect possibilities of class-size changes.”*
- **National Council of Teachers of English. (1996).** [Statement on Class Size and Teacher Workload: Elementary.](#) *Guideline for NCTE’s position on educational issues is in strong support of smaller class sizes, complete with facts and challenges. All of the major professional organizations in the field of composition recommend course sizes of no more than twenty students for K-1, based on the literature on class size and writing.*
- **Mosteller, F. (1995).** [The Tennessee Study of class size in the early school grades.](#) (1995). *The Future of Children, 5.2.* *Formidable results from the historic large-scale experiment for early grades, Project STAR. “After four years, it was clear that smaller classes did produce substantial improvement in early learning and cognitive studies and that the effect of small class size on the achievement of minority children was initially about double that observed for majority children....”*
- **Australian Education Union. Fact Sheet Number 1. (1995).** [Class sizes do matter.](#) *Fact sheet with evidence from class size research projects and reading list for the general public.*
- **Boozer, M., & Rouse, C. (1995).** [Intraschool variation in class size: patterns and implications.](#) *NBER Working Paper, No.5144.* *“We find that not only are blacks in schools with larger average class sizes, but they are also in larger classes within schools, conditional on class type...it appears that smaller classes at the eighth grade lead to larger test score gains from eighth to tenth grade and that differences in class size can explain approximately 15% of the black-white difference in educational achievement.”*
- **Word, Elizabeth et al. (1990)** [The State Of Tennessee’s Student/Teacher Achievement Ratio \(STAR\) Project Technical Report Part I and Part II. Database User guide.](#) Commissioned by the Tennessee State Dept. of Education. *This report contains the results of Tennessee’s ground-breaking 4-year longitudinal randomized class size experiment. The study analyzed student achievement and development in three class types: small classes with 13-17 students per teacher; regular classes with 22-25 students per teacher; and regular classes with 22-25 students per teacher assisted by a full-time teacher aide. Project STAR followed students from kindergarten through third grade, starting in 1985-1986 and ending in 1988-*

1989. The study found significant gains in test scores in every subject and every grade, including reading, math, word study and listening, and lower grade retention rates for students who were in smaller classes; but no significant gains for those in classes with an aide.

- **Glass, V. Gene and Mary Lee Smith. (1979).** [Meta-Analysis of Research on Class Size and Achievement](#). *Early meta-analysis of class size literature. Finds that small class sizes (20 students or less) are associated with improved academic performance. Effects are strongest in the early grades and among low-income students.*

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Case studies

- **Tienken, C.H., & Achilles, C.M. (2006).** [Making Class Size Work in the Middle Grades](#). *AASA Journal of Scholarship & Practice, 3.1, pp 26-36.* *In a NJ middle school, reducing class size led to a reduction in the failure rate from 3-6% to only 1%, despite a concurrent increase in 40-60 students, and a 7% increase in poverty students, without any additional spending. Gains in test scores were statistically significant with .80 effect size.*
- **O'Neill, J., & Mercier, D. (2003).** [Incredible Shrinking Class Size](#). *National Staff Development Council.* *Describes how one school in Wisconsin reduced class size without additional funding.*
- **SERVE. (2002).** [How Class Size Makes a Difference](#). *One of the best and most readable summaries of the research, prepared by the Regional Educational Laboratory for the Southeast, funded by the U.S. Department of Education. And: "A Parent's Guide to Class-Size Reduction," 2003. A useful introduction, including suggestions on actions parents can take to encourage class-size reduction at their schools.*
- **Finn, J. D. (2002).** [Small Classes in American Schools: Research, Practice, and Politics](#). *Phi Beta Kappan.* *A summary of the research by one of the premier STAR investigators.*
- **Molnar, A., et al. (2000).** [Wisconsin's Student Achievement Guarantee in Education \(SAGE\) Class Size Reduction Program: Achievement Effects, Teaching and Classroom Implications](#). From: [How Small Classes Help Teachers do their Best](#). Ed. Margaret Wang and Jeremy Finn, Philadelphia, PA : Temple University Center for Research in Human Development,(p.227-237).
- **Haimson, L. (2000).** [Smaller is Better: First-hand Reports of Early Grade Class Size Reduction in New York City Public Schools](#). *Education Priorities Panel.* *This study was carried out during the first year of the class size reduction program for grades K-3 in the New York City public schools. "On the whole, the class size reduction experience as reported by principals and teachers has been overwhelmingly positive....Many of the students placed in smaller classes appear to be learning faster this year....The quality and quantity of teaching have been fundamentally enhanced...noticeable decline in the number of disciplinary referrals among students placed in smaller classes...all of the principals and teachers we interviewed urged that support for the class size program should be continued and expanded."*
- **Class Size: Project SAGE. (n.d.).** *American Youth Policy Forum.* *SAGE studies in Wisconsin began as a five-year pilot program in the 1996-97 school year to test the hypothesis that smaller classes in elementary schools raise the academic achievement of disadvantaged students. SAGE is one of the largest class size reduction initiatives and found significant gains for African American students.*

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Benefits for the upper elementary, middle and upper grades

- **Fredriksson, P., Öckert, B. & Oosterbeek, H. (2013).** [Long-Term Effects of Class Size](#). *The Quarterly Journal of Economics, 128 (1).* *"Analysis of administrative data from Sweden shows Smaller classes in the last three years of primary school (age 10 to 13) are not only beneficial for cognitive test scores at age 13 but also for non-cognitive scores at that age, for cognitive test scores at ages 16 and 18, and for completed education and wages at age 27 to 42. The estimated effect on wages shows the economic benefits outweigh the costs."*
- **Blatchford, P., Bassett, P., & Brown, P. (2011).** [Examining the effect of class size on classroom engagement and Teacher-pupil interaction- Differences in relation to pupil prior attainment and primary vs. secondary schools. Learning and Instruction, 21.](#) *An observational study involving nearly 700 students in 49 schools in the UK finds that in both the early and later grades, smaller classes leads to students receiving more individual attention from their teachers and*

having more positive interactions with them. Classroom engagement decreases in larger classes, and this is particularly marked for struggling students at the secondary level. Students are engaged in active interactions with their teachers two to three times more often in a class of 15 compared to class of 30, and for low achievers at secondary level there is more than twice as much off task behavior in classes of 30 compared to 15. A five student increase in class size is associated with the odds of off task behavior increasing by 40% for this group. No threshold effect was observed; in other words, there is no particular class size that must be attained for positive benefits to accrue to students in smaller classes.

- **Malloy, C., Ph.D., & Vital Research, LLC., (2010).** [Lessons from the Classroom: Initial Success for At-Risk Students.](#) California Teachers Association. “An ongoing evaluation of the Quality Education Investment Act (QEIA) This report includes a comparative analysis of Academic Performance Index data for QEIA schools and non-QEIA schools as well as findings from an action research project in 22 QEIA schools statewide... most common goal noted by schools was class size reduction: at least one interviewee at all but one of the regular program schools cited class size reduction as a key goal of QEIA at their school...higher API growth schools cited class size reduction as one of the key factors that contributed to changes in teaching practices at their schools...spend more time with the “neediest, at-risk” students, differentiate instruction, and spend less time on classroom management issue.”
- **Lubienski, S. T., et.al. (2008).** [Achievement Differences and School Type: The Role of School Climate, Teacher Certification, and Instruction.](#) American Journal of Education, 115. Multilevel analysis of National Assessment of Educational Progress (NAEP) mathematics data for over 270,000 fourth and eighth graders in over 10,000 schools finds that smaller class size is significantly correlated with higher achievement.
- **MiddleWeb. (2008).** [Teachers of the Year talk about the need for smaller classes in the middle and upper grades.](#) Excerpts from ED’s Teacher of the Year listserv discussing need for small classes.
- **Blatchford, P., et.al. (2008).** [Do low attaining and younger students benefit most from small classes? Results from a systematic observation study of class size effects on pupil classroom engagement and teacher pupil interaction.](#) Paper delivered to the American Educational Research Association Annual Meeting. “...[T]he main implication of this study is that smaller classes can benefit all pupils in terms of individual, active attention from teachers, but that the lower attaining pupils in particular can benefit from small classes at secondary level.”
- **Tienken, C.H., & Achilles, C.M. (2006).** [Making Class Size Work in the Middle Grades.](#) AASA Journal of Scholarship & Practice, 3.1, pp 26-36. In a NJ middle school, reducing class size led to a reduction in the failure rate from 3-6% to only 1%, despite a concurrent increase in 40-60 students, and a 7% increase in poverty students, without any additional spending. Gains in test scores were statistically significant with .80 effect size.
- **Dustmann, C., et. al. (2003).** [Class Size, Education and Wages.](#) Economic Journal. UK study showing high school students in small classes more likely to stay through graduation. See also [Guardian UK summary.](#) Explanation of the previous analysis’ findings.
- **McLaughlin, Donald and Gili Drori.(2000)** [School-Level Correlates of Academic Achievement: Student Assessment Scores in SASS Public Schools.](#) U.S. Department of Education. National Center for Education Statistics. The most authoritative study showing the importance of class size is in all grades, analyzing the achievement levels of students in 2,561 schools, as measured by performance on the NAEP (national) exams. After controlling for student background, the only objective factor found to be positively correlated with student performance was class size, not school size, not teacher qualifications, nor any other variable that the researchers could identify. Student achievement was even more strongly linked to smaller classes in the upper rather than the lower grades.
- **National Council of Teachers of English. (1999).** [More than a Number: Why Class Size Matters.](#) Guideline for NCTE’s position on educational issues is in strong support of smaller class sizes, complete with facts and challenges.
- **Wenglinsky, H.(1997).** [When Money Matters.](#) Educational Testing Service. Shows how smaller classes in grades 4 and 8 are linked to higher test scores and improved student discipline.
- **Boozer, M., & Rouse, C. (1995).** [Intraschool variation in class size: patterns and implications.](#) NBER Working Paper, No. 5144. “We find that not only are blacks in schools with larger average class sizes, but they are also in larger classes within schools, conditional on class type...it appears that smaller classes at the eighth grade lead to larger test score gains from eighth to tenth grade and that differences in class size can explain approximately 15% of the black-white difference in educational achievement.”
- **National Council of Teachers of English. (1990).** [Statement on Class Size and Teacher Workload: Secondary.](#) “The Secondary Section of the National Council of Teachers of English recommends that schools, districts, and states adopt plans and implement activities resulting in class sizes of not more than 20 and a workload of not more than 80 for English language arts teachers by the year 2000.”

Benefits for post-secondary education

- **Benton, S. (2012).** [Does Class Size Matter?](#) The IDEA Center Blog. *Analyses of IDEA student ratings collected in 490,196 classes from 2002-2011 found, “...Small classes...better student preparation, student enthusiasm, and effort than those in large and very large classes...the smaller the class the higher was students’ achievement and overall impressions of the course.... Smaller classes were especially well suited for developing students’ creative capacities and oral and written communication skills.”*
- **Monks, J., & Schmidt, R. (2010).** [The impact of class size and number of students on outcomes in higher education.](#) Working Paper, Cornell University, School of Industrial and Labor Relations. “We find that both class size and student load negatively impact student assessments of courses and instructors... large class sizes and higher student loads are correlated with less critical and analytical thinking, less clarity in class presentations, and lower ratings on the instructor’s ability to stimulate student interest.”
- **De Giorgi, G., Pellizzari, M., & Woolston, W. G. (2009).** [Class size and class heterogeneity.](#) IZA Discussion Papers, No. 4443. “Our baseline results suggest that increasing class size by 20 students reduces a student’s wage by approximately 6%. If we trust such estimate, it would be hard to dismiss class size reduction as an ineffective and inefficient policy....Such an intervention [reducing average class sizes to 20 students] would generate a gain of 80 euros x 1,500 students, or 120,000 euros in total each month, which are likely to be more than enough to pay the costs of acquiring the additional resources necessary to activate the two extra classes.”
- **Cuseo, J. (2007).** [The empirical case against large class size: Adverse effects on the teaching, learning, and retention of first-year students.](#) Journal of Faculty Development, 21(1), p5-21. “Good summary showing that “empirical evidence... suggests that there are eight deleterious outcomes associated with large-sized classes: (1) increased faculty reliance on the lecture method of instruction, (2) less active student involvement in the learning process, (3) reduced frequency of instructor interaction with and feedback to students, (4) reduced depth of student thinking inside the classroom, (5) reduced breadth and depth of course objectives, course assignments, and course-related learning strategies used by students outside the classroom, (6) lower levels of academic achievement (learning) and academic performance (grades), (7) reduced overall course satisfaction with the learning experience, and (8) lower student ratings (evaluations) of course instruction.”
- **Beddard, K., & Kuhn, P. (2005).** [Where class size really matters: Class size and student ratings of instructor effectiveness.](#) Working Paper. University of California, Santa Barbara: Department of Economics. *The researchers examined the impact of class size on student evaluations of instructor performance using data on all economics classes offered at the University of California, Santa Barbara from Fall 1997 to Spring 2004. The researchers controlled for both instructor and course fixed effects. The researchers found a large, highly significant, and nonlinear negative impact of class size on student evaluations of instructor effectiveness that is highly robust to the inclusion of course and instructor fixed effects.*
- **Carbone, E., & Greenberg, J. (1998).** [Teaching large classes: Unpacking the problem and responding creatively.](#) To Improve the Academy. Paper 399. *The researchers found that most students agreed that class size affected their ability to learn, and large classes negatively affected their ability to interact (in and out of class) with faculty.*
 - **Keil, J. and Partell, P. J. (1997)** [The effect of class size on student performance and retention at Binghamton University.](#) Office of Budget and Institutional Research, Binghamton University. *A study of Binghamton students, with an accounting for demographic variables. Increasing class size had a negative effect on student achievement and retention. A student with an average class size of 20 had a 0.97 probability of returning to the university, whereas a student with an average class size of 240 had a probability of returning of only 0.80.*
 - **Horning, A. (1997).** [The Definitive article on class size.](#) WPA: Writing Program Administration, 31.1/2. *Compilation of class size research evincing CSR’s beneficial impact on first-year college students’ writing courses leading to improved college ranking, faculty effectiveness and school’s retention rate, “It should be clear that class size is important from a number of different perspectives in college writing courses. For students, ... how much attention they get from teachers, how deeply they engage with their coursework and how well they can develop their writing skills. Ultimately, these differences make a difference in their performance and persistence to degree completion.... While cost is important to institutions, it must be viewed from a big picture point of view.”*
 - **Kuh, G. D., et al. (1991).** [Involving colleges: Successful approaches to fostering student learning and personal development outside the classroom.](#) San Francisco: Jossey-Bass. *In a multi-campus observation-based study, the researchers found that large classes were the primary factor in students not engaging in courses. In very large courses the majority of students did not have a single interaction with the professor.*
 - **NCTE: National Council of Teachers of English. (1987).** [Statement on Class Size and Teacher Workload: College.](#) “Economic pressures and budgetary restrictions may tempt administrations to increase teaching loads. With this conflict in mind, the College Section of the National Council of Teachers of English endorses the following

standards....No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15. Students cannot learn to write without writing. In sections larger than 20, teachers cannot possibly give student writing the immediate and individual response necessary for growth and improvement."

- Fischer, C. G., & Grant, G. E. (1983). Intellectual levels in college classrooms. In C. L. Ellner, & C. P. Barnes (Eds.), [Studies of college teaching: Experimental results](#). Lexington, Mass.: D.C. Heath. *In an analysis of audiotapes of 155 class sessions in 40 undergraduate courses at multiple institutions, the researchers found that class size significantly affected the level of cognitive skills used by students in the classroom. In small classes (15 or fewer students), when students spoke in response to instructor-posed questions, the average level of thinking displayed by their discourse was that of analysis; in medium-size classes (16-45 students) student discourse was characterized by a lower level of thinking—comprehension; and in large classes (46 or more students), the discourse of students who participated in class most often reflected factual recall.*

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Long-term effects, health and economic benefits

- Wilde, E.T., Finn, J., Johnson, G., Muennig, P. (2011) [The effect of class size in grades K-3 on adult earnings, employment, and disability status: evidence from a multi-center randomized controlled trial](#). Students randomly assigned to a smaller class in the STAR experiment improved their cognition and high school graduation rates. These benefits were primarily realized among low-income and minority students. Exposure to small class size increased eventual employment for blacks, and increased earnings for both black and white males.
- Dynarski, S., Hyman, J., & Schanzenbach, D. W. (2011). [Experimental Evidence on the Effect of Childhood Investment on Postsecondary Attainment and Degree Completion](#). NBER, Working Paper. *"The study concludes that attending a small class increases the rate of college attendance, with the largest positive impact on black and poor students. Among those students with the lowest predicted probability of attending college, a small class increased rate of college attendance by 11 percentage points. Attending a small class also increases the probability of earning a college degree, and to shift students toward earning degrees in high-earning fields such as science, technology, engineering and mathematics (STEM), business and economics."*
- Fredriksson, P., Öckert, B. & Oosterbeek, H. (2013). [Long-Term Effects of Class Size](#). [The Quarterly Journal of Economics](#), 128 (1). *Analysis of administrative data from Sweden shows Smaller classes in the last three years of primary school (age 10 to 13) are not only beneficial for cognitive test scores at age 13 but also for non-cognitive scores at that age, for cognitive test scores at ages 16 and 18, and for completed education and wages at age 27 to 42. The estimated effect on wages shows the economic benefits outweigh the costs.*
- Chetty, R., et. al. (2011). [How Does your Kindergarten classroom affect your earnings? Evidence from Project Star](#). [The Quarterly Journal of Economics](#), 126:4. *Smaller classes in Kindergarten shown to lead to greater likelihood of attending college, owning a home and a 4101K as adults more than 20 years later.*
- Dee, T., & West, M. (2011). [The Non-Cognitive Returns to Class Size](#). [Educational Evaluation and Policy Analysis](#), 33:23. *"Results show that smaller classes in 8th grade lead to improvements in non-cognitive skills like student engagement, persistence and self-esteem that have been strongly linked to success in schools and later in life. The authors estimate that in urban schools, the economic benefits from investing in smaller classes would be nearly twice the cost."*
- De Giorgi, G., Pellizzari, M., & Woolston, W. G. (2009). [Class size and class heterogeneity](#). [IZA Discussion Papers](#), No. 4443. *"Our baseline results suggest that increasing class size by 20 students reduces a student's wage by approximately 6%. If we trust such estimate, it would be hard to dismiss class size reduction as an ineffective and inefficient policy....Such an intervention [reducing average class sizes to 20 students] would generate a gain of 80 euros x 1,500 students, or 120,000 euros in total each month, which are likely to be more than enough to pay the costs of acquiring the additional resources necessary to activate the two extra classes."*
- Muennig, P., & Woolf, S. H. (2007). [Health and Economic Benefits of Reducing the Number of Students per Classroom in US Primary Schools](#). [American Journal of Public Health](#). *"Reducing class sizes may be more cost-effective than most public health and medical interventions, with large savings in health care costs and almost two years of additional life for students who were in smaller classes in the early grades."* See also 2007 [summary](#) in Slate magazine by Dr. Sydney Spiesel.
- Yinger, John (2007). [The Impact of Class Size on Teacher Retention](#). The findings that smaller classes lower teacher attrition rates *"may be particularly important for schools with high concentrations of disadvantaged students, which have relatively high rates of teacher attrition. Existing research indicates that these schools would have to offer huge salary increases to bring their attrition rates down to the level in schools with few disadvantaged students. As a result, policies to*

reduce class size may, in the long run, prove to be more cost effective than salary increases as a way to retain teachers and boost teacher experience in schools with concentrated disadvantage.”

- Finn, J. D., et. al. (2005). [Small Classes in the Early Grades, Academic Achievement, and Graduating From High School](#). *Journal of Educational Psychology*. “For all students combined, 4 years of a small class in K–3 were associated with a significant increase in the likelihood of graduating from high school; the odds of graduating after having attended small classes for 4 years were increased by about 80.0%. **Furthermore, the impact of attending a small class was especially noteworthy for students from low-income homes.** Three years or more of small classes affected the graduation rates of low-SES students, increasing the odds of graduating by about 67.0% for 3 years and more than doubling the odds for 4 years.”
- Dustmann, C., et. al. (2003). [Class Size, Education and Wages](#). *The Economic Journal*. UK study showing high school students in small classes more likely to stay through graduation. See also [Guardian UK summary](#). Explanation of the previous analysis’ findings.
- Krueger, A. K. (2003). [Economic Considerations and Class Size](#). *The Economic Journal*, 113. Concludes that “the benefits of reducing class size are estimated to be around twice the cost.” Also includes an authoritative critique of Hanushek’s work: “Hanushek’s pessimistic conclusion about the effectiveness of schooling inputs results from the fact that he inadvertently places a disproportionate share of weight on a small number of studies that frequently used small samples and estimated misspecified models.”
- Viadero, D. (2000). [Study Links Smaller Classes To Higher Earnings](#). *Education Week*. Summary of Krueger’s economic analysis.

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Benefits for teachers and students

- Achilles, C. M., et al. (2012). [Class-size Policy: The Star Experiment and Related Class-size Studies](#). NCEA Policy Brief 1.2. “A reanalysis of the Tennessee STAR experiment found that small classes (15-17 pupils) in kindergarten through third grade (K-3) provide short- and long-term benefits for students, teachers, and society at large....poor, minority, and male students reap extra benefits in terms of improved test outcomes, school engagement, and reduced grade retention and dropout rates.”
- Isenberg, Emily Pas. (2010). US Bureau of the Census. [The Effect of Class Size on Teacher Attrition: Evidence from Class Size Reduction Policies in New York State](#). A decrease in class size from 23 to 20 students under a district-wide policy lowered the probability that a teacher would leave the school by 4.2 percentage points. By decreasing teacher turnover rates which then leads to a more effective experienced teaching force, class size reduction can “improve student achievement through both the direct effect of smaller classes on student achievement and the indirect effects of decreasing the fraction of beginning teachers in the classroom and decreasing the disruption associated with teacher turnover.”
- Bascia, N. (2010). [Reducing Class Size: What do we Know?](#). Ontario Institute for Studies in Education. Reviewed research base and analyzed statistical data collected by the Canadian Ministry of Education between 2003-04 and 2007-08. Involved field research in eight school districts, 24 schools, and 84 classrooms. Classroom observations were undertaken at each primary grade level, from K-3. All teachers were surveyed in each school. Parent surveys included representation from every school district in Ontario. “Nearly three-quarters of the primary teachers reported that the quality of their relationships with students had improved as a result of the smaller class size, and two-thirds said their students were more engaged in learning than before class size reduction...Many parents of children enrolled in smaller classes reported that their children appeared to be learning more and were more comfortable at school.”
- King, J. (2008). [Bridging the Achievement Gap: Learning from three charter schools \(part 1\), \(part 2\), \(part 3\), \(part 4\)](#). Columbia University (Doctoral Dissertation). “School size and class size are linked to the five key cultural values: a culture that teaches effort yields success; a culture of high expectations; a disciplined culture; a culture built on relationships; and a culture of excellence in teaching. Small classes and small overall student loads allow teachers to spend more time working with individual students to help them track their own progress and develop their skills – thus reinforcing the principle that effort yields success. High expectations are easier to maintain when teachers know their students well (because of small school and class size), can identify whether a student’s poor performance on an assessment reflects deficiencies in their effort or their understanding, and can respond accordingly.”
- Graue, E., et. al. (2007). [The Wisdom of Class-Size Reduction](#). *American Educational Research Journal*, 44.3. “SAGE in particular; and CSR in general, allows teachers the space to create meaningful learning opportunities for students. Giving teachers support to develop new strategies for teaching smaller groups makes it more likely.”
- Wilson, V. (2002). [Does Small Really Make a Difference?](#) University of Glasgow . Good literature review on the effects of class size on teaching and student behavior.
- Finn, J., Pannozzo, Gina M., and Achilles, Charles M. (2003) [The Why’s of Class Size: Student Behavior in Small Classes](#), *Review of Educational Research*, Vol. 73, No. 3, pp. 321-368. This article summarizes theory and data on [the] hypothesis—that the key to the academic benefits of small classes resides in student behavior. ...students become more engaged

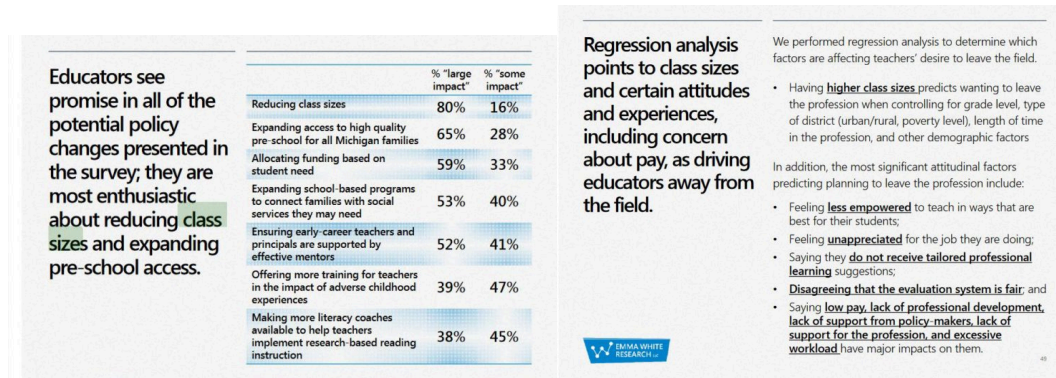
academically and more engaged socially when class sizes are reduced, and this increased engagement in the classroom is a compelling explanation for increased learning in all subject areas.

- Fidler, P., Phd. (2002). [The Relationship between teacher instructional techniques and characteristics and student achievement in reduced size classes](#). Los Angeles Unified School District, Publication No. 120. *“The purpose of this study was to examine the impact of class size reduction (CSR) on achievement among 3rd, 4th, and 5th grade students with different numbers of years of participation in CSR.... We believe that CSR will help to increase student achievement, especially for students who need it the most: low SES students, limited English-speaking students, and those students in inner-city schools.... It can be concluded from the results of this study that CSR does help to increase language.”*
- Wang, M., & Finn, J. (2000). [How Small Classes Help Teachers do Their Best: Recommendations from a National Invitational Conference](#). Philadelphia, PA : Temple University Center for Research in Human Development.
- Bernstein, K. J. (2000). [Class size does matter](#). Prince George’s and Montgomery Journal Newspapers. *Excellent essay by a high school teacher, explaining why both smaller classes and a smaller teaching load is essential to improve student achievement.*

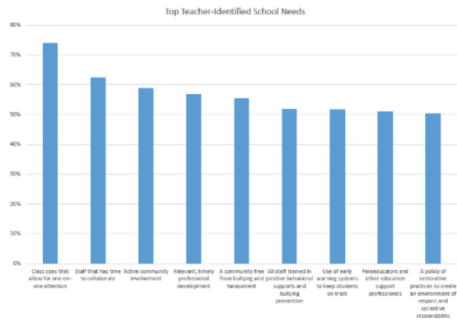
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Surveys of parents, teachers and students

- [Launch Michigan](#) 2019 survey of 6,878 Michigan educators by Emma White Research LLC. Educators believe that reducing class size would be the best way to improve schools a 80%, with 85% of teachers in high-poverty urban districts responding this way, far above either expanding preK or providing more literacy coaches. Teachers with large classes were also more likely to say they want to leave the profession.

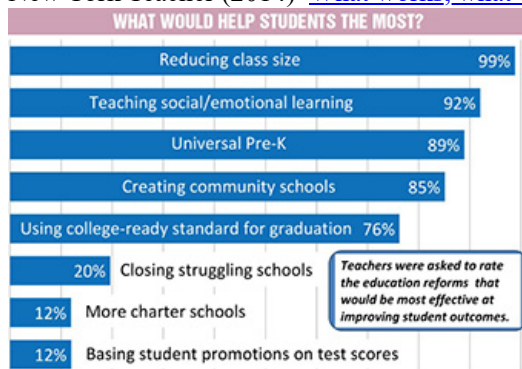


- Colorado Education Association (2018) [Teacher Voices: Teachers Know what their Schools and Students Need.](#)



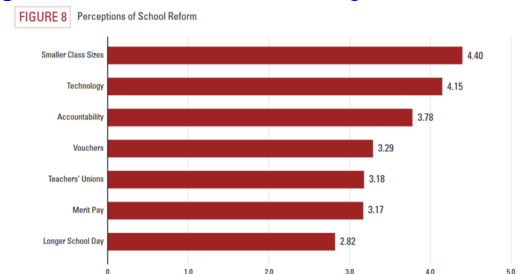
A statewide survey of 742 educators shows that 74% of teachers statewide say that schools need to reduce class sizes to allow for one-on-one attention”, the top response of the nine options offered. Mesa County teacher Christy Anderson, an educator for 19 years, wrote: “Anyone who says that class size doesn’t matter,” she explains, “does not understand teaching.”

- New York Teacher (2014) [What works, what doesn't: Teachers speak their minds.](#) A survey of NYC



teachers found that 99 percent say reducing class size would be the most effective reform to improve student outcomes – far outstripping any other reform, including socio-emotional learning, universal preK, community schools, and college-reading standards. Ninety one percent said it would be a very effective reform, and another 8 percent rated it somewhat effective.

- The Friedman Foundation for Educational Choice. (2014). [School Choice Signals, Research Review and Experiments.](#) A



national survey of more than 50,000 people as part of the 2012 post-election phase of the Congressional Election Study (CCES), administered by YouGov/Polimetrix indicated that respondents perceived that the most effective way to reform education in the U.S. is to reduce class sizes, ahead of technology or school choice.

- New York City Department of Education. (2012). [School Survey Citywide Results](#). NYC DOE Learning Environment Surveys. *Smaller classes are the top priority of parents every year since they've been given (2009). See also p. 9 summary slides at School Survey Citywide Results(2011).*
- Teach Plus. (2012). [Great Expectations: Teachers' Views on Elevating the Teaching Profession](#). Survey. *"Just 4 percent of veteran teachers and 6 percent of New Majority teachers would be willing to increase class sizes in exchange for a higher salary. Slightly over half of teachers at all levels of experience suggest raising taxes as their preferred strategy for paying for larger salaries, indicating disinterest in trading off class size, a longer year, or a new pension system to pay for the potential increase."*
- Scholastic & Bill and Melinda Gates Foundation. (2012.) [Primary Sources: America's Teachers on the Teaching Profession](#). *90 percent of teachers said that having fewer students in their class would have a "very strong" (62 percent) or "strong" impact (28 percent) on student achievement, while only 26 percent said that merit pay would have a strong and/or very strong impact.*
- MetLife, Inc.. (2012). [The MetLife Survey of the American Teacher: Teachers, Parents and the Economy](#). *A 2011 survey of teachers, parents and students. "Teacher job satisfaction has dropped 15 points since 2009, from 59% who were very satisfied to 44% who are very satisfied, the lowest level in over 20 years.... Teachers with lower job satisfaction are more likely to report that in the last year they have seen increases in: average class size (70% vs. 53%)... One in seven (14%) students agrees that their classes are so big that their teachers don't really know them...."*
- Education Next-Program on Education Policy and Governance. (2007-11). [Education Next-PEPG Survey](#). This poll of the American public found that 77 percent of respondents thought that additional educational dollars should be spent on smaller classes rather than higher teacher salaries.
- Lopez, S. J., Ph.D.(2009). [Well-Being, Success, and the Gallup Student Poll](#). Gallup, Inc.. *The larger the class size, the lower the sense of student well being.*
- New South Wales.(2004-08). [Evaluations of class size reduction program](#). *"Overwhelmingly the judgment of parents, principals and teachers has been that the impact of the Class Size Reduction Program has been positive. It has been exceptionally well regarded by these groups as an important educational initiative. High levels of satisfaction were reported with the program's impact on class organization, teaching practices, student learning outcomes, behavior and social skills."*
- Bridgeland, J. M., et al. (2006). [The Silent Epidemic: Perspectives of High School Dropouts](#). *National survey of high school dropouts: "In our focus groups, participants repeated again and again that they believed smaller class sizes would have helped ensure that teachers maintained order in the classroom and would have provided more individual attention. ...the need for smaller class sizes and more personal instruction emerged more than 12 separate times from the participants in our four focus groups...Seventy-five percent of survey participants say that if they had had been provided with smaller classes they would likely have stayed in school."*
- Beddard, K., & Kuhn, P. (2005). [Where class size really matters: Class size and student ratings of instructor effectiveness](#). Working Paper. University of California, Santa Barbara: Department of Economics. *The researchers examined the impact of class size on student evaluations of instructor performance using data on all economics classes offered at the University of California, Santa Barbara from Fall 1997 to Spring 2004. The researchers controlled for both instructor and course fixed effects. The researchers found a large, highly significant, and nonlinear negative impact of class size on student evaluations of instructor effectiveness that is highly robust to the inclusion of course and instructor fixed effects.*
- New York City Council Investigation Division. (2004). [Report on Teacher Attrition and Retention](#). *"Nearly a third (30%) of new teachers (1-5 years of experience) in NYC said that it was unlikely that they would be teaching school in the next three years. For those teachers who were thinking of leaving NYC public schools, the top three changes in their work conditions most likely to entice them to stay include a new contract with higher pay; class size reduction; and better discipline"*
- Public Agenda. (2003).[Rolling Up Their Sleeves: Superintendents and Principals Talk About What's Needed to Fix Public Schools](#). *"Superintendents and Principals agree that reducing class size would significantly improve quality of teaching, with principals saying it would be the best way (at 36%), over higher salaries (35%) or merit pay (25%)."*
- Public Agenda. (2001). [Sizing Things Up](#). *"70% of teachers say that small classes are more important to student achievement than small school size. Parents: 47% say class size more important, only 8% school size, and 43% say both. In focus groups across the country, Public Agenda has repeatedly heard parents and teachers talk about how students benefit from – and thrive—in small classes."*
- Public Agenda. (1999). [A Sense of Calling: Who Teaches and Why](#). *"86% of teachers say that reducing class size would be a very effective way to improve the quality of instruction, far above any other reform, including requiring a major in the subject taught, increasing professional development or salaries, providing more mentoring, requiring graduate degrees, or merit pay."*
- Carbone, E., & Greenberg, J. (1998). [Teaching large classes: Unpacking the problem and responding creatively](#). *To Improve the Academy*. Paper 399. *The researchers found that most students agreed that class size affected their ability to learn, and large classes negatively affected their ability to interact (in and out of class) with faculty.*
- Fischer, C. G., & Grant, G. E. (1983). Intellectual levels in college classrooms. In C. L. Ellner, & C. P. Barnes (Eds.), [Studies of college teaching: Experimental results](#). Lexington, Mass.: D.C. Heath. *In an analysis of audiotapes of 155 class sessions in 40 undergraduate courses at multiple institutions, the researchers found that class size significantly affected the level of cognitive skills used by students in the classroom. In small classes (15 or fewer students), when students spoke in response to instructor-posed questions, the average level of thinking displayed by their discourse was that of analysis; in medium-size classes (16-45 students) student discourse was characterized by a lower level of thinking—*

comprehension; and in large classes (46 or more students), the discourse of students who participated in class most often reflected factual recall.

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Non-cognitive skills

- Fredriksson, P., Öckert, B. & Oosterbeek, H. (2011). [Long-Term Effects of Class Size](#). [IZA Discussion Paper # 5879](#). “Analysis of administrative data from Sweden shows Smaller classes in the last three years of primary school (age 10 to 13) are not only beneficial for cognitive test scores at age 13 but also for non-cognitive scores at that age, for cognitive test scores at ages 16 and 18, and for completed education and wages at age 27 to 42. The estimated effect on wages shows the economic benefits outweigh the costs.”
- Dee, T. & West, M. (2011). [The Non-Cognitive Returns to Class Size](#). [Educational Evaluation and Policy Analysis](#), 33:23. Results show that smaller classes in 8th grade lead to improvements in non-cognitive skills like student engagement, persistence and self-esteem that have been strongly linked to success in schools and later in life. The authors estimate that in urban schools, the economic benefits from investing in smaller classes would be nearly twice the cost.
- Babcock, P., & Betts, J.R. (2009). [Reduced Class Distinctions: Effort, Ability, and The Education Production Function](#). [Journal of Urban Economics](#), Vol. 65, pp. 314–322. Empirical findings indicate that class-size expansion may reduce gains for low-effort students more than for high-effort students, Results here...suggest ...that larger gains for disadvantaged students may have occurred because small classes allow teachers to incentivize disengaged students more effectively, or because students are better able connect to the school setting in small classes.
- Blatchford, P., et.al. (2008). [Do low attaining and younger students benefit most from small classes? Results from a systematic observation study of class size effects on pupil classroom engagement and teacher pupil interaction](#). Paper delivered to the [American Educational Research Association Annual Meeting](#). “...[T]he main implication of this study is that smaller classes can benefit all pupils in terms of individual, active attention from teachers, but that the lower attaining pupils in particular can benefit from small classes at secondary level.”
- Wilson, V. (2002). [Does Small Really Make a Difference?](#) University of Glasgow . Good literature review on the effects of class size on teaching and student behavior.

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Research on the California Class Size Reduction Program (CSRP)

- Gilraine M., Macartney H., and McMillan, R. [Education Reform in General Equilibrium: Evidence from California's Class Size Reduction](#). NBER Working Paper No. 24191, January 2018. An analysis of California's statewide class size reduction of the late-1990's shows that improvements in public school quality caused marked reductions in local private school enrollment as higher-income students enrolled in public schools, and also led to significant increases in local house prices, as parents were willing to pay substantially more to live in a region that had implemented class size reduction. Second, the authors found a large pure class size achievement effect of 0.11 SD (in terms of mathematics scores), and an even larger indirect effect of 0.16 SD via induced changes in school demographics and peer effects. Finally, both effects persisted positively, giving rise to an impact estimated to be 0.4 SD higher for fourth graders who were in reduce size classes for four years from Kindergarten through third grade. Re teacher quality: “...once the CSRP program expands to kindergarten and third grade: teacher inexperience falls substantially for CSRP grades and rises for non-CSRP grades. Inexperience then falls for all grades thereafter.” Conclusion: “...our results accord with the convincing studies that document longer-term benefits of class size reduction.”
- Burkander, P. (2014). [The Causal Effect of School Reform: Evidence from California's Quality Education Investment Act*](#). “This report analyzes the California Quality Education Investment Act (QEIA) that went into effect in 2007-08 and its effect on student outcomes. In his analysis, the author finds that QEIA led to a reduction in class size of about four students by the third fully-funded year of the program. QEIA caused a statistically significant increase in student achievement, as measured by both California's Average Performance Index, and by grade-level results on standardized tests. With respect to the population of all elementary schools, the average treatment effect of QEIA on the API by the third fully-funded year of the program was an increase of 0.33 standard deviations, with larger gains for Hispanic and low-SES students. Standardized math scores increased 0.28 standard deviations in 2nd grade, and by 0.44 standard deviations in 5th grade. QEIA caused more modest gains in English language arts, of 0.19 and 0.22 standard deviations in 2nd and 5th grade, respectively.”
- Malloy, C., Ph.D., & Vital Research, LLC., (2010). [Lessons from the Classroom: Initial Success for At-Risk Students](#). California Teachers Association. “An ongoing evaluation of the Quality Education Investment Act (QEIA) This report includes a comparative analysis of Academic Performance Index data for QEIA schools and non-QEIA schools as well as

findings from an action research project in 22 QEIA schools statewide... most common goal noted by schools was class size reduction: at least one interviewee at all but one of the regular program schools cited class size reduction as a key goal of QEIA at their school...higher API growth schools cited class size reduction as one of the key factors that contributed to changes in teaching practices at their schools...spend more time with the “neediest, at-risk” students, differentiate instruction, and spend less time on classroom management issue.”

- Unlu, F. (2005). [California Class Size Reduction Reform: New Findings from the NAEP](#). Princeton University. *Study found that California’s fourth grade students who were in reduced class sizes in grades K-3 had substantially higher scores in math on the national assessments (NAEPs), of between 0.2 and 0.3 of a standard deviation, compared to closely matched students who were not in smaller classes.*
- Kane, T.J., & Staiger, D.O. (2005). Using imperfect information to identify effective teachers. Unpublished Paper. School of Public Affairs, University of California–Los Angeles. Cited in Gordon, R., Kane, T.J., & Staiger, D.O. (2006). [Identifying Effective Teachers Using Performance on the Job](#). Hamilton Project. *This study found that “when the Los Angeles Unified School District needed to triple its hiring of elementary teachers following the state’s class-size reduction initiative in 1997, the district was able to do so without experiencing a reduction in mean teacher effectiveness, even though a disproportionate share of the new recruits were not certified. “*
- Fidler, P., Phd. (2002). [The Impact of class size reduction on student achievement](#). Los Angeles Unified School District, Publication No. 109. *“The purpose of this study was to examine the impact of class size reduction (CSR) on achievement among 3rd, 4th, and 5th grade students with different numbers of years of participation in CSR.... We believe that CSR will help to increase student achievement, especially for students who need it the most: low SES students, limited English-speaking students, and those students in inner-city schools.... It can be concluded from the results of this study that CSR does help to increase language achievement gains, especially for ELL students.”*
- Jepsen, C. & Rivkin, S. (2002). [Class Size Reduction, Teacher Quality, and Academic Achievement in California Public Elementary Schools](#). Public Policy Institute of California. *This study showed that in the five largest school districts in California other than Los Angeles, that is, San Diego, San Francisco, Long Beach, Oakland and Fresno, class size reduction raised the proportion of third graders who exceeded the national median score by 10.5% in math, and 8.4% in reading, after controlling for all other factors. It also showed that the more black students in school, the greater the gains – 14.7% more students exceeding the national median in math, 18.4% more in reading in schools with 100% black student enrollment (again in urban districts aside from L.A.).*
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- Gallagher, L.P. (2002). Class Size Reduction and Teacher Migration, 1995–2000. [CSR Research Consortium Capstone Report](#) (2002), see pp. C16-C17, esp. figure C-11. *Shows that class size reduction in California led to higher rates of teacher retention, especially among novice teachers, which would be expected to result in a more effective, experienced teaching force over all. Within a few years, the rate of teachers who left high-poverty schools to work in more affluent areas was much lower than before class sizes were reduced.*

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Class size data

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Skippy award dinner honoring Rep. Jamaal Bowman!



We held our annual Skinny award dinner Wed. June 28, 2023, honoring Rep. Jamaal Bowman, former Bronx principal and now a progressive trailblazer who is fighting in Congress to protect and improve our public schools. More photos on [Facebook](#).

Why class size matters!

[Click here to see our video: parents, teachers & students explain why class size matters](#)



FAQ on new class size law!

The NY State Legislature passed a new law in June 2022, mandating that NYC schools phase in smaller classes in all grades. [Click here](#) to learn more about this law.

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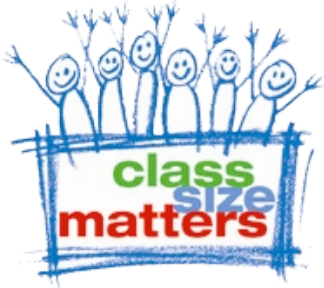
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School Year	LEA Code	LEA Name	School Code	School Name
2023-2024	00A	North Carolina Cyber Academy	00A000	North Carolina Cyber Academy
2023-2024	00B	NC Virtual Academy	00B000	NC Virtual Academy
2023-2024	010	Alamance-Burlington Schools	010303	ABSS Early College at ACC
2023-2024	010	Alamance-Burlington Schools	010304	Alexander Wilson Elementary
2023-2024	010	Alamance-Burlington Schools	010308	Altamahaw-Ossipee Elementary
2023-2024	010	Alamance-Burlington Schools	010310	Broadview Middle
2023-2024	010	Alamance-Burlington Schools	010311	Career and Technical Education Center
2023-2024	010	Alamance-Burlington Schools	010312	Highland Elementary
2023-2024	010	Alamance-Burlington Schools	010320	E M Yoder Elementary
2023-2024	010	Alamance-Burlington Schools	010324	Eastern Alamance High
2023-2024	010	Alamance-Burlington Schools	010326	Eastlawn Elementary
2023-2024	010	Alamance-Burlington Schools	010328	Edwin M Holt Elementary
2023-2024	010	Alamance-Burlington Schools	010340	Elon Elementary
2023-2024	010	Alamance-Burlington Schools	010346	B. Everett Jordan Elementary
2023-2024	010	Alamance-Burlington Schools	010347	Audrey W. Garrett Elementary
2023-2024	010	Alamance-Burlington Schools	010348	Graham High
2023-2024	010	Alamance-Burlington Schools	010350	Graham Middle
2023-2024	010	Alamance-Burlington Schools	010351	Grove Park Elementary
2023-2024	010	Alamance-Burlington Schools	010353	Hawfields Middle
2023-2024	010	Alamance-Burlington Schools	010354	Harvey R Newlin Elementary
2023-2024	010	Alamance-Burlington Schools	010357	Haw River Elementary
2023-2024	010	Alamance-Burlington Schools	010358	Hillcrest Elementary
2023-2024	010	Alamance-Burlington Schools	010360	Hugh M Cummings High
2023-2024	010	Alamance-Burlington Schools	010362	Marvin B Smith Elementary
2023-2024	010	Alamance-Burlington Schools	010364	North Graham Elementary
2023-2024	010	Alamance-Burlington Schools	010372	Pleasant Grove Elementary
2023-2024	010	Alamance-Burlington Schools	010374	R Homer Andrews Elementary
2023-2024	010	Alamance-Burlington Schools	010378	Ray Street Academy
2023-2024	010	Alamance-Burlington Schools	010380	South Graham Elementary
2023-2024	010	Alamance-Burlington Schools	010384	South Mebane Elementary
2023-2024	010	Alamance-Burlington Schools	010388	Southern Alamance High
2023-2024	010	Alamance-Burlington Schools	010390	Southern Alamance Middle
2023-2024	010	Alamance-Burlington Schools	010392	Sylvan Elementary

2023-2024	010	Alamance-Burlington Schools	010394	Turrentine Middle
2023-2024	010	Alamance-Burlington Schools	010396	Walter M Williams High
2023-2024	010	Alamance-Burlington Schools	010400	Western Alamance High
2023-2024	010	Alamance-Burlington Schools	010403	Western Alamance Middle
2023-2024	010	Alamance-Burlington Schools	010406	Woodlawn Middle
2023-2024	010	Alamance-Burlington Schools	010410	Southeast Alamance High
2023-2024	010	Alamance-Burlington Schools	010450	Alamance Virtual School
2023-2024	01B	River Mill Academy	01B000	River Mill Academy
2023-2024	01C	Clover Garden	01C000	Clover Garden
2023-2024	01D	The Hawbridge School	01D000	The Hawbridge School
2023-2024	01F	Alamance Community School	01F000	Alamance Community School
2023-2024	020	Alexander County Schools	020302	Alexander Central High
2023-2024	020	Alexander County Schools	020303	Alexander Early College
2023-2024	020	Alexander County Schools	020304	Bethlehem Elementary
2023-2024	020	Alexander County Schools	020306	East Alexander Middle
2023-2024	020	Alexander County Schools	020308	Ellendale Elementary
2023-2024	020	Alexander County Schools	020316	Hiddenite Elementary
2023-2024	020	Alexander County Schools	020320	Stony Point Elementary
2023-2024	020	Alexander County Schools	020324	Sugar Loaf Elementary
2023-2024	020	Alexander County Schools	020328	Taylorsville Elementary
2023-2024	020	Alexander County Schools	020330	West Alexander Middle
2023-2024	020	Alexander County Schools	020332	Wittenburg Elementary
2023-2024	030	Alleghany County Schools	030304	Alleghany High
2023-2024	030	Alleghany County Schools	030308	Glade Creek Elementary
2023-2024	030	Alleghany County Schools	030316	Piney Creek Elementary
2023-2024	030	Alleghany County Schools	030320	Sparta Elementary
2023-2024	040	Anson County Schools	040304	Anson Co. Early College High
2023-2024	040	Anson County Schools	040306	Anson High School
2023-2024	040	Anson County Schools	040308	Ansonville Elementary
2023-2024	040	Anson County Schools	040309	Anson Middle
2023-2024	040	Anson County Schools	040311	Wadesboro Primary
2023-2024	040	Anson County Schools	040316	Lilesville Elementary
2023-2024	040	Anson County Schools	040324	Morven Elementary
2023-2024	040	Anson County Schools	040328	Peachland-Polkton Elem
2023-2024	040	Anson County Schools	040330	Wadesboro Elementary

2023-2024	050	Ashe County Schools	050302	Ashe County High
2023-2024	050	Ashe County Schools	050303	Ashe County Early College High
2023-2024	050	Ashe County Schools	050305	Ashe County Middle
2023-2024	050	Ashe County Schools	050310	Blue Ridge Elementary
2023-2024	050	Ashe County Schools	050330	Mountain View Elementary
2023-2024	050	Ashe County Schools	050335	Westwood Elementary
2023-2024	060	Avery County Schools	060302	Avery County High
2023-2024	060	Avery County Schools	060304	Banner Elk Elementary
2023-2024	060	Avery County Schools	060310	Cranberry Middle
2023-2024	060	Avery County Schools	060316	Crossnore Elementary
2023-2024	060	Avery County Schools	060318	Avery Middle
2023-2024	060	Avery County Schools	060322	Freedom Trail Elementary
2023-2024	060	Avery County Schools	060328	Newland Elementary
2023-2024	060	Avery County Schools	060332	Riverside Elementary
2023-2024	06B	Marjorie Williams Academy	06B000	Marjorie Williams Academy
2023-2024	070	Beaufort County Schools	070302	Eastern Elementary
2023-2024	070	Beaufort County Schools	070308	Bath Elementary
2023-2024	070	Beaufort County Schools	070311	Beaufort Co Early College High
2023-2024	070	Beaufort County Schools	070325	Chocowinity Middle
2023-2024	070	Beaufort County Schools	070326	Chocowinity Primary
2023-2024	070	Beaufort County Schools	070327	John C Tayloe Elementary
2023-2024	070	Beaufort County Schools	070328	John Small Elementary
2023-2024	070	Beaufort County Schools	070329	Northeast Elementary
2023-2024	070	Beaufort County Schools	070330	Northside High
2023-2024	070	Beaufort County Schools	070338	P S Jones Middle
2023-2024	070	Beaufort County Schools	070339	Southside High
2023-2024	070	Beaufort County Schools	070340	S W Snowden Elementary
2023-2024	070	Beaufort County Schools	070342	Washington High
2023-2024	07A	Washington Montessori	07A000	Washington Montessori
2023-2024	080	Bertie County Schools	080311	Bertie Early College High
2023-2024	080	Bertie County Schools	080312	Bertie High
2023-2024	080	Bertie County Schools	080314	Bertie Middle
2023-2024	080	Bertie County Schools	080348	Aulander Elementary
2023-2024	080	Bertie County Schools	080356	West Bertie Elementary
2023-2024	080	Bertie County Schools	080360	Colerain Elementary

2023-2024	080	Bertie County Schools	080362	Windsor Elementary
2023-2024	090	Bladen County Schools	090315	Bladenboro Middle
2023-2024	090	Bladen County Schools	090317	Bladenboro Primary
2023-2024	090	Bladen County Schools	090318	Bladen Lakes Primary
2023-2024	090	Bladen County Schools	090320	Clarkton School of Discovery
2023-2024	090	Bladen County Schools	090324	Dublin Primary
2023-2024	090	Bladen County Schools	090328	East Arcadia Elementary
2023-2024	090	Bladen County Schools	090330	East Bladen High
2023-2024	090	Bladen County Schools	090332	Elizabethtown Middle
2023-2024	090	Bladen County Schools	090333	Elizabethtown Primary
2023-2024	090	Bladen County Schools	090352	Plain View Primary
2023-2024	090	Bladen County Schools	090365	Tar Heel School
2023-2024	090	Bladen County Schools	090368	West Bladen High
2023-2024	090	Bladen County Schools	090376	Bladen Early College
2023-2024	09A	Paul R Brown Leadership Academy	09A000	Paul R. Brown Leadership Academy
2023-2024	09B	Emereau: Bladen	09B000	Emereau: Bladen
2023-2024	100	Brunswick County Schools	100302	Belville Elementary
2023-2024	100	Brunswick County Schools	100304	Bolivia Elementary
2023-2024	100	Brunswick County Schools	100307	Brunswick County Early College
2023-2024	100	Brunswick County Schools	100308	The COAST
2023-2024	100	Brunswick County Schools	100309	Cedar Grove Middle
2023-2024	100	Brunswick County Schools	100310	Jessie Mae Monroe Elementary
2023-2024	100	Brunswick County Schools	100316	Leland Middle
2023-2024	100	Brunswick County Schools	100320	Lincoln Elementary
2023-2024	100	Brunswick County Schools	100326	North Brunswick High
2023-2024	100	Brunswick County Schools	100332	Shalotte Middle
2023-2024	100	Brunswick County Schools	100334	South Brunswick High
2023-2024	100	Brunswick County Schools	100335	South Brunswick Middle
2023-2024	100	Brunswick County Schools	100336	Southport Elementary
2023-2024	100	Brunswick County Schools	100338	Supply Elementary
2023-2024	100	Brunswick County Schools	100339	Town Creek Elementary
2023-2024	100	Brunswick County Schools	100340	Union Elementary
2023-2024	100	Brunswick County Schools	100341	Town Creek Middle
2023-2024	100	Brunswick County Schools	100342	Virginia Williamson Elem
2023-2024	100	Brunswick County Schools	100344	Waccamaw

2023-2024	100	Brunswick County Schools	100348	West Brunswick High
2023-2024	10A	Classical Charter Schools of Leland	10A000	Classical Charter Schools of Leland
2023-2024	10B	Classical Charter Schools of Southport	10B000	Classical Charter Schools of Southport
2023-2024	110	Buncombe County Schools	110303	Community High School
2023-2024	110	Buncombe County Schools	110304	Reynolds High
2023-2024	110	Buncombe County Schools	110306	Reynolds Middle
2023-2024	110	Buncombe County Schools	110308	Barnardsville Elementary
2023-2024	110	Buncombe County Schools	110318	Black Mountain Elementary
2023-2024	110	Buncombe County Schools	110320	Black Mountain Primary
2023-2024	110	Buncombe County Schools	110322	Early College
2023-2024	110	Buncombe County Schools	110323	Middle College
2023-2024	110	Buncombe County Schools	110324	Candler Elementary
2023-2024	110	Buncombe County Schools	110326	Cane Creek Middle
2023-2024	110	Buncombe County Schools	110332	Bell Elementary
2023-2024	110	Buncombe County Schools	110336	Owen High
2023-2024	110	Buncombe County Schools	110338	Owen Middle
2023-2024	110	Buncombe County Schools	110340	Erwin High
2023-2024	110	Buncombe County Schools	110342	Erwin Middle
2023-2024	110	Buncombe County Schools	110348	Emma Elementary
2023-2024	110	Buncombe County Schools	110352	Enka High
2023-2024	110	Buncombe County Schools	110356	Fairview Elementary
2023-2024	110	Buncombe County Schools	110366	Glen Arden Elementary
2023-2024	110	Buncombe County Schools	110368	Haw Creek Elementary
2023-2024	110	Buncombe County Schools	110370	Hominy Valley Elementary
2023-2024	110	Buncombe County Schools	110372	Johnston Elementary
2023-2024	110	Buncombe County Schools	110376	Leicester Elementary
2023-2024	110	Buncombe County Schools	110379	North Buncombe Elementary
2023-2024	110	Buncombe County Schools	110380	North Buncombe High
2023-2024	110	Buncombe County Schools	110381	North Buncombe Middle
2023-2024	110	Buncombe County Schools	110382	North Windy Ridge Intermediate
2023-2024	110	Buncombe County Schools	110384	Oakley Elementary
2023-2024	110	Buncombe County Schools	110388	Pisgah Elementary
2023-2024	110	Buncombe County Schools	110401	Enka Middle
2023-2024	110	Buncombe County Schools	110408	Sand Hill-Venable Elem
2023-2024	110	Buncombe County Schools	110410	Avery's Creek Elementary

2023-2024	110	Buncombe County Schools	110412	Williams Elementary
2023-2024	110	Buncombe County Schools	110416	Roberson High
2023-2024	110	Buncombe County Schools	110420	Valley Springs Middle
2023-2024	110	Buncombe County Schools	110422	Estes Elementary
2023-2024	110	Buncombe County Schools	110425	Enka Intermediate
2023-2024	110	Buncombe County Schools	110428	Weaverville Elementary
2023-2024	110	Buncombe County Schools	110432	Weaverville Primary
2023-2024	110	Buncombe County Schools	110436	West Buncombe Elementary
2023-2024	110	Buncombe County Schools	110444	Woodfin Elementary
2023-2024	110	Buncombe County Schools	110450	Koontz Intermediate
2023-2024	110	Buncombe County Schools	110451	Eblen Intermediate
2023-2024	110	Buncombe County Schools	110475	Buncombe County Schools Virtual Academy
2023-2024	110	Buncombe County Schools	110500	Nesbitt Discovery Academy
2023-2024	111	Asheville City Schools	111302	Asheville High
2023-2024	111	Asheville City Schools	111304	Hall Fletcher Elementary
2023-2024	111	Asheville City Schools	111306	Isaac Dickson Elementary
2023-2024	111	Asheville City Schools	111312	Claxton Elementary
2023-2024	111	Asheville City Schools	111332	Ira B Jones Elementary
2023-2024	111	Asheville City Schools	111356	Asheville Middle
2023-2024	111	Asheville City Schools	111360	Lucy S. Herring Elementary
2023-2024	111	Asheville City Schools	111369	Montford North Star Academy
2023-2024	111	Asheville City Schools	111700	School of Inquiry and Life Sciences
2023-2024	11A	Evergreen Community Charter	11A000	Evergreen Community Charter
2023-2024	11B	ArtSpace Charter	11B000	ArtSpace Charter School
2023-2024	11C	Invest Collegiate - Imagine	11C000	IC Imagine
2023-2024	11D	The Franklin School of Innovation	11D000	The Franklin School of Innovation
2023-2024	11F	Asheville PEAK Academy	11F000	Asheville PEAK Academy
2023-2024	11K	Francine Delany New School	11K000	Francine Delany New School
2023-2024	11L	Mountain City Public Montessori	11L000	Mountain City Public Montessori
2023-2024	120	Burke County Schools	120300	Burke Virtual Academy
2023-2024	120	Burke County Schools	120308	Hallyburton Academy
2023-2024	120	Burke County Schools	120310	Burke Middle College
2023-2024	120	Burke County Schools	120312	Drexel Elementary
2023-2024	120	Burke County Schools	120314	East Burke High
2023-2024	120	Burke County Schools	120315	East Burke Middle

2023-2024	120	Burke County Schools	120316	Forest Hill Elementary
2023-2024	120	Burke County Schools	120318	Freedom High
2023-2024	120	Burke County Schools	120320	George Hildebrand Elementary
2023-2024	120	Burke County Schools	120324	Glen Alpine Elementary
2023-2024	120	Burke County Schools	120334	Heritage Middle
2023-2024	120	Burke County Schools	120338	Hildebran Elementary
2023-2024	120	Burke County Schools	120340	Hillcrest Elementary
2023-2024	120	Burke County Schools	120344	Icard Elementary
2023-2024	120	Burke County Schools	120346	Jimmy C Draughn High School
2023-2024	120	Burke County Schools	120350	Liberty Middle
2023-2024	120	Burke County Schools	120352	North Liberty
2023-2024	120	Burke County Schools	120354	Mountain View Elementary
2023-2024	120	Burke County Schools	120360	Mull Elementary
2023-2024	120	Burke County Schools	120364	Oak Hill Elementary
2023-2024	120	Burke County Schools	120368	Ray Childers Elementary
2023-2024	120	Burke County Schools	120370	Robert L. Patton High School
2023-2024	120	Burke County Schools	120374	Salem Elementary
2023-2024	120	Burke County Schools	120376	Table Rock Middle
2023-2024	120	Burke County Schools	120380	Valdese Elementary
2023-2024	120	Burke County Schools	120386	W A Young Elementary
2023-2024	120	Burke County Schools	120390	Walter R Johnson Middle
2023-2024	12A	The New Dimensions School	12A000	New Dimensions
2023-2024	130	Cabarrus County Schools	130304	A T Allen Elementary
2023-2024	130	Cabarrus County Schools	130307	Cox Mill High School
2023-2024	130	Cabarrus County Schools	130308	Bethel Elementary
2023-2024	130	Cabarrus County Schools	130309	Beverly Hills Elementary
2023-2024	130	Cabarrus County Schools	130310	Central Cabarrus High
2023-2024	130	Cabarrus County Schools	130311	Coltrane-Webb Elementary
2023-2024	130	Cabarrus County Schools	130312	Harrisburg Elementary
2023-2024	130	Cabarrus County Schools	130313	Concord Middle
2023-2024	130	Cabarrus County Schools	130314	Concord High
2023-2024	130	Cabarrus County Schools	130315	J N Fries Magnet School
2023-2024	130	Cabarrus County Schools	130316	Jay M Robinson High
2023-2024	130	Cabarrus County Schools	130317	Cabarrus Co Opportunity School
2023-2024	130	Cabarrus County Schools	130318	C C Griffin Middle

2023-2024	130	Cabarrus County Schools	130319	Cox Mill Elementary
2023-2024	130	Cabarrus County Schools	130320	Harris Road Middle
2023-2024	130	Cabarrus County Schools	130321	Carl A Furr Elementary
2023-2024	130	Cabarrus County Schools	130322	Mount Pleasant Elementary
2023-2024	130	Cabarrus County Schools	130323	Mount Pleasant Middle
2023-2024	130	Cabarrus County Schools	130324	Mount Pleasant High
2023-2024	130	Cabarrus County Schools	130325	Charles E Boger Elementary
2023-2024	130	Cabarrus County Schools	130326	Northwest Cabarrus High
2023-2024	130	Cabarrus County Schools	130327	Northwest Cabarrus Middle
2023-2024	130	Cabarrus County Schools	130328	Royal Oaks Elementary
2023-2024	130	Cabarrus County Schools	130329	Rocky River Elementary
2023-2024	130	Cabarrus County Schools	130330	R Brown McAllister Elementary
2023-2024	130	Cabarrus County Schools	130331	Pitts School Road Elementary
2023-2024	130	Cabarrus County Schools	130332	Hickory Ridge High
2023-2024	130	Cabarrus County Schools	130333	Performance Learning Center
2023-2024	130	Cabarrus County Schools	130336	W R Odell Primary
2023-2024	130	Cabarrus County Schools	130337	W R Odell Elementary
2023-2024	130	Cabarrus County Schools	130338	Weddington Hills Elementary
2023-2024	130	Cabarrus County Schools	130339	West Cabarrus High
2023-2024	130	Cabarrus County Schools	130340	Winecoff Elementary
2023-2024	130	Cabarrus County Schools	130342	W M Irvin Elementary
2023-2024	130	Cabarrus County Schools	130344	Wolf Meadow Elementary
2023-2024	130	Cabarrus County Schools	130345	Patriots Elementary
2023-2024	130	Cabarrus County Schools	130346	Hickory Ridge Middle
2023-2024	130	Cabarrus County Schools	130347	Hickory Ridge Elementary
2023-2024	130	Cabarrus County Schools	130348	Cabarrus Health Sciences Institute
2023-2024	130	Cabarrus County Schools	130349	Cabarrus Early College of Technology
2023-2024	130	Cabarrus County Schools	130350	Cabarrus-Kannapolis Early Coll
2023-2024	130	Cabarrus County Schools	130355	Harold E. Winkler Middle
2023-2024	130	Cabarrus County Schools	130356	Cabarrus County Schools Virtual Academy
2023-2024	130	Cabarrus County Schools	130357	Roberta Road Middle
2023-2024	132	Kannapolis City Schools	132304	A L Brown High
2023-2024	132	Kannapolis City Schools	132308	Forest Park Elementary
2023-2024	132	Kannapolis City Schools	132312	Fred L Wilson Elementary
2023-2024	132	Kannapolis City Schools	132314	GW Carver Elementary

2023-2024	132	Kannapolis City Schools	132328	Jackson Park Elementary
2023-2024	132	Kannapolis City Schools	132330	Kannapolis Middle
2023-2024	132	Kannapolis City Schools	132332	Shady Brook Elementary
2023-2024	132	Kannapolis City Schools	132336	North Kannapolis Elementary
2023-2024	13A	Carolina International School	13A000	Carolina International School
2023-2024	13B	Valor Preparatory Academy	13B000	Valor Preparatory Academy
2023-2024	13C	A.C.E. Academy	13C000	A.C.E. Academy
2023-2024	13D	Concord Lake STEAM Academy	13D000	Concord Lake STEAM Academy
2023-2024	140	Caldwell County Schools	140304	Baton Elementary
2023-2024	140	Caldwell County Schools	140305	Caldwell Applied Sciences Academy
2023-2024	140	Caldwell County Schools	140306	Gateway School
2023-2024	140	Caldwell County Schools	140307	Horizons Elementary
2023-2024	140	Caldwell County Schools	140308	Collettsville School
2023-2024	140	Caldwell County Schools	140309	Caldwell Early College
2023-2024	140	Caldwell County Schools	140312	Davenport A+ School
2023-2024	140	Caldwell County Schools	140313	Caldwell Online Academy
2023-2024	140	Caldwell County Schools	140316	Dudley Shoals Elementary
2023-2024	140	Caldwell County Schools	140324	Gamewell Elementary
2023-2024	140	Caldwell County Schools	140332	Gamewell Middle
2023-2024	140	Caldwell County Schools	140336	Granite Falls Middle
2023-2024	140	Caldwell County Schools	140340	Granite Falls Elementary
2023-2024	140	Caldwell County Schools	140344	Happy Valley Elementary
2023-2024	140	Caldwell County Schools	140348	Hibriten High
2023-2024	140	Caldwell County Schools	140352	Hudson Elementary
2023-2024	140	Caldwell County Schools	140356	Hudson Middle
2023-2024	140	Caldwell County Schools	140360	Kings Creek Elementary
2023-2024	140	Caldwell County Schools	140368	William Lenoir Middle
2023-2024	140	Caldwell County Schools	140372	Lower Creek Elementary
2023-2024	140	Caldwell County Schools	140384	Sawmills Elementary
2023-2024	140	Caldwell County Schools	140386	South Caldwell High
2023-2024	140	Caldwell County Schools	140388	Valmead Elementary
2023-2024	140	Caldwell County Schools	140390	West Caldwell High
2023-2024	140	Caldwell County Schools	140396	Whitnel Elementary
2023-2024	14B	Oak Hill Charter School	14B000	Oak Hill Charter School
2023-2024	150	Camden County Schools	150304	Camden County High

2023-2024	150	Camden County Schools	150308	Grandy Primary
2023-2024	150	Camden County Schools	150310	Camden Intermediate
2023-2024	150	Camden County Schools	150312	Camden Middle
2023-2024	150	Camden County Schools	150350	Camden Early College High
2023-2024	160	Carteret County Public Schools	160304	Atlantic Elementary
2023-2024	160	Carteret County Public Schools	160306	Bogue Sound Elementary
2023-2024	160	Carteret County Public Schools	160308	Beaufort Elementary
2023-2024	160	Carteret County Public Schools	160309	Bridges School
2023-2024	160	Carteret County Public Schools	160310	Beaufort Middle
2023-2024	160	Carteret County Public Schools	160311	Broad Creek Middle
2023-2024	160	Carteret County Public Schools	160313	East Carteret High
2023-2024	160	Carteret County Public Schools	160314	Croatan High
2023-2024	160	Carteret County Public Schools	160316	Harkers Island Elementary
2023-2024	160	Carteret County Public Schools	160317	Morehead Elem at Camp Glenn
2023-2024	160	Carteret County Public Schools	160318	Morehead City Middle
2023-2024	160	Carteret County Public Schools	160322	Morehead City Primary
2023-2024	160	Carteret County Public Schools	160324	Newport Elementary
2023-2024	160	Carteret County Public Schools	160326	Newport Middle
2023-2024	160	Carteret County Public Schools	160332	Down East Middle and Smyrna Elementary
2023-2024	160	Carteret County Public Schools	160344	West Carteret High
2023-2024	160	Carteret County Public Schools	160352	White Oak Elementary
2023-2024	16B	Tiller School	16B000	Tiller School
2023-2024	170	Caswell County Schools	170316	Bartlett Yancey High
2023-2024	170	Caswell County Schools	170334	North Elementary
2023-2024	170	Caswell County Schools	170338	N L Dillard Middle
2023-2024	170	Caswell County Schools	170339	Oakwood Elementary
2023-2024	170	Caswell County Schools	170342	South Elementary
2023-2024	170	Caswell County Schools	170344	Stoney Creek Elementary
2023-2024	180	Catawba County Schools	180302	Harry M Arndt Middle
2023-2024	180	Catawba County Schools	180304	Balls Creek Elementary
2023-2024	180	Catawba County Schools	180308	Bandys High
2023-2024	180	Catawba County Schools	180312	Banoak Elementary
2023-2024	180	Catawba County Schools	180316	Blackburn Elementary
2023-2024	180	Catawba County Schools	180320	Bunker Hill High
2023-2024	180	Catawba County Schools	180323	Catawba Rosenwald Education Center

2023-2024	180	Catawba County Schools	180324	Catawba Elementary School
2023-2024	180	Catawba County Schools	180325	Challenger Early College High
2023-2024	180	Catawba County Schools	180326	Charles H Tuttle Elementary
2023-2024	180	Catawba County Schools	180332	Claremont Elementary
2023-2024	180	Catawba County Schools	180336	Clyde Campbell Elementary
2023-2024	180	Catawba County Schools	180340	Fred T Foard High
2023-2024	180	Catawba County Schools	180342	Jacobs Fork Middle
2023-2024	180	Catawba County Schools	180343	Lyle Creek Elementary
2023-2024	180	Catawba County Schools	180344	Maiden Elementary
2023-2024	180	Catawba County Schools	180346	Maiden Middle School
2023-2024	180	Catawba County Schools	180348	Maiden High
2023-2024	180	Catawba County Schools	180352	Mill Creek Middle
2023-2024	180	Catawba County Schools	180356	Mountain View Elementary
2023-2024	180	Catawba County Schools	180360	Oxford Elementary
2023-2024	180	Catawba County Schools	180364	River Bend Middle
2023-2024	180	Catawba County Schools	180368	Sherrills Ford Elementary
2023-2024	180	Catawba County Schools	180372	Saint Stephens Elementary
2023-2024	180	Catawba County Schools	180376	Saint Stephens High
2023-2024	180	Catawba County Schools	180379	Snow Creek Elementary
2023-2024	180	Catawba County Schools	180380	Startown Elementary
2023-2024	180	Catawba County Schools	180388	Webb A Murray Elementary
2023-2024	181	Hickory City Schools	181312	Northview Middle
2023-2024	181	Hickory City Schools	181316	Grandview Middle
2023-2024	181	Hickory City Schools	181318	Hickory Career Arts Magnet High School
2023-2024	181	Hickory City Schools	181322	Hickory High
2023-2024	181	Hickory City Schools	181326	W M Jenkins Elementary
2023-2024	181	Hickory City Schools	181332	Longview Elementary
2023-2024	181	Hickory City Schools	181336	Oakwood Elementary
2023-2024	181	Hickory City Schools	181342	Southwest Primary
2023-2024	181	Hickory City Schools	181344	Viewmont Elementary
2023-2024	182	Newton Conover City Schools	182304	Conover Special Education
2023-2024	182	Newton Conover City Schools	182316	Newton-Conover High
2023-2024	182	Newton Conover City Schools	182321	Newton-Conover Middle
2023-2024	182	Newton Conover City Schools	182322	Shuford Elementary
2023-2024	182	Newton Conover City Schools	182324	South Newton Elementary

2023-2024	182	Newton Conover City Schools	182328	North Newton Elementary
2023-2024	182	Newton Conover City Schools	182700	Discovery High School
2023-2024	190	Chatham County Schools	190304	Bennett School
2023-2024	190	Chatham County Schools	190308	Bonlee School
2023-2024	190	Chatham County Schools	190309	Chatham County Schools Virtual Academy
2023-2024	190	Chatham County Schools	190310	ONE Academy
2023-2024	190	Chatham County Schools	190312	Chatham Middle
2023-2024	190	Chatham County Schools	190316	Chatham Central High
2023-2024	190	Chatham County Schools	190328	George M. Horton Middle
2023-2024	190	Chatham County Schools	190332	J S Waters School
2023-2024	190	Chatham County Schools	190336	Jordan Matthews High
2023-2024	190	Chatham County Schools	190339	Margaret B. Pollard Middle
2023-2024	190	Chatham County Schools	190340	Moncure School
2023-2024	190	Chatham County Schools	190341	North Chatham Elementary
2023-2024	190	Chatham County Schools	190342	Northwood High
2023-2024	190	Chatham County Schools	190346	Perry W Harrison Elementary
2023-2024	190	Chatham County Schools	190348	Pittsboro Elementary
2023-2024	190	Chatham County Schools	190349	Seaforth High
2023-2024	190	Chatham County Schools	190350	Siler City Elementary
2023-2024	190	Chatham County Schools	190352	Silk Hope School
2023-2024	190	Chatham County Schools	190354	Chatham Grove Elementary
2023-2024	190	Chatham County Schools	190370	Virginia Cross Elementary
2023-2024	190	Chatham County Schools	190501	Chatham Early College
2023-2024	19A	Chatham Charter	19A000	Chatham Charter
2023-2024	19B	Woods Charter School	19B000	Woods Charter
2023-2024	19C	Willow Oak Montessori	19C000	Willow Oak Montessori
2023-2024	19F	School of the Arts for Boys Academy (SAB)	19F000	School of the Arts for Boys Acad (SABA)
2023-2024	200	Cherokee County Schools	200304	Andrews Elementary
2023-2024	200	Cherokee County Schools	200308	Andrews High
2023-2024	200	Cherokee County Schools	200310	Andrews Middle
2023-2024	200	Cherokee County Schools	200312	Hiwassee Dam Elementary/Middle
2023-2024	200	Cherokee County Schools	200314	Hiwassee Dam High
2023-2024	200	Cherokee County Schools	200320	Martins Creek Elementary/Mid
2023-2024	200	Cherokee County Schools	200322	The Oaks Academy
2023-2024	200	Cherokee County Schools	200324	Murphy Elementary

2023-2024	200	Cherokee County Schools	200328	Murphy High
2023-2024	200	Cherokee County Schools	200330	Murphy Middle
2023-2024	200	Cherokee County Schools	200332	Peachtree Elementary
2023-2024	200	Cherokee County Schools	200336	Ranger Elementary/Middle
2023-2024	200	Cherokee County Schools	200350	Tri-County Early College High
2023-2024	210	Edenton-Chowan Schools	210304	Chowan Middle
2023-2024	210	Edenton-Chowan Schools	210306	D F Walker Elementary
2023-2024	210	Edenton-Chowan Schools	210312	John A Holmes High
2023-2024	210	Edenton-Chowan Schools	210316	White Oak Elementary
2023-2024	220	Clay County Schools	220306	Hayesville Primary School
2023-2024	220	Clay County Schools	220308	Hayesville Elementary
2023-2024	220	Clay County Schools	220310	Hayesville High
2023-2024	220	Clay County Schools	220312	Hayesville Middle
2023-2024	230	Cleveland County Schools	230304	Bethware Elementary
2023-2024	230	Cleveland County Schools	230308	Boiling Springs Elementary
2023-2024	230	Cleveland County Schools	230312	Burns High
2023-2024	230	Cleveland County Schools	230316	Burns Middle
2023-2024	230	Cleveland County Schools	230320	Casar Elementary
2023-2024	230	Cleveland County Schools	230322	Cleveland ECHS
2023-2024	230	Cleveland County Schools	230323	Cleveland Innovation
2023-2024	230	Cleveland County Schools	230324	Crest High
2023-2024	230	Cleveland County Schools	230328	Crest Middle
2023-2024	230	Cleveland County Schools	230330	Turning Point Academy
2023-2024	230	Cleveland County Schools	230334	East Elementary
2023-2024	230	Cleveland County Schools	230336	Elizabeth Elementary
2023-2024	230	Cleveland County Schools	230340	Fallston Elementary
2023-2024	230	Cleveland County Schools	230344	Grover Elementary
2023-2024	230	Cleveland County Schools	230346	James Love Elementary
2023-2024	230	Cleveland County Schools	230348	Jefferson Elementary
2023-2024	230	Cleveland County Schools	230350	Kings Mountain High
2023-2024	230	Cleveland County Schools	230351	Kings Mountain Intermediate
2023-2024	230	Cleveland County Schools	230352	Kings Mountain Middle
2023-2024	230	Cleveland County Schools	230357	North Elementary
2023-2024	230	Cleveland County Schools	230359	North Shelby
2023-2024	230	Cleveland County Schools	230361	Shelby High

2023-2024	230	Cleveland County Schools	230362	Shelby Middle
2023-2024	230	Cleveland County Schools	230364	Springmore Elementary
2023-2024	230	Cleveland County Schools	230368	Township Three Elementary
2023-2024	230	Cleveland County Schools	230370	Union Elementary
2023-2024	230	Cleveland County Schools	230376	Washington Elementary
2023-2024	230	Cleveland County Schools	230380	West Elementary
2023-2024	23A	Pinnacle Classical Academy	23A000	Pinnacle Classical Academy
2023-2024	240	Columbus County Schools	240308	Acme Delco Elementary
2023-2024	240	Columbus County Schools	240332	Chadbourn Elementary
2023-2024	240	Columbus County Schools	240334	East Columbus Junior-Senior High
2023-2024	240	Columbus County Schools	240354	Hallsboro-Artesia Elementary
2023-2024	240	Columbus County Schools	240368	Nakina Middle
2023-2024	240	Columbus County Schools	240370	Old Dock Elementary
2023-2024	240	Columbus County Schools	240371	South Columbus High
2023-2024	240	Columbus County Schools	240373	Columbus Career and College Academy
2023-2024	240	Columbus County Schools	240375	Tabor City School
2023-2024	240	Columbus County Schools	240380	West Columbus High
2023-2024	240	Columbus County Schools	240381	West Columbus School
2023-2024	240	Columbus County Schools	240388	Williams Township
2023-2024	241	Whiteville City Schools	241304	Central Middle
2023-2024	241	Whiteville City Schools	241308	Edgewood Elementary
2023-2024	241	Whiteville City Schools	241312	North Whiteville Academy
2023-2024	241	Whiteville City Schools	241316	Whiteville High
2023-2024	241	Whiteville City Schools	241320	Whiteville Primary
2023-2024	24B	Thomas Academy	24B000	Thomas Academy
2023-2024	24N	Classical Charter Schools of Whiteville	24N000	Classical Charter Schools of Whiteville
2023-2024	250	Craven County Board of Education	250304	Albert H Bangert Elementary
2023-2024	250	Craven County Board of Education	250306	Ben D Quinn Elementary
2023-2024	250	Craven County Board of Education	250308	Bridgeton Elementary
2023-2024	250	Craven County Board of Education	250312	Brinson Memorial Elementary
2023-2024	250	Craven County Board of Education	250314	Craven Early College High
2023-2024	250	Craven County Board of Education	250316	Creekside Elementary
2023-2024	250	Craven County Board of Education	250320	Vanceboro-Farm Life Elementary
2023-2024	250	Craven County Board of Education	250321	Early College EAST High
2023-2024	250	Craven County Board of Education	250324	Grover C Fields Middle

2023-2024	250	Craven County Board of Education	250328	Graham A Barden Elementary
2023-2024	250	Craven County Board of Education	250332	H J MacDonald Middle
2023-2024	250	Craven County Board of Education	250336	Havelock Elementary
2023-2024	250	Craven County Board of Education	250340	Havelock High
2023-2024	250	Craven County Board of Education	250344	Havelock Middle
2023-2024	250	Craven County Board of Education	250348	J T Barber Elementary
2023-2024	250	Craven County Board of Education	250350	James W Smith Elementary
2023-2024	250	Craven County Board of Education	250356	New Bern High
2023-2024	250	Craven County Board of Education	250360	Oaks Road Academy
2023-2024	250	Craven County Board of Education	250362	Roger Bell New Tech Academy
2023-2024	250	Craven County Board of Education	250364	Trent Park Elementary
2023-2024	250	Craven County Board of Education	250368	Tucker Creek Middle
2023-2024	250	Craven County Board of Education	250372	West Craven High
2023-2024	250	Craven County Board of Education	250376	West Craven Middle
2023-2024	250	Craven County Board of Education	250378	W Jesse Gurganus Elementary
2023-2024	250	Craven County Board of Education	250379	Craven Virtual Academy
2023-2024	250	Craven County Board of Education	250380	Arthur W Edwards Elementary
2023-2024	260	Cumberland County Schools	260302	Alma O Easom Elementary
2023-2024	260	Cumberland County Schools	260306	Armstrong Elementary
2023-2024	260	Cumberland County Schools	260308	Ashley Elementary
2023-2024	260	Cumberland County Schools	260310	Loyd E Auman Elementary
2023-2024	260	Cumberland County Schools	260312	Beaver Dam Elementary
2023-2024	260	Cumberland County Schools	260318	Jack Britt High
2023-2024	260	Cumberland County Schools	260320	Brentwood Elementary
2023-2024	260	Cumberland County Schools	260321	Douglas Byrd Middle
2023-2024	260	Cumberland County Schools	260322	Douglas Byrd High
2023-2024	260	Cumberland County Schools	260325	Cape Fear High
2023-2024	260	Cumberland County Schools	260326	Elizabeth M Cashwell Elementary
2023-2024	260	Cumberland County Schools	260332	Eastover-Central Elementary
2023-2024	260	Cumberland County Schools	260336	Anne Chesnutt Middle
2023-2024	260	Cumberland County Schools	260338	Cliffdale Elementary
2023-2024	260	Cumberland County Schools	260340	College Lakes Elementary
2023-2024	260	Cumberland County Schools	260342	C Wayne Collier Elementary
2023-2024	260	Cumberland County Schools	260344	J W Coon Elementary
2023-2024	260	Cumberland County Schools	260347	Cumberland International Early College

2023-2024	260	Cumberland County Schools	260348	Cumberland Mills Elementary
2023-2024	260	Cumberland County Schools	260352	Cumberland Road Elementary
2023-2024	260	Cumberland County Schools	260354	Cross Creek Early College
2023-2024	260	Cumberland County Schools	260356	District No 7 Elementary
2023-2024	260	Cumberland County Schools	260357	Gray's Creek High
2023-2024	260	Cumberland County Schools	260358	Luther Nick Jeralds Middle
2023-2024	260	Cumberland County Schools	260359	E E Smith High
2023-2024	260	Cumberland County Schools	260361	Ferguson-Easley Elementary
2023-2024	260	Cumberland County Schools	260362	Gray's Creek Middle
2023-2024	260	Cumberland County Schools	260363	Glendale Acres Elementary
2023-2024	260	Cumberland County Schools	260364	Alderman Road Elementary
2023-2024	260	Cumberland County Schools	260365	R Max Abbott Middle
2023-2024	260	Cumberland County Schools	260366	Howard L Hall Elementary
2023-2024	260	Cumberland County Schools	260367	Bill Hefner Elementary
2023-2024	260	Cumberland County Schools	260368	Hope Mills Middle
2023-2024	260	Cumberland County Schools	260369	John R Griffin Middle
2023-2024	260	Cumberland County Schools	260370	Ed V Baldwin Elementary
2023-2024	260	Cumberland County Schools	260372	Lewis Chapel Middle
2023-2024	260	Cumberland County Schools	260373	Gallberry Farm Elementary
2023-2024	260	Cumberland County Schools	260374	Alger B. Wilkins High School
2023-2024	260	Cumberland County Schools	260375	Gray's Creek Elementary
2023-2024	260	Cumberland County Schools	260380	Long Hill Elementary
2023-2024	260	Cumberland County Schools	260382	Lucile Souders Elementary
2023-2024	260	Cumberland County Schools	260383	Mac Williams Middle
2023-2024	260	Cumberland County Schools	260386	Margaret Willis Elementary
2023-2024	260	Cumberland County Schools	260388	Massey Hill Classical High
2023-2024	260	Cumberland County Schools	260396	Mary McArthur Elementary
2023-2024	260	Cumberland County Schools	260397	E Melvin Honeycutt Elementary
2023-2024	260	Cumberland County Schools	260398	E E Miller Elementary
2023-2024	260	Cumberland County Schools	260400	Montclair Elementary
2023-2024	260	Cumberland County Schools	260401	Morganton Road Elementary
2023-2024	260	Cumberland County Schools	260402	Manchester Elementary
2023-2024	260	Cumberland County Schools	260403	New Century International Elementary
2023-2024	260	Cumberland County Schools	260404	William H Owen Elementary
2023-2024	260	Cumberland County Schools	260405	Walker-Spivey Elementary

2023-2024	260	Cumberland County Schools	260406	Pine Forest Middle
2023-2024	260	Cumberland County Schools	260407	Lake Rim Elementary
2023-2024	260	Cumberland County Schools	260408	Pine Forest High
2023-2024	260	Cumberland County Schools	260410	Ponderosa Elementary
2023-2024	260	Cumberland County Schools	260411	Reid Ross Classical High
2023-2024	260	Cumberland County Schools	260412	Raleigh Road Elementary
2023-2024	260	Cumberland County Schools	260413	Howard Learning Academy
2023-2024	260	Cumberland County Schools	260414	Benjamin J Martin Elementary
2023-2024	260	Cumberland County Schools	260415	Rockfish Elementary
2023-2024	260	Cumberland County Schools	260416	J W Seabrook Elementary
2023-2024	260	Cumberland County Schools	260417	New Century International Middle
2023-2024	260	Cumberland County Schools	260418	Seventy-First Classical Middle
2023-2024	260	Cumberland County Schools	260419	Reid Ross Classical Middle
2023-2024	260	Cumberland County Schools	260424	Seventy-First High
2023-2024	260	Cumberland County Schools	260425	South View Middle
2023-2024	260	Cumberland County Schools	260426	Sherwood Park Elementary
2023-2024	260	Cumberland County Schools	260427	South View High
2023-2024	260	Cumberland County Schools	260428	Spring Lake Middle
2023-2024	260	Cumberland County Schools	260430	Stedman Elementary
2023-2024	260	Cumberland County Schools	260432	Stedman Primary
2023-2024	260	Cumberland County Schools	260434	Stoney Point Elementary
2023-2024	260	Cumberland County Schools	260440	Sunnyside Elementary
2023-2024	260	Cumberland County Schools	260446	Terry Sanford High
2023-2024	260	Cumberland County Schools	260448	Vanstory Hills Elementary
2023-2024	260	Cumberland County Schools	260449	Ramsey Street High
2023-2024	260	Cumberland County Schools	260450	Warrenwood Elementary
2023-2024	260	Cumberland County Schools	260452	Westarea Elementary
2023-2024	260	Cumberland County Schools	260454	Westover Middle
2023-2024	260	Cumberland County Schools	260455	Westover High
2023-2024	260	Cumberland County Schools	260459	William T Brown Elementary
2023-2024	260	Cumberland County Schools	260460	Cumberland Academy 6-12 Virtual School
2023-2024	260	Cumberland County Schools	260461	Cumberland Academy K-5 Virtual School
2023-2024	260	Cumberland County Schools	260700	Cumberland Polytechnic
2023-2024	26B	Alpha Academy	26B000	Alpha Academy
2023-2024	26C	The Capitol Encore Academy	26C000	The Capitol Encore Academy

2023-2024	270	Currituck County Schools	270304	Central Elementary
2023-2024	270	Currituck County Schools	270306	Currituck County High
2023-2024	270	Currituck County Schools	270308	Currituck County Middle
2023-2024	270	Currituck County Schools	270309	Jarvisburg Elementary
2023-2024	270	Currituck County Schools	270310	Shawboro Elementary School
2023-2024	270	Currituck County Schools	270311	The JP Knapp ECH (i)School
2023-2024	270	Currituck County Schools	270312	Knotts Island Elementary
2023-2024	270	Currituck County Schools	270316	Moyock Elementary
2023-2024	270	Currituck County Schools	270318	Moyock Middle
2023-2024	270	Currituck County Schools	270320	W T Griggs Elementary
2023-2024	27A	Water's Edge Village School	27A000	Water's Edge Village School
2023-2024	280	Dare County Schools	280302	Cape Hatteras Elementary School
2023-2024	280	Dare County Schools	280304	Cape Hatteras Secondary School
2023-2024	280	Dare County Schools	280306	Dare Learning Academy
2023-2024	280	Dare County Schools	280308	Kitty Hawk Elementary School
2023-2024	280	Dare County Schools	280310	Nags Head Elementary School
2023-2024	280	Dare County Schools	280312	Manteo Elementary School
2023-2024	280	Dare County Schools	280316	Manteo High School
2023-2024	280	Dare County Schools	280320	Manteo Middle School
2023-2024	280	Dare County Schools	280324	First Flight Elementary School
2023-2024	280	Dare County Schools	280328	First Flight Middle School
2023-2024	280	Dare County Schools	280330	First Flight High School
2023-2024	290	Davidson County Schools	290302	Brier Creek Elementary
2023-2024	290	Davidson County Schools	290306	Northwest Elementary
2023-2024	290	Davidson County Schools	290307	Southmont Elementary
2023-2024	290	Davidson County Schools	290308	Central Davidson High
2023-2024	290	Davidson County Schools	290309	Central Davidson Middle
2023-2024	290	Davidson County Schools	290310	Stoner-Thomas School
2023-2024	290	Davidson County Schools	290312	Churchland Elementary
2023-2024	290	Davidson County Schools	290314	Davidson County High School
2023-2024	290	Davidson County Schools	290315	Davidson Early College
2023-2024	290	Davidson County Schools	290316	Davis-Townsend Elementary
2023-2024	290	Davidson County Schools	290320	Denton Elementary
2023-2024	290	Davidson County Schools	290322	E Lawson Brown Middle
2023-2024	290	Davidson County Schools	290324	East Davidson High

2023-2024	290	Davidson County Schools	290328	Fair Grove Elementary
2023-2024	290	Davidson County Schools	290330	Friedberg Elementary
2023-2024	290	Davidson County Schools	290332	Hasty Elementary
2023-2024	290	Davidson County Schools	290333	Friendship Elementary
2023-2024	290	Davidson County Schools	290334	Ledford Middle
2023-2024	290	Davidson County Schools	290336	Ledford Senior High
2023-2024	290	Davidson County Schools	290344	Midway Elementary
2023-2024	290	Davidson County Schools	290348	North Davidson High
2023-2024	290	Davidson County Schools	290349	Oak Grove High
2023-2024	290	Davidson County Schools	290350	North Davidson Middle
2023-2024	290	Davidson County Schools	290351	Oak Grove Middle
2023-2024	290	Davidson County Schools	290352	Pilot Elementary
2023-2024	290	Davidson County Schools	290356	Reeds Elementary
2023-2024	290	Davidson County Schools	290364	Silver Valley Elementary
2023-2024	290	Davidson County Schools	290365	South Davidson Middle and High
2023-2024	290	Davidson County Schools	290366	Southwood Elementary
2023-2024	290	Davidson County Schools	290375	Tyro Elementary
2023-2024	290	Davidson County Schools	290376	Tyro Middle
2023-2024	290	Davidson County Schools	290380	Wallburg Elementary
2023-2024	290	Davidson County Schools	290384	Welcome Elementary
2023-2024	290	Davidson County Schools	290388	West Davidson High
2023-2024	290	Davidson County Schools	290389	Yadkin Valley Regional Career Academy
2023-2024	291	Lexington City Schools	291308	Charles England Elementary School
2023-2024	291	Lexington City Schools	291332	Lexington Middle School
2023-2024	291	Lexington City Schools	291336	Lexington Senior High School
2023-2024	291	Lexington City Schools	291340	Pickett Elementary School
2023-2024	291	Lexington City Schools	291348	South Lexington School
2023-2024	291	Lexington City Schools	291350	South Lexington Developmental Center
2023-2024	291	Lexington City Schools	291352	Southwest Elementary Global Academy
2023-2024	292	Thomasville City Schools	292316	Liberty Drive Elementary
2023-2024	292	Thomasville City Schools	292318	Thomasville Primary
2023-2024	292	Thomasville City Schools	292320	Thomasville Middle
2023-2024	292	Thomasville City Schools	292324	Thomasville High
2023-2024	29A	Davidson Charter Academy	29A000	Davidson Charter Academy
2023-2024	300	Davie County Schools	300306	Central Davie Academy

2023-2024	300	Davie County Schools	300308	Cooleemee Elementary
2023-2024	300	Davie County Schools	300310	Cornatzer Elementary
2023-2024	300	Davie County Schools	300312	Davie County High
2023-2024	300	Davie County Schools	300314	Davie County Early College High
2023-2024	300	Davie County Schools	300316	Davie County Virtual School
2023-2024	300	Davie County Schools	300320	Mocksville Elementary
2023-2024	300	Davie County Schools	300325	North Davie Middle
2023-2024	300	Davie County Schools	300326	Pinebrook Elementary
2023-2024	300	Davie County Schools	300328	Shady Grove Elementary
2023-2024	300	Davie County Schools	300330	South Davie Middle
2023-2024	300	Davie County Schools	300336	William R Davie Elementary
2023-2024	300	Davie County Schools	300337	William Ellis Middle
2023-2024	310	Duplin County Schools	310304	B F Grady Elementary
2023-2024	310	Duplin County Schools	310308	Beulaville Elementary
2023-2024	310	Duplin County Schools	310330	Chinquapin Elementary
2023-2024	310	Duplin County Schools	310336	Warsaw Elementary
2023-2024	310	Duplin County Schools	310338	Duplin Early College High
2023-2024	310	Duplin County Schools	310344	East Duplin High
2023-2024	310	Duplin County Schools	310352	James Kenan High
2023-2024	310	Duplin County Schools	310356	Kenansville Elementary
2023-2024	310	Duplin County Schools	310360	North Duplin Elementary
2023-2024	310	Duplin County Schools	310364	North Duplin Jr Sr High
2023-2024	310	Duplin County Schools	310384	Rose Hill-Magnolia Elementary
2023-2024	310	Duplin County Schools	310388	Wallace Elementary
2023-2024	310	Duplin County Schools	310392	Wallace-Rose Hill High
2023-2024	320	Durham Public Schools	320304	Bethesda Elementary
2023-2024	320	Durham Public Schools	320306	Brogden Middle
2023-2024	320	Durham Public Schools	320308	Burton Elementary
2023-2024	320	Durham Public Schools	320309	J D Clement Early College HS
2023-2024	320	Durham Public Schools	320310	Eastway Elementary
2023-2024	320	Durham Public Schools	320312	C E Jordan High
2023-2024	320	Durham Public Schools	320313	Easley Elementary
2023-2024	320	Durham Public Schools	320314	The School for Creative Studies
2023-2024	320	Durham Public Schools	320315	Eno Valley Elementary
2023-2024	320	Durham Public Schools	320316	George L Carrington Middle

2023-2024	320	Durham Public Schools	320317	City of Medicine Academy
2023-2024	320	Durham Public Schools	320318	Club Boulevard Elementary
2023-2024	320	Durham Public Schools	320319	Creekside Elementary
2023-2024	320	Durham Public Schools	320320	Glenn Elementary
2023-2024	320	Durham Public Schools	320322	Durham's Performance Learning Center
2023-2024	320	Durham Public Schools	320323	Durham School of the Arts
2023-2024	320	Durham Public Schools	320324	Hillandale Elementary
2023-2024	320	Durham Public Schools	320325	Hillside High
2023-2024	320	Durham Public Schools	320327	Hope Valley Elementary
2023-2024	320	Durham Public Schools	320328	Holt Elementary
2023-2024	320	Durham Public Schools	320329	Holton Career and Resource Center
2023-2024	320	Durham Public Schools	320332	Forest View Elementary
2023-2024	320	Durham Public Schools	320336	DPS Hospital School
2023-2024	320	Durham Public Schools	320338	James E Shepard Middle
2023-2024	320	Durham Public Schools	320339	Lakewood Elementary
2023-2024	320	Durham Public Schools	320340	Little River K-8 School
2023-2024	320	Durham Public Schools	320341	Lakeview School
2023-2024	320	Durham Public Schools	320342	Lakewood Montessori Middle
2023-2024	320	Durham Public Schools	320343	Lucas Middle
2023-2024	320	Durham Public Schools	320344	Fayetteville Street Elementary
2023-2024	320	Durham Public Schools	320346	Lowe's Grove Middle
2023-2024	320	Durham Public Schools	320347	George Watts Elementary
2023-2024	320	Durham Public Schools	320348	Mangum Elementary
2023-2024	320	Durham Public Schools	320349	Lyons Farm Elementary
2023-2024	320	Durham Public Schools	320352	Merrick-Moore Elementary
2023-2024	320	Durham Public Schools	320353	Middle College HS @ DTCC
2023-2024	320	Durham Public Schools	320354	Morehead Montessori
2023-2024	320	Durham Public Schools	320355	Neal Middle
2023-2024	320	Durham Public Schools	320356	Northern High
2023-2024	320	Durham Public Schools	320360	Oak Grove Elementary
2023-2024	320	Durham Public Schools	320362	Parkwood Elementary
2023-2024	320	Durham Public Schools	320363	E K Powe Elementary
2023-2024	320	Durham Public Schools	320364	Pearsontown Elementary
2023-2024	320	Durham Public Schools	320365	Riverside High
2023-2024	320	Durham Public Schools	320366	Sherwood Githens Middle

2023-2024	320	Durham Public Schools	320367	R N Harris Elementary
2023-2024	320	Durham Public Schools	320368	Southern School of Energy and Sustainabi
2023-2024	320	Durham Public Schools	320369	Sandy Ridge Elementary
2023-2024	320	Durham Public Schools	320370	Rogers-Herr Middle
2023-2024	320	Durham Public Schools	320372	Southwest Elementary
2023-2024	320	Durham Public Schools	320374	C C Spaulding Elementary
2023-2024	320	Durham Public Schools	320376	Spring Valley Elementary
2023-2024	320	Durham Public Schools	320388	W G Pearson Elementary
2023-2024	320	Durham Public Schools	320400	Y E Smith Elementary
2023-2024	320	Durham Public Schools	320401	Ignite Online Academy
2023-2024	320	Durham Public Schools	320701	Durham School of Technology
2023-2024	32A	Maureen Joy Charter	32A000	Maureen Joy Charter School
2023-2024	32B	Durham Charter School	32B000	Durham Charter School
2023-2024	32C	Community School of Digital and Visual A	32C000	Community School of Digital & Visual Art
2023-2024	32D	Kestrel Heights School	32D000	Kestrel Heights School
2023-2024	32H	Research Triangle Charter	32H000	Research Triangle Charter
2023-2024	32K	Central Park School For Children	32K000	Central Park School For Children
2023-2024	32L	Voyager Academy	32L000	Voyager Academy
2023-2024	32M	Global Scholars Academy	32M000	Global Scholars Academy
2023-2024	32N	Research Triangle High School	32N000	Research Triangle High School
2023-2024	32P	The Institute for the Development of You	32P000	The Institute Development Young Leaders
2023-2024	32Q	Reaching All Minds Academy	32Q000	Reaching All Minds Academy
2023-2024	32R	Excelsior Classical Academy	32R000	Excelsior Classical Academy
2023-2024	32S	KIPP Durham College Preparatory	32S000	KIPP Durham College Preparatory
2023-2024	32T	Discovery Charter School	32T000	Discovery Charter
2023-2024	330	Edgecombe County Public Schools	330304	G W Bulluck Elementary
2023-2024	330	Edgecombe County Public Schools	330308	G W Carver Elementary
2023-2024	330	Edgecombe County Public Schools	330312	Coker-Wimberly Elementary
2023-2024	330	Edgecombe County Public Schools	330326	Edgecombe Early College High
2023-2024	330	Edgecombe County Public Schools	330328	North Edgecombe High
2023-2024	330	Edgecombe County Public Schools	330332	Phillips Middle
2023-2024	330	Edgecombe County Public Schools	330334	Princeville Elementary
2023-2024	330	Edgecombe County Public Schools	330340	South Edgecombe Middle
2023-2024	330	Edgecombe County Public Schools	330344	W A Pattillo Middle
2023-2024	330	Edgecombe County Public Schools	330348	West Edgecombe Middle

2023-2024	330	Edgecombe County Public Schools	330350	SouthWest Edgecombe High
2023-2024	330	Edgecombe County Public Schools	330354	Stocks Elementary
2023-2024	330	Edgecombe County Public Schools	330358	Tarboro High
2023-2024	330	Edgecombe County Public Schools	330360	Martin Millennium Academy
2023-2024	330	Edgecombe County Public Schools	330368	EDGE Academy of Health Sciences
2023-2024	33A	North East Carolina Preparatory School	33A000	North East Carolina Prep
2023-2024	340	Winston Salem / Forsyth County Schools	340308	Ashley Academy
2023-2024	340	Winston Salem / Forsyth County Schools	340311	Atkins Academic & Tech High
2023-2024	340	Winston Salem / Forsyth County Schools	340314	Bolton Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340320	Brunson Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340326	Caleb's Creek Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340330	Carver High
2023-2024	340	Winston Salem / Forsyth County Schools	340332	Career Center
2023-2024	340	Winston Salem / Forsyth County Schools	340334	Cash Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340336	Carter High School
2023-2024	340	Winston Salem / Forsyth County Schools	340344	Childrens Center
2023-2024	340	Winston Salem / Forsyth County Schools	340348	Clemmons Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340350	Clemmons Middle School
2023-2024	340	Winston Salem / Forsyth County Schools	340351	Cook Literacy Model School
2023-2024	340	Winston Salem / Forsyth County Schools	340354	The Downtown School
2023-2024	340	Winston Salem / Forsyth County Schools	340362	Early College of Forsyth Co
2023-2024	340	Winston Salem / Forsyth County Schools	340364	East Forsyth High
2023-2024	340	Winston Salem / Forsyth County Schools	340366	East Forsyth Middle School
2023-2024	340	Winston Salem / Forsyth County Schools	340368	Easton Elementary School
2023-2024	340	Winston Salem / Forsyth County Schools	340372	Flat Rock Middle
2023-2024	340	Winston Salem / Forsyth County Schools	340376	Forest Park Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340380	Gibson Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340382	Robert B Glenn High School
2023-2024	340	Winston Salem / Forsyth County Schools	340384	Griffith Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340385	Main Street Academy
2023-2024	340	Winston Salem / Forsyth County Schools	340390	Hall-Woodward Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340392	Hanes Magnet School
2023-2024	340	Winston Salem / Forsyth County Schools	340394	Hospital/Homebound Education Center
2023-2024	340	Winston Salem / Forsyth County Schools	340398	Virtual Academy
2023-2024	340	Winston Salem / Forsyth County Schools	340400	Ibrahim Elementary

2023-2024	340	Winston Salem / Forsyth County Schools	340403	Jefferson Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340406	Thomas Jefferson Middle
2023-2024	340	Winston Salem / Forsyth County Schools	340416	Kernersville Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340420	Kernersville Middle
2023-2024	340	Winston Salem / Forsyth County Schools	340424	Kimberley Park Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340426	Kimmel Farm Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340427	Kingswood School
2023-2024	340	Winston Salem / Forsyth County Schools	340428	Konnoak Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340430	Diggs-Latham Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340432	Lewisville Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340434	Lewisville Middle
2023-2024	340	Winston Salem / Forsyth County Schools	340436	Lowrance Middle
2023-2024	340	Winston Salem / Forsyth County Schools	340440	Meadowlark Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340442	Meadowlark Middle
2023-2024	340	Winston Salem / Forsyth County Schools	340446	Middle College of Forsyth Cnty
2023-2024	340	Winston Salem / Forsyth County Schools	340448	Mineral Springs Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340452	Mineral Springs Middle
2023-2024	340	Winston Salem / Forsyth County Schools	340453	Moore Magnet Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340454	Mount Tabor High School
2023-2024	340	Winston Salem / Forsyth County Schools	340457	Frank Morgan Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340460	North Forsyth High
2023-2024	340	Winston Salem / Forsyth County Schools	340462	North Hills Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340464	Northwest Middle
2023-2024	340	Winston Salem / Forsyth County Schools	340472	Old Richmond Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340476	Old Town Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340480	Paisley IB Magnet School
2023-2024	340	Winston Salem / Forsyth County Schools	340486	Parkland High
2023-2024	340	Winston Salem / Forsyth County Schools	340488	J F Kennedy High
2023-2024	340	Winston Salem / Forsyth County Schools	340490	Petree Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340492	Philo-Hill Magnet Academy
2023-2024	340	Winston Salem / Forsyth County Schools	340494	Piney Grove Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340495	Ronald W Reagan High School
2023-2024	340	Winston Salem / Forsyth County Schools	340496	R J Reynolds High
2023-2024	340	Winston Salem / Forsyth County Schools	340504	Rural Hall Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340508	Sedge Garden Elementary

2023-2024	340	Winston Salem / Forsyth County Schools	340512	Sherwood Forest Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340514	Smith Farm Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340516	Southeast Middle
2023-2024	340	Winston Salem / Forsyth County Schools	340520	South Fork Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340528	Southwest Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340530	Speas Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340531	The Special Children's School
2023-2024	340	Winston Salem / Forsyth County Schools	340532	Union Cross Traditional Acad
2023-2024	340	Winston Salem / Forsyth County Schools	340536	Vienna Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340540	Walkertown Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340542	Walkertown High
2023-2024	340	Winston Salem / Forsyth County Schools	340544	Walkertown Middle
2023-2024	340	Winston Salem / Forsyth County Schools	340548	Ward Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340556	West Forsyth High
2023-2024	340	Winston Salem / Forsyth County Schools	340560	Whitaker Elementary
2023-2024	340	Winston Salem / Forsyth County Schools	340564	Wiley Magnet Middle
2023-2024	340	Winston Salem / Forsyth County Schools	340568	Winston-Salem Preparatory Acad
2023-2024	34B	Quality Education Academy	34B000	Quality Education Academy
2023-2024	34D	Carter G Woodson School	34D000	Carter G. Woodson School
2023-2024	34F	Forsyth Academy	34F000	Forsyth Academy
2023-2024	34G	Arts Based School	34G000	The Arts Based School
2023-2024	34H	NC Leadership Charter Academy	34H000	NC Leadership Charter Academy
2023-2024	34Z	Appalachian State U Academy Middle Fork	34Z000	Appalachian Academy at Middle Fork
2023-2024	350	Franklin County Schools	350304	Bunn Elementary
2023-2024	350	Franklin County Schools	350308	Bunn High
2023-2024	350	Franklin County Schools	350310	Bunn Middle
2023-2024	350	Franklin County Schools	350312	Cedar Creek Middle
2023-2024	350	Franklin County Schools	350316	Edward Best Elementary
2023-2024	350	Franklin County Schools	350317	Franklin County Early College
2023-2024	350	Franklin County Schools	350318	Franklinton Elementary
2023-2024	350	Franklin County Schools	350321	Franklinton High
2023-2024	350	Franklin County Schools	350324	Franklinton Middle
2023-2024	350	Franklin County Schools	350330	Laurel Mill Elementary
2023-2024	350	Franklin County Schools	350331	Long Mill Elementary
2023-2024	350	Franklin County Schools	350332	Louisburg Elementary

2023-2024	350	Franklin County Schools	350336	Louisburg Magnet High
2023-2024	350	Franklin County Schools	350338	Terrell Lane Middle
2023-2024	350	Franklin County Schools	350339	Royal Elementary
2023-2024	350	Franklin County Schools	350340	Youngsville Elementary
2023-2024	35A	Crosscreek Charter School	35A000	Crosscreek Charter School
2023-2024	35B	Youngsville Academy	35B000	Youngsville Academy
2023-2024	35C	Wake Preparatory Academy	35C000	Wake Preparatory Academy
2023-2024	360	Gaston County Schools	360310	Ashbrook High
2023-2024	360	Gaston County Schools	360320	Belmont Central Elementary
2023-2024	360	Gaston County Schools	360324	Belmont Middle
2023-2024	360	Gaston County Schools	360332	Bessemer City Central Elem
2023-2024	360	Gaston County Schools	360336	Bessemer City High
2023-2024	360	Gaston County Schools	360337	Gaston Early College High School
2023-2024	360	Gaston County Schools	360338	Bessemer City Primary
2023-2024	360	Gaston County Schools	360339	W B Beam Intermediate School
2023-2024	360	Gaston County Schools	360340	Brookside Elementary
2023-2024	360	Gaston County Schools	360342	Gaston Early College of Medical Sciences
2023-2024	360	Gaston County Schools	360344	Carr Elementary
2023-2024	360	Gaston County Schools	360348	Catawba Heights Elementary
2023-2024	360	Gaston County Schools	360352	Chapel Grove Elementary
2023-2024	360	Gaston County Schools	360360	Cherryville High
2023-2024	360	Gaston County Schools	360364	Cherryville Elementary
2023-2024	360	Gaston County Schools	360372	Warlick Academy
2023-2024	360	Gaston County Schools	360376	Costner Elementary
2023-2024	360	Gaston County Schools	360378	Stuart W Cramer High
2023-2024	360	Gaston County Schools	360380	Cramerton Middle
2023-2024	360	Gaston County Schools	360390	East Gaston High
2023-2024	360	Gaston County Schools	360392	Edward D Sadler Jr Elementary School
2023-2024	360	Gaston County Schools	360394	Webb Street School
2023-2024	360	Gaston County Schools	360396	Forestview High
2023-2024	360	Gaston County Schools	360400	Gardner Park Elementary
2023-2024	360	Gaston County Schools	360408	W P Grier Middle School
2023-2024	360	Gaston County Schools	360418	Highland Sch of Technology
2023-2024	360	Gaston County Schools	360420	Hawks Nest STEAM Academy
2023-2024	360	Gaston County Schools	360426	Holbrook Middle

2023-2024	360	Gaston County Schools	360428	Hunter Huss High
2023-2024	360	Gaston County Schools	360430	J B Page Primary School
2023-2024	360	Gaston County Schools	360431	John Chavis Middle School
2023-2024	360	Gaston County Schools	360432	Kiser Elementary
2023-2024	360	Gaston County Schools	360436	Bessemer City Middle
2023-2024	360	Gaston County Schools	360438	Lingerfeldt Elementary
2023-2024	360	Gaston County Schools	360440	Lowell Elementary
2023-2024	360	Gaston County Schools	360448	McAdenville Elementary
2023-2024	360	Gaston County Schools	360456	Mount Holly Middle
2023-2024	360	Gaston County Schools	360464	New Hope Elementary
2023-2024	360	Gaston County Schools	360468	North Belmont Elementary
2023-2024	360	Gaston County Schools	360470	North Gaston High
2023-2024	360	Gaston County Schools	360478	Pinewood Elementary
2023-2024	360	Gaston County Schools	360480	Pleasant Ridge Elementary
2023-2024	360	Gaston County Schools	360482	Ida Rankin Elementary School
2023-2024	360	Gaston County Schools	360488	Robinson Elementary
2023-2024	360	Gaston County Schools	360490	Sherwood Elementary
2023-2024	360	Gaston County Schools	360492	H H Beam Elementary
2023-2024	360	Gaston County Schools	360494	South Point High
2023-2024	360	Gaston County Schools	360498	Southwest Middle
2023-2024	360	Gaston County Schools	360499	Springfield Primary
2023-2024	360	Gaston County Schools	360500	Stanley Middle
2023-2024	360	Gaston County Schools	360504	Tryon Elementary
2023-2024	360	Gaston County Schools	360510	W A Bess Elementary School
2023-2024	360	Gaston County Schools	360514	W C Friday Middle School
2023-2024	360	Gaston County Schools	360520	Woodhill Elementary
2023-2024	360	Gaston County Schools	360526	York Chester Middle
2023-2024	360	Gaston County Schools	360550	Gaston Virtual Academy
2023-2024	36B	Piedmont Community Charter	36B000	Piedmont Community Charter School
2023-2024	36C	Mountain Island Charter	36C000	Mountain Island Charter School
2023-2024	36F	Ridgeview Charter School	36F000	Ridgeview Charter School
2023-2024	36G	Community Public Charter	36G000	Community Public Charter
2023-2024	370	Gates County Schools	370304	Buckland Elementary
2023-2024	370	Gates County Schools	370308	Central Middle School
2023-2024	370	Gates County Schools	370312	Gates County Senior High

2023-2024	370	Gates County Schools	370316	Gatesville Elementary
2023-2024	370	Gates County Schools	370324	T S Cooper Elementary
2023-2024	380	Graham County Schools	380306	Robbinsville Elementary
2023-2024	380	Graham County Schools	380308	Robbinsville High
2023-2024	380	Graham County Schools	380310	Robbinsville Middle
2023-2024	390	Granville County Schools	390309	Butner-Stem Middle
2023-2024	390	Granville County Schools	390311	Butner-Stem Elementary
2023-2024	390	Granville County Schools	390312	C. G. Credle Elementary
2023-2024	390	Granville County Schools	390314	Phoenix Academy
2023-2024	390	Granville County Schools	390320	G. C. Hawley Middle
2023-2024	390	Granville County Schools	390321	Granville Academy
2023-2024	390	Granville County Schools	390322	Granville Central High
2023-2024	390	Granville County Schools	390323	Granville Early College High
2023-2024	390	Granville County Schools	390324	J. F. Webb High
2023-2024	390	Granville County Schools	390333	Mount Energy Elementary
2023-2024	390	Granville County Schools	390334	Northern Granville Middle
2023-2024	390	Granville County Schools	390352	South Granville High
2023-2024	390	Granville County Schools	390360	Stovall-Shaw Elementary
2023-2024	390	Granville County Schools	390362	Tar River Elementary
2023-2024	390	Granville County Schools	390364	West Oxford Elementary
2023-2024	390	Granville County Schools	390368	Wilton Elementary
2023-2024	39A	Falls Lake Academy	39A000	Falls Lake Academy
2023-2024	39B	Oxford Preparatory School	39B000	Oxford Preparatory
2023-2024	400	Greene County Schools	400308	Greene Central High
2023-2024	400	Greene County Schools	400312	Greene County Middle
2023-2024	400	Greene County Schools	400315	Greene Early College High
2023-2024	400	Greene County Schools	400318	Greene County Intermediate
2023-2024	400	Greene County Schools	400321	Snow Hill Primary
2023-2024	400	Greene County Schools	400332	West Greene Elementary
2023-2024	410	Guilford County Schools	410300	Sylvia Mendez Newcomers School
2023-2024	410	Guilford County Schools	410302	Guilford eLearning University Prep
2023-2024	410	Guilford County Schools	410304	Alamance Elementary
2023-2024	410	Guilford County Schools	410307	Edwin A Alderman Elementary
2023-2024	410	Guilford County Schools	410310	Allen Jay Elementary
2023-2024	410	Guilford County Schools	410311	Allen Jay Middle - A Preparatory Academy

2023-2024	410	Guilford County Schools	410313	Southern Guilford Middle
2023-2024	410	Guilford County Schools	410316	Allen Middle
2023-2024	410	Guilford County Schools	410319	T Wingate Andrews High
2023-2024	410	Guilford County Schools	410322	Archer Elementary
2023-2024	410	Guilford County Schools	410325	Swann Middle School
2023-2024	410	Guilford County Schools	410328	Bessemer Elementary
2023-2024	410	Guilford County Schools	410331	Bluford Elementary
2023-2024	410	Guilford County Schools	410334	Brightwood Elementary
2023-2024	410	Guilford County Schools	410337	Brooks Global Elementary
2023-2024	410	Guilford County Schools	410340	Monticello-Brown Summit Elem
2023-2024	410	Guilford County Schools	410341	Brown Summit Middle
2023-2024	410	Guilford County Schools	410343	Claxton Elementary
2023-2024	410	Guilford County Schools	410346	Colfax Elementary
2023-2024	410	Guilford County Schools	410349	Cesar Cone Elementary
2023-2024	410	Guilford County Schools	410355	James B Dudley High
2023-2024	410	Guilford County Schools	410358	Eastern Guilford High
2023-2024	410	Guilford County Schools	410361	Erwin Montessori
2023-2024	410	Guilford County Schools	410364	Fairview Elementary
2023-2024	410	Guilford County Schools	410366	Waldo C Falkener Sr Elementary
2023-2024	410	Guilford County Schools	410367	Ferndale Middle
2023-2024	410	Guilford County Schools	410370	Florence Elementary
2023-2024	410	Guilford County Schools	410373	Julius I Foust Elementary
2023-2024	410	Guilford County Schools	410376	Cyrus P Frazier Elementary
2023-2024	410	Guilford County Schools	410379	Gateway Education Center
2023-2024	410	Guilford County Schools	410382	Gibsonville Elementary
2023-2024	410	Guilford County Schools	410385	Gillespie Park Elementary
2023-2024	410	Guilford County Schools	410388	General Greene Elementary
2023-2024	410	Guilford County Schools	410390	GC Middle College High
2023-2024	410	Guilford County Schools	410391	Penn-Griffin Schools
2023-2024	410	Guilford County Schools	410394	Grimsley High
2023-2024	410	Guilford County Schools	410395	Early College at Guilford
2023-2024	410	Guilford County Schools	410397	Western Guilford Middle
2023-2024	410	Guilford County Schools	410398	Doris Henderson Newcomers Sch
2023-2024	410	Guilford County Schools	410399	Middle College at GTCC-Greensboro
2023-2024	410	Guilford County Schools	410400	Guilford Elementary

2023-2024	410	Guilford County Schools	410401	GTCC Middle College High
2023-2024	410	Guilford County Schools	410402	Otis L Hairston Sr Middle
2023-2024	410	Guilford County Schools	410406	High Point Central High
2023-2024	410	Guilford County Schools	410407	Kearns Academy
2023-2024	410	Guilford County Schools	410408	Middle College at GTCC-High Point
2023-2024	410	Guilford County Schools	410409	Hunter Elementary
2023-2024	410	Guilford County Schools	410412	Irving Park Elementary
2023-2024	410	Guilford County Schools	410415	Jackson Middle
2023-2024	410	Guilford County Schools	410418	Jamestown Elementary
2023-2024	410	Guilford County Schools	410421	Jamestown Middle
2023-2024	410	Guilford County Schools	410423	Jefferson Elementary
2023-2024	410	Guilford County Schools	410424	Jesse Wharton Elem
2023-2024	410	Guilford County Schools	410427	Johnson Street Global Studies
2023-2024	410	Guilford County Schools	410430	David D Jones Elementary
2023-2024	410	Guilford County Schools	410436	James Y Joyner Elementary
2023-2024	410	Guilford County Schools	410437	Kernodle Middle
2023-2024	410	Guilford County Schools	410439	Kirkman Park Elementary
2023-2024	410	Guilford County Schools	410442	Kiser Middle
2023-2024	410	Guilford County Schools	410448	Lincoln Academy
2023-2024	410	Guilford County Schools	410451	John Van Lindley Elementary
2023-2024	410	Guilford County Schools	410454	Madison Elementary
2023-2024	410	Guilford County Schools	410457	Herbin Metz Education Center
2023-2024	410	Guilford County Schools	410458	C Joyner Greene Education Center
2023-2024	410	Guilford County Schools	410460	Eastern Guilford Middle
2023-2024	410	Guilford County Schools	410461	McLeansville Elementary
2023-2024	410	Guilford County Schools	410462	Ronald E. McNair Elementary
2023-2024	410	Guilford County Schools	410463	Mendenhall Middle
2023-2024	410	Guilford County Schools	410464	Haynes Inman Education Center
2023-2024	410	Guilford County Schools	410466	Millis Road Elementary
2023-2024	410	Guilford County Schools	410469	Montlieu Academy of Technology
2023-2024	410	Guilford County Schools	410472	Morehead Elementary
2023-2024	410	Guilford County Schools	410478	Murphey Traditional Academy
2023-2024	410	Guilford County Schools	410481	Nathanael Greene Elementary
2023-2024	410	Guilford County Schools	410483	A&T Four Middle College
2023-2024	410	Guilford County Schools	410484	Northeast Guilford High

2023-2024	410	Guilford County Schools	410486	Northern Guilford Elementary
2023-2024	410	Guilford County Schools	410487	Northeast Guilford Middle
2023-2024	410	Guilford County Schools	410488	Northern Guilford Middle
2023-2024	410	Guilford County Schools	410489	Northern Guilford High
2023-2024	410	Guilford County Schools	410490	Northwest Guilford High
2023-2024	410	Guilford County Schools	410491	EP Pearce Elementary
2023-2024	410	Guilford County Schools	410493	Northwest Guilford Middle
2023-2024	410	Guilford County Schools	410496	Northwood Elementary
2023-2024	410	Guilford County Schools	410499	Oak Hill Elementary
2023-2024	410	Guilford County Schools	410502	Oak Ridge Elementary
2023-2024	410	Guilford County Schools	410505	Oak View Elementary
2023-2024	410	Guilford County Schools	410508	Page High
2023-2024	410	Guilford County Schools	410511	Parkview Village Elementary
2023-2024	410	Guilford County Schools	410514	Clara J Peck Elementary
2023-2024	410	Guilford County Schools	410522	Pilot Elementary
2023-2024	410	Guilford County Schools	410523	Pleasant Garden Elementary
2023-2024	410	Guilford County Schools	410529	Lucy Ragsdale High
2023-2024	410	Guilford County Schools	410530	Reedy Fork Elementary
2023-2024	410	Guilford County Schools	410532	Rankin Elementary
2023-2024	410	Guilford County Schools	410533	SCALE School
2023-2024	410	Guilford County Schools	410534	Pruette SCALE Academy
2023-2024	410	Guilford County Schools	410535	Sedalia Elementary
2023-2024	410	Guilford County Schools	410538	Sedgefield Elementary
2023-2024	410	Guilford County Schools	410541	Shadybrook Elementary
2023-2024	410	Guilford County Schools	410542	George C Simkins Jr Elementary
2023-2024	410	Guilford County Schools	410544	Ben L. Smith High School
2023-2024	410	Guilford County Schools	410545	Academy at Smith
2023-2024	410	Guilford County Schools	410547	Southeast Guilford High
2023-2024	410	Guilford County Schools	410550	Southeast Guilford Middle
2023-2024	410	Guilford County Schools	410553	Southern Elementary
2023-2024	410	Guilford County Schools	410556	Southern Guilford High
2023-2024	410	Guilford County Schools	410559	Southwest Elementary
2023-2024	410	Guilford County Schools	410562	Southwest Guilford High
2023-2024	410	Guilford County Schools	410565	Southwest Guilford Middle
2023-2024	410	Guilford County Schools	410568	Sternberger Elementary

2023-2024	410	Guilford County Schools	410569	STEM Early College @ NC A&T SU
2023-2024	410	Guilford County Schools	410571	Stokesdale Elementary
2023-2024	410	Guilford County Schools	410574	Summerfield Elementary
2023-2024	410	Guilford County Schools	410577	Sumner Elementary
2023-2024	410	Guilford County Schools	410578	Triangle Lake Montessori Elem
2023-2024	410	Guilford County Schools	410579	UNCG Early/Middle College
2023-2024	410	Guilford County Schools	410580	Union Hill Elementary
2023-2024	410	Guilford County Schools	410583	Vandalia Elementary
2023-2024	410	Guilford County Schools	410586	Washington Elementary
2023-2024	410	Guilford County Schools	410589	Philip J Weaver Ed Center
2023-2024	410	Guilford County Schools	410592	Welborn Middle
2023-2024	410	Guilford County Schools	410595	Western Guilford High
2023-2024	410	Guilford County Schools	410598	Wiley Accel/Enrichment
2023-2024	41B	Greensboro Academy	41B000	Greensboro Academy
2023-2024	41C	Guilford Preparatory Academy	41C000	Guilford Preparatory Academy
2023-2024	41D	Phoenix Academy Inc	41D000	Phoenix Academy - Primary, Elem, Upper
2023-2024	41F	Triad Math and Science Academy	41F000	Triad Math and Science Academy
2023-2024	41G	Cornerstone Charter Academy	41G000	Cornerstone Charter Academy-CFA
2023-2024	41H	The College Preparatory and Leadership A	41H000	College Prep and Leadership Academy
2023-2024	41J	Summerfield Charter Academy	41J000	Summerfield Charter Academy
2023-2024	41K	Piedmont Classical High School	41K000	Piedmont Classical High School
2023-2024	41L	Gate City Charter Academy	41L000	Gate City Charter
2023-2024	41M	Next Generation Academy	41M000	Next Generation Academy
2023-2024	41N	The Experiential School of Greensboro	41N000	The Experiential School of Greensboro
2023-2024	41Q	Revolution Academy	41Q000	Revolution Academy
2023-2024	41R	Summit Creek Academy	41R000	Summit Creek Academy
2023-2024	41Z	Aggie Academy	41Z000	Aggie Academy
2023-2024	420	Halifax County Schools	420304	Aurelian Springs Institute of Global Lea
2023-2024	420	Halifax County Schools	420316	Scotland Neck Elementary Leadership Acad
2023-2024	420	Halifax County Schools	420324	Enfield Middle S.T.E.A.M. Academy
2023-2024	420	Halifax County Schools	420328	Everetts Elementary S.T.E.M. Academy
2023-2024	420	Halifax County Schools	420336	Hollister Elementary Leadership Academy
2023-2024	420	Halifax County Schools	420340	Inborden Elementary S.T.E.A.M. Academy
2023-2024	420	Halifax County Schools	420346	Northwest Halifax Collegiate and Technic
2023-2024	420	Halifax County Schools	420348	Pittman Elementary Leadership Academy

2023-2024	420	Halifax County Schools	420358	Southeast Halifax Collegiate Prep Academ
2023-2024	420	Halifax County Schools	420376	William R Davie Middle S.T.E.M. Academy
2023-2024	420	Halifax County Schools	420380	Halifax County Early College High
2023-2024	421	Roanoke Rapids City Schools	421304	Belmont Elementary School
2023-2024	421	Roanoke Rapids City Schools	421306	Chaloner Middle School
2023-2024	421	Roanoke Rapids City Schools	421316	Roanoke Rapids High School
2023-2024	421	Roanoke Rapids City Schools	421328	Manning Elementary School
2023-2024	421	Roanoke Rapids City Schools	421336	Roanoke Rapids Early College High
2023-2024	422	Weldon City Schools	422310	Roanoke Valley Early College
2023-2024	422	Weldon City Schools	422314	Weldon Elementary Global Academy
2023-2024	422	Weldon City Schools	422315	Weldon STEM High School Career Academies
2023-2024	422	Weldon City Schools	422318	Weldon Middle
2023-2024	42A	KIPP Halifax College Preparatory	42A000	KIPP Halifax College Preparatory
2023-2024	42B	Hobgood Charter School	42B000	Hobgood Charter School
2023-2024	430	Harnett County Schools	430304	Anderson Creek Primary
2023-2024	430	Harnett County Schools	430308	Angier Elementary
2023-2024	430	Harnett County Schools	430312	Benhaven Elementary
2023-2024	430	Harnett County Schools	430316	Boone Trail Elementary
2023-2024	430	Harnett County Schools	430320	Buies Creek Elementary
2023-2024	430	Harnett County Schools	430328	Coats Elementary
2023-2024	430	Harnett County Schools	430330	Coats-Erwin Middle
2023-2024	430	Harnett County Schools	430332	Dunn Middle
2023-2024	430	Harnett County Schools	430336	Erwin Elementary
2023-2024	430	Harnett County Schools	430341	Harnett County Early College
2023-2024	430	Harnett County Schools	430344	Dunn Elementary
2023-2024	430	Harnett County Schools	430345	STAR Academy
2023-2024	430	Harnett County Schools	430346	Harnett Central High
2023-2024	430	Harnett County Schools	430347	Harnett Central Middle
2023-2024	430	Harnett County Schools	430348	Johnsonville Elementary
2023-2024	430	Harnett County Schools	430349	Highland Elementary
2023-2024	430	Harnett County Schools	430351	Highland Middle
2023-2024	430	Harnett County Schools	430352	Northwest Harnett Elementary
2023-2024	430	Harnett County Schools	430353	LaFayette Elementary
2023-2024	430	Harnett County Schools	430358	Lillington-Shawtown Elementary
2023-2024	430	Harnett County Schools	430368	North Harnett Primary

2023-2024	430	Harnett County Schools	430369	Overhills Elementary
2023-2024	430	Harnett County Schools	430370	Overhills Middle
2023-2024	430	Harnett County Schools	430371	Overhills High
2023-2024	430	Harnett County Schools	430376	South Harnett Elementary
2023-2024	430	Harnett County Schools	430378	Triton High
2023-2024	430	Harnett County Schools	430384	Western Harnett High
2023-2024	430	Harnett County Schools	430385	Harnett Virtual Academy
2023-2024	430	Harnett County Schools	430386	Western Harnett Middle
2023-2024	43C	Anderson Creek Academy	43C000	Anderson Creek Academy
2023-2024	43D	Achievement Charter Academy	43D000	Achievement Charter Academy
2023-2024	440	Haywood County Schools	440314	Bethel Elementary
2023-2024	440	Haywood County Schools	440318	Bethel Middle
2023-2024	440	Haywood County Schools	440320	Canton Middle
2023-2024	440	Haywood County Schools	440326	Central Haywood High
2023-2024	440	Haywood County Schools	440328	Clyde Elementary
2023-2024	440	Haywood County Schools	440332	Riverbend Elementary
2023-2024	440	Haywood County Schools	440346	Haywood Early College
2023-2024	440	Haywood County Schools	440348	Hazelwood Elementary
2023-2024	440	Haywood County Schools	440349	Jonathan Valley Elementary
2023-2024	440	Haywood County Schools	440350	Junaluska Elementary
2023-2024	440	Haywood County Schools	440364	Meadowbrook Elementary
2023-2024	440	Haywood County Schools	440368	North Canton Elementary
2023-2024	440	Haywood County Schools	440378	Pisgah High
2023-2024	440	Haywood County Schools	440390	Tuscola High
2023-2024	440	Haywood County Schools	440396	Waynesville Middle
2023-2024	44A	Shining Rock Classical Academy	44A000	Shining Rock Classical Academy
2023-2024	450	Henderson County Schools	450301	Apple Valley Middle
2023-2024	450	Henderson County Schools	450302	Atkinson Elementary
2023-2024	450	Henderson County Schools	450306	Bruce Drysdale Elementary
2023-2024	450	Henderson County Schools	450307	Clear Creek Elementary
2023-2024	450	Henderson County Schools	450308	Dana Elementary
2023-2024	450	Henderson County Schools	450316	East Henderson High
2023-2024	450	Henderson County Schools	450322	Edneyville Elementary
2023-2024	450	Henderson County Schools	450324	Etowah Elementary
2023-2024	450	Henderson County Schools	450328	Flat Rock Middle

2023-2024	450	Henderson County Schools	450332	Fletcher Elementary
2023-2024	450	Henderson County Schools	450333	Hendersonville Elementary
2023-2024	450	Henderson County Schools	450334	Hendersonville High
2023-2024	450	Henderson County Schools	450335	Hendersonville Middle
2023-2024	450	Henderson County Schools	450336	Hillandale Elementary
2023-2024	450	Henderson County Schools	450339	Glenn C Marlow Elementary
2023-2024	450	Henderson County Schools	450340	Mills River Elementary
2023-2024	450	Henderson County Schools	450341	North Henderson High
2023-2024	450	Henderson County Schools	450342	Rugby Middle
2023-2024	450	Henderson County Schools	450343	Henderson County Career Academy
2023-2024	450	Henderson County Schools	450344	Sugarloaf Elementary
2023-2024	450	Henderson County Schools	450346	Upward Elementary
2023-2024	450	Henderson County Schools	450352	West Henderson High
2023-2024	450	Henderson County Schools	450354	Henderson County Early College
2023-2024	45A	The Mountain Community Sch	45A000	The Mountain Community Sch
2023-2024	45B	FernLeaf Community Charter School	45B000	FernLeaf
2023-2024	460	Hertford County Schools	460308	Ahoskie Elementary
2023-2024	460	Hertford County Schools	460312	Bearfield Primary
2023-2024	460	Hertford County Schools	460318	Hertford County Middle
2023-2024	460	Hertford County Schools	460320	Hertford County High
2023-2024	460	Hertford County Schools	460322	Hertford Co Early College
2023-2024	460	Hertford County Schools	460332	Riverview Elementary
2023-2024	460	Hertford County Schools	460340	CS Brown High - STEM Program
2023-2024	470	Hoke County Schools	470310	Don D Steed Elementary
2023-2024	470	Hoke County Schools	470312	Hoke County High
2023-2024	470	Hoke County Schools	470316	J W McLauchlin Elementary
2023-2024	470	Hoke County Schools	470320	West Hoke Middle
2023-2024	470	Hoke County Schools	470328	Scurlock Elementary
2023-2024	470	Hoke County Schools	470330	Hawk Eye Elementary
2023-2024	470	Hoke County Schools	470332	East Hoke Middle
2023-2024	470	Hoke County Schools	470336	West Hoke Elementary
2023-2024	470	Hoke County Schools	470340	Rockfish Hoke Elementary
2023-2024	470	Hoke County Schools	470342	J W Turlington School
2023-2024	470	Hoke County Schools	470346	Upchurch Elementary
2023-2024	470	Hoke County Schools	470441	Sandy Grove Elementary

2023-2024	470	Hoke County Schools	470442	Sandy Grove Middle
2023-2024	470	Hoke County Schools	470443	SandHoke Early College High
2023-2024	480	Hyde County Schools	480306	Mattamuskeet School
2023-2024	480	Hyde County Schools	480316	Ocracoke School
2023-2024	480	Hyde County Schools	480318	Hyde Academy
2023-2024	490	Iredell-Statesville Schools	490307	Agriculture and Science Early College
2023-2024	490	Iredell-Statesville Schools	490308	Woodland Heights Middle
2023-2024	490	Iredell-Statesville Schools	490310	Career Academy and Technical School
2023-2024	490	Iredell-Statesville Schools	490312	Celeste Henkel Elementary
2023-2024	490	Iredell-Statesville Schools	490316	Central Elementary
2023-2024	490	Iredell-Statesville Schools	490318	Coddle Creek Elementary
2023-2024	490	Iredell-Statesville Schools	490319	Cloverleaf Elementary
2023-2024	490	Iredell-Statesville Schools	490320	Collaborative College for Technology
2023-2024	490	Iredell-Statesville Schools	490324	Cool Spring Elementary
2023-2024	490	Iredell-Statesville Schools	490325	Discovery Program at The Springs
2023-2024	490	Iredell-Statesville Schools	490326	East Iredell Elementary
2023-2024	490	Iredell-Statesville Schools	490327	East Iredell Middle
2023-2024	490	Iredell-Statesville Schools	490332	Harmony Elementary
2023-2024	490	Iredell-Statesville Schools	490333	ISS Virtual Academy
2023-2024	490	Iredell-Statesville Schools	490335	Lake Norman High
2023-2024	490	Iredell-Statesville Schools	490336	Lake Norman Elementary
2023-2024	490	Iredell-Statesville Schools	490337	Lakeshore Elementary
2023-2024	490	Iredell-Statesville Schools	490338	Lakeshore Middle
2023-2024	490	Iredell-Statesville Schools	490344	The Brawley School
2023-2024	490	Iredell-Statesville Schools	490345	N B Mills Elementary
2023-2024	490	Iredell-Statesville Schools	490346	North Iredell High
2023-2024	490	Iredell-Statesville Schools	490347	Oakwood Middle IB School
2023-2024	490	Iredell-Statesville Schools	490348	Scotts Elementary
2023-2024	490	Iredell-Statesville Schools	490349	North Iredell Middle
2023-2024	490	Iredell-Statesville Schools	490350	Northview Academy
2023-2024	490	Iredell-Statesville Schools	490352	Third Creek Middle
2023-2024	490	Iredell-Statesville Schools	490354	Statesville High
2023-2024	490	Iredell-Statesville Schools	490355	Crossroads Arts Sciences Early College
2023-2024	490	Iredell-Statesville Schools	490356	Sharon Elementary
2023-2024	490	Iredell-Statesville Schools	490360	Shepherd Elementary

2023-2024	490	Iredell-Statesville Schools	490362	South Iredell High
2023-2024	490	Iredell-Statesville Schools	490363	Third Creek Elementary
2023-2024	490	Iredell-Statesville Schools	490364	Troutman Elementary
2023-2024	490	Iredell-Statesville Schools	490366	Troutman Middle
2023-2024	490	Iredell-Statesville Schools	490368	Union Grove Elementary
2023-2024	490	Iredell-Statesville Schools	490380	West Iredell High
2023-2024	490	Iredell-Statesville Schools	490384	West Iredell Middle
2023-2024	490	Iredell-Statesville Schools	490390	Woodland Heights Elementary
2023-2024	491	Mooreville Graded School District	491303	East Mooreville Intermediate
2023-2024	491	Mooreville Graded School District	491305	NF Woods Campus
2023-2024	491	Mooreville Graded School District	491306	Mooreville Intermediate
2023-2024	491	Mooreville Graded School District	491308	Mooreville Middle
2023-2024	491	Mooreville Graded School District	491312	Mooreville High School
2023-2024	491	Mooreville Graded School District	491316	Park View Elementary
2023-2024	491	Mooreville Graded School District	491318	Rocky River Elementary
2023-2024	491	Mooreville Graded School District	491319	Selma Burke Middle
2023-2024	491	Mooreville Graded School District	491320	South Elementary
2023-2024	49B	American Renaissance School	49B000	American Renaissance School
2023-2024	49D	Success Institute Charter School	49D000	Success Institute Charter
2023-2024	49E	Pine Lake Preparatory	49E000	Pine Lake Preparatory
2023-2024	49F	Langtree Charter Academy	49F000	Langtree Charter Academy
2023-2024	49G	Iredell Charter Academy of Arts & Scienc	49G000	Iredell Charter Academy of Arts & Science
2023-2024	500	Jackson County Public Schools	500302	Blue Ridge Early College
2023-2024	500	Jackson County Public Schools	500304	Cullowhee Valley School
2023-2024	500	Jackson County Public Schools	500314	Fairview School
2023-2024	500	Jackson County Public Schools	500316	Blue Ridge School
2023-2024	500	Jackson County Public Schools	500323	Jackson Co Early College
2023-2024	500	Jackson County Public Schools	500324	Jackson Community School
2023-2024	500	Jackson County Public Schools	500332	Scotts Creek School
2023-2024	500	Jackson County Public Schools	500337	Smokey Mountain Elementary
2023-2024	500	Jackson County Public Schools	500340	Smoky Mountain High School
2023-2024	50A	Summit Charter	50A000	Summit Charter
2023-2024	50Z	Catamount School	50Z000	Catamount School
2023-2024	510	Johnston County Public Schools	510308	Benson Elementary
2023-2024	510	Johnston County Public Schools	510310	Benson Middle

2023-2024	510	Johnston County Public Schools	510323	Choice Plus Academy
2023-2024	510	Johnston County Public Schools	510324	Clayton High
2023-2024	510	Johnston County Public Schools	510325	Johnston County Schools Career Technical
2023-2024	510	Johnston County Public Schools	510326	West Clayton Elementary
2023-2024	510	Johnston County Public Schools	510327	Cleveland High
2023-2024	510	Johnston County Public Schools	510328	Cleveland Elementary
2023-2024	510	Johnston County Public Schools	510329	Cleveland Middle
2023-2024	510	Johnston County Public Schools	510330	Cooper Academy
2023-2024	510	Johnston County Public Schools	510332	Corinth-Holders Elementary
2023-2024	510	Johnston County Public Schools	510333	Corinth Holders High
2023-2024	510	Johnston County Public Schools	510334	Dixon Road Elementary
2023-2024	510	Johnston County Public Schools	510336	East Clayton Elementary
2023-2024	510	Johnston County Public Schools	510340	Four Oaks Elementary
2023-2024	510	Johnston County Public Schools	510342	Four Oaks Middle
2023-2024	510	Johnston County Public Schools	510343	Micro Elementary
2023-2024	510	Johnston County Public Schools	510344	North Johnston Middle
2023-2024	510	Johnston County Public Schools	510356	Glendale-Kenly Elementary
2023-2024	510	Johnston County Public Schools	510358	McGee's Crossroads Elem
2023-2024	510	Johnston County Public Schools	510359	McGee's Crossroads Middle
2023-2024	510	Johnston County Public Schools	510360	Meadow School
2023-2024	510	Johnston County Public Schools	510364	Archer Lodge Middle
2023-2024	510	Johnston County Public Schools	510365	JCPS Virtual Academy
2023-2024	510	Johnston County Public Schools	510367	Johnston Co Early College Academy
2023-2024	510	Johnston County Public Schools	510368	North Johnston High
2023-2024	510	Johnston County Public Schools	510372	Pine Level Elementary
2023-2024	510	Johnston County Public Schools	510373	Powhatan Elementary
2023-2024	510	Johnston County Public Schools	510374	Princeton Elementary
2023-2024	510	Johnston County Public Schools	510376	Princeton High
2023-2024	510	Johnston County Public Schools	510377	River Dell Elementary
2023-2024	510	Johnston County Public Schools	510378	Riverwood Elementary
2023-2024	510	Johnston County Public Schools	510379	Riverwood Middle
2023-2024	510	Johnston County Public Schools	510382	The Innovation Academy at South Campus
2023-2024	510	Johnston County Public Schools	510383	Thanksgiving Elementary
2023-2024	510	Johnston County Public Schools	510388	Selma Elementary
2023-2024	510	Johnston County Public Schools	510390	Selma Middle School

2023-2024	510	Johnston County Public Schools	510396	West Smithfield Elementary
2023-2024	510	Johnston County Public Schools	510397	Smithfield Middle
2023-2024	510	Johnston County Public Schools	510399	Smithfield-Selma High
2023-2024	510	Johnston County Public Schools	510402	South Johnston High
2023-2024	510	Johnston County Public Schools	510404	South Smithfield Elementary
2023-2024	510	Johnston County Public Schools	510406	West Johnston High
2023-2024	510	Johnston County Public Schools	510408	Wilson's Mills Elementary
2023-2024	510	Johnston County Public Schools	510410	Polenta Elementary
2023-2024	510	Johnston County Public Schools	510411	Swift Creek Middle
2023-2024	510	Johnston County Public Schools	510412	Clayton Middle
2023-2024	510	Johnston County Public Schools	510414	West View Elementary
2023-2024	51A	Neuse Charter School	51A000	Neuse Charter School
2023-2024	51B	Johnston Charter Academy	51B000	Johnston Charter Academy
2023-2024	51C	American Leadership Academy - Johnston	51C000	American Leadership Academy - Johnston
2023-2024	520	Jones County Schools	520304	Pollocksville Elementary
2023-2024	520	Jones County Schools	520308	Comfort Elementary
2023-2024	520	Jones County Schools	520328	Maysville Elementary
2023-2024	520	Jones County Schools	520336	Trenton Elementary
2023-2024	520	Jones County Schools	520344	Jones Senior High School
2023-2024	530	Lee County Schools	530302	BT Bullock Elementary
2023-2024	530	Lee County Schools	530306	Bragg Street Academy
2023-2024	530	Lee County Schools	530308	Broadway Elementary
2023-2024	530	Lee County Schools	530312	Deep River Elementary
2023-2024	530	Lee County Schools	530314	East Lee Middle
2023-2024	530	Lee County Schools	530316	Floyd L Knight Children Center
2023-2024	530	Lee County Schools	530320	Greenwood Elementary
2023-2024	530	Lee County Schools	530335	Lee Early College
2023-2024	530	Lee County Schools	530336	Lee County High
2023-2024	530	Lee County Schools	530340	J Glenn Edwards Elementary
2023-2024	530	Lee County Schools	530341	SanLee Middle School
2023-2024	530	Lee County Schools	530343	Southern Lee High School
2023-2024	530	Lee County Schools	530346	Tramway Elementary
2023-2024	530	Lee County Schools	530354	J R Ingram Jr Elementary
2023-2024	530	Lee County Schools	530356	West Lee Middle
2023-2024	530	Lee County Schools	530360	WB Wicker Elementary

2023-2024	53B	Ascend Leadership Academy: Lee County	53B000	Ascend Leadership Academy: Lee County
2023-2024	53C	MINA Charter School of Lee County	53C000	MINA Charter School of Lee County
2023-2024	53D	Central Carolina Academy	53D000	Central Carolina Academy
2023-2024	540	Lenoir County Public Schools	540304	Banks Elementary
2023-2024	540	Lenoir County Public Schools	540308	Contentnea-Savannah School
2023-2024	540	Lenoir County Public Schools	540312	E B Frink Middle
2023-2024	540	Lenoir County Public Schools	540315	Kinston High
2023-2024	540	Lenoir County Public Schools	540316	La Grange Elementary
2023-2024	540	Lenoir County Public Schools	540317	Lenoir County Early College High
2023-2024	540	Lenoir County Public Schools	540318	Lenoir County Learning Academy
2023-2024	540	Lenoir County Public Schools	540320	Moss Hill Elementary
2023-2024	540	Lenoir County Public Schools	540324	North Lenoir High
2023-2024	540	Lenoir County Public Schools	540325	Northeast Elementary
2023-2024	540	Lenoir County Public Schools	540326	Northwest Elementary
2023-2024	540	Lenoir County Public Schools	540328	Pink Hill Elementary
2023-2024	540	Lenoir County Public Schools	540330	Rochelle Middle
2023-2024	540	Lenoir County Public Schools	540336	South Lenoir High
2023-2024	540	Lenoir County Public Schools	540338	Southeast Elementary
2023-2024	540	Lenoir County Public Schools	540340	Southwood Elementary
2023-2024	540	Lenoir County Public Schools	540344	Woodington Middle
2023-2024	54A	Children's Village Academy	54A000	Children's Village Academy
2023-2024	550	Lincoln County Schools	550308	Asbury Academy
2023-2024	550	Lincoln County Schools	550312	Battleground Elementary
2023-2024	550	Lincoln County Schools	550314	Catawba Springs Elementary
2023-2024	550	Lincoln County Schools	550316	GE Massey Elementary
2023-2024	550	Lincoln County Schools	550320	East Lincoln High
2023-2024	550	Lincoln County Schools	550322	East Lincoln Middle
2023-2024	550	Lincoln County Schools	550328	Iron Station Elementary
2023-2024	550	Lincoln County Schools	550330	LCST
2023-2024	550	Lincoln County Schools	550332	Lincolnton High
2023-2024	550	Lincoln County Schools	550334	Lincolnton Middle
2023-2024	550	Lincoln County Schools	550336	Love Memorial Elementary
2023-2024	550	Lincoln County Schools	550340	Childers Elementary
2023-2024	550	Lincoln County Schools	550342	North Brook Elementary
2023-2024	550	Lincoln County Schools	550344	North Lincoln High

2023-2024	550	Lincoln County Schools	550348	Pumpkin Center Primary
2023-2024	550	Lincoln County Schools	550349	Pumpkin Center Intermediate
2023-2024	550	Lincoln County Schools	550350	North Lincoln Middle
2023-2024	550	Lincoln County Schools	550356	Rock Springs Elementary
2023-2024	550	Lincoln County Schools	550360	S Ray Lowder Elementary
2023-2024	550	Lincoln County Schools	550362	St James Elementary
2023-2024	550	Lincoln County Schools	550364	Union Elementary
2023-2024	550	Lincoln County Schools	550368	West Lincoln High
2023-2024	550	Lincoln County Schools	550372	West Lincoln Middle
2023-2024	55A	Lincoln Charter School	55A000	Lincoln Charter School
2023-2024	55B	West Lake Preparatory Academy	55B000	West Lake Preparatory Academy
2023-2024	560	Macon County Schools	560304	Cartoogechaye Elementary
2023-2024	560	Macon County Schools	560316	East Franklin Elementary
2023-2024	560	Macon County Schools	560320	Franklin High
2023-2024	560	Macon County Schools	560324	Highlands School
2023-2024	560	Macon County Schools	560328	Iotla Valley Elementary
2023-2024	560	Macon County Schools	560329	Macon Early College High School
2023-2024	560	Macon County Schools	560330	Macon Middle School
2023-2024	560	Macon County Schools	560331	Mountain View Intermediate
2023-2024	560	Macon County Schools	560332	Nantahala School
2023-2024	560	Macon County Schools	560338	South Macon Elementary
2023-2024	560	Macon County Schools	560340	Macon Virtual Academy
2023-2024	560	Macon County Schools	560350	Bartram Academy
2023-2024	570	Madison County Schools	570306	Brush Creek Elementary
2023-2024	570	Madison County Schools	570312	Hot Springs Elementary
2023-2024	570	Madison County Schools	570317	Madison Early College High
2023-2024	570	Madison County Schools	570318	Madison High School
2023-2024	570	Madison County Schools	570319	Madison Middle School
2023-2024	570	Madison County Schools	570320	Mars Hill Elementary
2023-2024	570	Madison County Schools	570321	Madison Velocity Learning Center
2023-2024	580	Martin County Schools	580308	Williamston Primary
2023-2024	580	Martin County Schools	580312	E J Hayes Elementary
2023-2024	580	Martin County Schools	580316	South Creek Elementary
2023-2024	580	Martin County Schools	580324	Jamesville Elementary
2023-2024	580	Martin County Schools	580337	South Creek Middle

2023-2024	580	Martin County Schools	580344	South Creek High
2023-2024	580	Martin County Schools	580356	Rodgers Elementary
2023-2024	580	Martin County Schools	580368	Riverside High
2023-2024	580	Martin County Schools	580372	Riverside Middle
2023-2024	58B	Bear Grass Charter School	58B000	Bear Grass Charter School
2023-2024	590	McDowell County Schools	590306	Eastfield Global Magnet School
2023-2024	590	McDowell County Schools	590310	East McDowell Middle School
2023-2024	590	McDowell County Schools	590316	Glenwood Elementary School
2023-2024	590	McDowell County Schools	590320	Marion Elementary School
2023-2024	590	McDowell County Schools	590326	McDowell Academy for Innovation
2023-2024	590	McDowell County Schools	590328	McDowell Early College
2023-2024	590	McDowell County Schools	590329	McDowell Virtual Academy
2023-2024	590	McDowell County Schools	590330	McDowell High School
2023-2024	590	McDowell County Schools	590332	Nebo Elementary School
2023-2024	590	McDowell County Schools	590336	North Cove Elementary School
2023-2024	590	McDowell County Schools	590340	Old Fort Elementary School
2023-2024	590	McDowell County Schools	590344	Pleasant Gardens Elementary School
2023-2024	590	McDowell County Schools	590352	West Marion Elementary School
2023-2024	590	McDowell County Schools	590356	West McDowell Middle School
2023-2024	590	McDowell County Schools	590393	Foothills Community School
2023-2024	600	Charlotte-Mecklenburg Schools	600300	Albemarle Road Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600301	Albemarle Road Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600302	Ardrey Kell High School
2023-2024	600	Charlotte-Mecklenburg Schools	600303	Charlotte East Language Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600304	Rea Farms STEAM Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600305	J. M. Alexander Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600306	North Academy of World Languages
2023-2024	600	Charlotte-Mecklenburg Schools	600308	Allenbrook Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600311	Ashley Park PreK-8 School
2023-2024	600	Charlotte-Mecklenburg Schools	600312	William Amos Hough High
2023-2024	600	Charlotte-Mecklenburg Schools	600313	Bailey Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600314	Bain Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600316	Charles H. Parker Academic Center
2023-2024	600	Charlotte-Mecklenburg Schools	600317	Whitewater Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600318	Whitewater Academy

2023-2024	600	Charlotte-Mecklenburg Schools	600319	Berryhill School
2023-2024	600	Charlotte-Mecklenburg Schools	600322	Beverly Woods Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600327	Palisades High School
2023-2024	600	Charlotte-Mecklenburg Schools	600328	Barnette Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600329	Briarwood Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600333	Carmel Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600334	Cato Middle College High School
2023-2024	600	Charlotte-Mecklenburg Schools	600335	Billingsville Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600336	Chantilly Montessori
2023-2024	600	Charlotte-Mecklenburg Schools	600338	Clear Creek Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600341	Cochrane Collegiate Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600344	Collinswood Language Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600345	Community House Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600346	Cornelius Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600349	Cotswold Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600351	Coulwood STEM Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600352	Crown Point Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600353	Crestdale Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600357	Davidson K-8 School
2023-2024	600	Charlotte-Mecklenburg Schools	600361	Butler High School
2023-2024	600	Charlotte-Mecklenburg Schools	600362	David Cox Road Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600364	Military and Global Leadership
2023-2024	600	Charlotte-Mecklenburg Schools	600365	Devonshire Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600366	Marie G Davis School
2023-2024	600	Charlotte-Mecklenburg Schools	600367	Dilworth Elementary School Latta Campus
2023-2024	600	Charlotte-Mecklenburg Schools	600368	First Ward Creative Arts Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600369	Berewick Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600374	Druid Hills Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600377	East Mecklenburg High School
2023-2024	600	Charlotte-Mecklenburg Schools	600379	Eastover Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600381	Eastway Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600382	Elizabeth Lane Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600383	Elon Park Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600384	Elizabeth Traditional Elem
2023-2024	600	Charlotte-Mecklenburg Schools	600385	Endhaven Elementary

2023-2024	600	Charlotte-Mecklenburg Schools	600386	Hawthorne Academy of Health Sciences
2023-2024	600	Charlotte-Mecklenburg Schools	600392	Polo Ridge Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600394	Francis Bradley Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600397	Garinger High School
2023-2024	600	Charlotte-Mecklenburg Schools	600398	Greenway Park Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600399	Alexander Graham Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600404	Harper Middle College High
2023-2024	600	Charlotte-Mecklenburg Schools	600405	Harding University High School
2023-2024	600	Charlotte-Mecklenburg Schools	600406	Hawk Ridge Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600408	Lawrence Orr Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600409	Parkside Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600410	Hickory Grove Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600411	Highland Creek Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600412	Hidden Valley Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600413	Highland Mill Montessori
2023-2024	600	Charlotte-Mecklenburg Schools	600414	Highland Renaissance Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600415	Hopewell High School
2023-2024	600	Charlotte-Mecklenburg Schools	600416	Hornets Nest Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600418	Croft Community School
2023-2024	600	Charlotte-Mecklenburg Schools	600420	Huntersville Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600422	Huntingtowne Farms Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600424	Idlewild Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600425	Grove Park Elementary School
2023-2024	600	Charlotte-Mecklenburg Schools	600426	Independence High School
2023-2024	600	Charlotte-Mecklenburg Schools	600428	James Martin Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600429	Gov's Village STEM (Upper)
2023-2024	600	Charlotte-Mecklenburg Schools	600431	Jay M. Robinson Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600432	Joseph W Grier Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600433	J.V. Washam Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600434	Kennedy Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600435	Lincoln Heights Montessori
2023-2024	600	Charlotte-Mecklenburg Schools	600436	Lake Wylie Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600437	Ballantyne Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600438	Lansdowne Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600439	Turning Point Academy

2023-2024	600	Charlotte-Mecklenburg Schools	600440	Lebanon Road Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600442	Blythe Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600443	Levine Middle College High Sch
2023-2024	600	Charlotte-Mecklenburg Schools	600444	Long Creek Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600445	Mallard Creek High School
2023-2024	600	Charlotte-Mecklenburg Schools	600446	Mallard Creek Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600447	Matthews Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600448	Martin Luther King, Jr Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600449	McAlpine Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600450	McClintock Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600451	McKee Road Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600453	Merry Oaks International Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600454	Metro School
2023-2024	600	Charlotte-Mecklenburg Schools	600455	Mint Hill Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600457	Rocky River High School
2023-2024	600	Charlotte-Mecklenburg Schools	600459	Montclair Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600461	Charlotte-Mecklenburg Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600462	Mountain Island Lake Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600463	River Oaks Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600464	Myers Park Traditional Elem
2023-2024	600	Charlotte-Mecklenburg Schools	600466	Myers Park High School
2023-2024	600	Charlotte-Mecklenburg Schools	600468	Gov's Village STEM (Lower)
2023-2024	600	Charlotte-Mecklenburg Schools	600471	Nations Ford Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600474	Newell Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600475	Vaughan Academy of Technology
2023-2024	600	Charlotte-Mecklenburg Schools	600478	J. H. Gunn Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600479	Northeast Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600480	North Mecklenburg High School
2023-2024	600	Charlotte-Mecklenburg Schools	600481	Northridge Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600482	Northwest School of the Arts
2023-2024	600	Charlotte-Mecklenburg Schools	600483	South Pine Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600484	Oakhurst STEAM Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600485	Oakdale Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600488	Oaklawn Language Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600489	Bruns Avenue Elementary

2023-2024	600	Charlotte-Mecklenburg Schools	600490	Olympic High School
2023-2024	600	Charlotte-Mecklenburg Schools	600491	Olde Providence Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600492	Park Road Montessori
2023-2024	600	Charlotte-Mecklenburg Schools	600493	Palisades Park Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600494	Paw Creek Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600496	Phillip O Berry Academy of Technology
2023-2024	600	Charlotte-Mecklenburg Schools	600497	Piedmont Middle School
2023-2024	600	Charlotte-Mecklenburg Schools	600498	Central Piedmont Early College
2023-2024	600	Charlotte-Mecklenburg Schools	600499	Charlotte-Mecklenburg Virtual School
2023-2024	600	Charlotte-Mecklenburg Schools	600500	Pineville Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600501	Pinewood Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600503	Piney Grove Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600507	Providence Spring Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600508	Providence High School
2023-2024	600	Charlotte-Mecklenburg Schools	600509	Quail Hollow Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600512	Rama Road Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600513	Randolph Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600514	Ranson Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600515	Renaissance West STEAM Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600516	Reedy Creek Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600517	Reid Park Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600518	Ridge Road Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600519	Dilworth Elem Sedgefield Campus
2023-2024	600	Charlotte-Mecklenburg Schools	600520	Sedgefield Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600521	Stoney Creek Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600522	Selwyn Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600527	Shamrock Gardens Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600530	Sharon Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600532	South Academy of International Languages
2023-2024	600	Charlotte-Mecklenburg Schools	600534	Smithfield Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600535	South Mecklenburg High School
2023-2024	600	Charlotte-Mecklenburg Schools	600537	South Charlotte Middle
2023-2024	600	Charlotte-Mecklenburg Schools	600538	Southwest Middle School
2023-2024	600	Charlotte-Mecklenburg Schools	600545	Starmount Academy of Excellence
2023-2024	600	Charlotte-Mecklenburg Schools	600546	Statesville Road Elementary

2023-2024	600	Charlotte-Mecklenburg Schools	600549	Steele Creek Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600550	Sterling Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600553	Thomasboro Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600557	Torrence Creek Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600558	Grand Oak Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600562	Tuckaseegee Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600565	University Park Creative Arts
2023-2024	600	Charlotte-Mecklenburg Schools	600566	University Meadows Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600567	Char Eng Early College-UNCC
2023-2024	600	Charlotte-Mecklenburg Schools	600569	Charlotte Teacher Early College
2023-2024	600	Charlotte-Mecklenburg Schools	600571	Irwin Academic Center
2023-2024	600	Charlotte-Mecklenburg Schools	600574	Walter G. Byers School
2023-2024	600	Charlotte-Mecklenburg Schools	600576	West Charlotte High School
2023-2024	600	Charlotte-Mecklenburg Schools	600577	Westerly Hills Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600579	West Mecklenburg High School
2023-2024	600	Charlotte-Mecklenburg Schools	600582	Williams Secondary Montessori
2023-2024	600	Charlotte-Mecklenburg Schools	600583	Wilson STEM Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600586	Winding Springs Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600587	Windsor Park Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600588	Winget Park Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600589	Winterfield Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600590	River Gate Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600592	Julius L. Chambers High School
2023-2024	600	Charlotte-Mecklenburg Schools	600593	Villa Heights Elementary
2023-2024	600	Charlotte-Mecklenburg Schools	600594	Merancas Middle College-CPCC
2023-2024	600	Charlotte-Mecklenburg Schools	600595	Mint Hill Elementary School
2023-2024	600	Charlotte-Mecklenburg Schools	600596	Esperanza Global Academy
2023-2024	600	Charlotte-Mecklenburg Schools	600597	Elbert Edwin Waddell High School
2023-2024	600	Charlotte-Mecklenburg Schools	600598	Turning Point Middle
2023-2024	60B	Sugar Creek Charter	60B000	Sugar Creek Charter
2023-2024	60D	Lake Norman Charter	60D000	Lake Norman Charter
2023-2024	60F	Metrolina Regional Scholars Academy	60F000	Metrolina Reg Scholars Academy
2023-2024	60G	Queen's Grant Community School	60G000	Queen's Grant Community School
2023-2024	60I	Community School of Davidson	60I000	Community School of Davidson
2023-2024	60J	Socrates Academy	60J000	Socrates Academy

2023-2024	60K	Charlotte Secondary School	60K000	Charlotte Secondary
2023-2024	60L	KIPP: Charlotte	60L000	KIPP Charlotte
2023-2024	60M	Corvian Community School	60M000	Corvian Community School
2023-2024	60N	ALA Charlotte	60N000	American Leadership Academy Charlotte
2023-2024	60S	Bradford Preparatory School	60S000	Bradford Preparatory School
2023-2024	60U	Commonwealth High School	60U000	Commonwealth High
2023-2024	60Y	Pioneer Springs Community School	60Y000	Pioneer Springs Community School
2023-2024	60Z	Niner University Elementary School	60Z000	Niner University Elementary
2023-2024	610	Mitchell County Schools	610302	Bowman Middle
2023-2024	610	Mitchell County Schools	610310	Deyton Elementary
2023-2024	610	Mitchell County Schools	610320	Gouge Elementary
2023-2024	610	Mitchell County Schools	610322	Greenlee Primary
2023-2024	610	Mitchell County Schools	610326	Harris Middle
2023-2024	610	Mitchell County Schools	610332	Mayland Early College
2023-2024	610	Mitchell County Schools	610334	Mitchell High
2023-2024	61J	Lakeside Charter Academy	61J000	Lakeside Charter Academy
2023-2024	61K	United Community School	61K000	United Community School
2023-2024	61L	Stewart Creek High School	61L000	Stewart Creek High
2023-2024	61M	Charlotte Lab School	61M000	Charlotte Lab School
2023-2024	61N	The Math and Science Academy of Charlott	61N000	TMSA Charlotte
2023-2024	61P	VERITAS Community School	61P000	VERITAS Community School, CFA
2023-2024	61Q	Mallard Creek STEM Academy	61Q000	Mallard Creek STEM Academy
2023-2024	61R	Matthews Charter Academy	61R000	Matthews Charter Academy
2023-2024	61S	Unity Classical Charter School	61S000	Unity Classical Charter School
2023-2024	61T	Movement Charter School	61T000	Movement Charter School
2023-2024	61V	Bonnie Cone Classical Academy	61V000	Bonnie Cone Classical Academy
2023-2024	61W	East Voyager Academy	61W000	East Voyager Academy of Charlotte
2023-2024	61X	Jackson Day School	61X000	Jackson Day School
2023-2024	61Y	Steele Creek Preparatory Academy	61Y000	Steele Creek Preparatory Academy
2023-2024	620	Montgomery County Schools	620310	Montgomery Learning Academy
2023-2024	620	Montgomery County Schools	620312	Candor Elementary
2023-2024	620	Montgomery County Schools	620314	East Middle
2023-2024	620	Montgomery County Schools	620318	Green Ridge Elementary
2023-2024	620	Montgomery County Schools	620324	Mount Gilead Elementary
2023-2024	620	Montgomery County Schools	620330	Page Street Elementary

2023-2024	620	Montgomery County Schools	620334	Star Elementary
2023-2024	620	Montgomery County Schools	620336	Troy Elementary
2023-2024	620	Montgomery County Schools	620339	West Middle
2023-2024	620	Montgomery County Schools	620350	Montgomery County Early College
2023-2024	620	Montgomery County Schools	620356	Montgomery Central High
2023-2024	62A	Tillery Charter Academy	62A000	Tillery Charter Academy
2023-2024	62J	Southwest Charlotte STEM Academy	62J000	Southwest Charlotte STEM Academy
2023-2024	62K	Movement School Eastland	62K000	Movement School Eastland
2023-2024	62L	Telra Institute	62L000	Telra Institute
2023-2024	62M	Bonnie Cone Leadership Academy	62M000	Bonnie Cone Leadership Academy
2023-2024	62N	Aspire Trade High School	62N000	Aspire Trade High
2023-2024	62P	Movement School Southwest	62P000	Movement School Southwest
2023-2024	62R	Movement School Northwest	62R000	Movement School Northwest
2023-2024	630	Moore County Schools	630308	Aberdeen Elementary
2023-2024	630	Moore County Schools	630312	Cameron Elementary
2023-2024	630	Moore County Schools	630316	Carthage Elementary
2023-2024	630	Moore County Schools	630317	Crain's Creek Middle
2023-2024	630	Moore County Schools	630320	Elise Middle
2023-2024	630	Moore County Schools	630324	Sandhills Farm Life Elementary
2023-2024	630	Moore County Schools	630328	Highfalls Elementary
2023-2024	630	Moore County Schools	630329	McDeeds Creek Elementary
2023-2024	630	Moore County Schools	630330	The Community Learning Center @ Pinckney
2023-2024	630	Moore County Schools	630331	New Century Middle
2023-2024	630	Moore County Schools	630332	North Moore High
2023-2024	630	Moore County Schools	630336	Pinecrest High
2023-2024	630	Moore County Schools	630342	Pinehurst Elementary
2023-2024	630	Moore County Schools	630348	Robbins Elementary
2023-2024	630	Moore County Schools	630350	Southern Middle
2023-2024	630	Moore County Schools	630356	Southern Pines Elementary
2023-2024	630	Moore County Schools	630360	Union Pines High
2023-2024	630	Moore County Schools	630364	Vass-Lakeview Elementary
2023-2024	630	Moore County Schools	630368	West End Elementary
2023-2024	630	Moore County Schools	630373	West Pine Elementary
2023-2024	630	Moore County Schools	630374	West Pine Middle
2023-2024	630	Moore County Schools	630376	Westmoore Elementary

2023-2024	630	Moore County Schools	630399	Connect Academy
2023-2024	63A	The Academy of Moore County	63A000	The Academy of Moore County
2023-2024	63B	Sandhills Theatre Arts Renaiss	63B000	STARS Charter
2023-2024	63C	Moore Montessori Community School	63C000	Moore Montessori Community School
2023-2024	640	Nash County Public Schools	640302	Fairview Elementary
2023-2024	640	Nash County Public Schools	640304	Bailey Elementary
2023-2024	640	Nash County Public Schools	640306	Baskerville Elementary
2023-2024	640	Nash County Public Schools	640308	Benvenue Elementary
2023-2024	640	Nash County Public Schools	640320	Nash Central Middle
2023-2024	640	Nash County Public Schools	640324	Coopers Elementary
2023-2024	640	Nash County Public Schools	640326	D S Johnson Elementary
2023-2024	640	Nash County Public Schools	640328	Englewood Elementary
2023-2024	640	Nash County Public Schools	640329	G R Edwards Middle
2023-2024	640	Nash County Public Schools	640332	M B Hubbard Elementary
2023-2024	640	Nash County Public Schools	640334	J W Parker Middle
2023-2024	640	Nash County Public Schools	640335	Rocky Mount Middle
2023-2024	640	Nash County Public Schools	640336	Middlesex Elementary
2023-2024	640	Nash County Public Schools	640340	Tar River Academy
2023-2024	640	Nash County Public Schools	640341	Nash Everywhere Digital Academy (NEDA)
2023-2024	640	Nash County Public Schools	640342	CITI High School
2023-2024	640	Nash County Public Schools	640346	Nash Central High
2023-2024	640	Nash County Public Schools	640347	NRM Early College High School
2023-2024	640	Nash County Public Schools	640348	Nashville Elementary
2023-2024	640	Nash County Public Schools	640350	Northern Nash High
2023-2024	640	Nash County Public Schools	640358	Red Oak Middle
2023-2024	640	Nash County Public Schools	640360	Red Oak Elementary
2023-2024	640	Nash County Public Schools	640361	Rocky Mount High
2023-2024	640	Nash County Public Schools	640362	Southern Nash Middle
2023-2024	640	Nash County Public Schools	640364	Southern Nash High
2023-2024	640	Nash County Public Schools	640376	Spring Hope Elementary
2023-2024	640	Nash County Public Schools	640396	Williford Elementary
2023-2024	640	Nash County Public Schools	640400	Winstead Avenue Elementary
2023-2024	64A	Rocky Mount Preparatory	64A000	Rocky Mount Preparatory
2023-2024	650	New Hanover County Schools	650304	Bradley Creek Elementary
2023-2024	650	New Hanover County Schools	650308	Carolina Beach Elementary

2023-2024	650	New Hanover County Schools	650309	Castle Hayne Elementary
2023-2024	650	New Hanover County Schools	650310	Charles P Murray Middle
2023-2024	650	New Hanover County Schools	650312	R Freeman Sch of Engineering
2023-2024	650	New Hanover County Schools	650316	College Park Elementary
2023-2024	650	New Hanover County Schools	650323	Edwin A Anderson Elementary
2023-2024	650	New Hanover County Schools	650324	Edwin A Alderman Elementary
2023-2024	650	New Hanover County Schools	650325	Emma B Trask Middle
2023-2024	650	New Hanover County Schools	650326	Emsley A Laney High
2023-2024	650	New Hanover County Schools	650327	Eugene Ashley High
2023-2024	650	New Hanover County Schools	650328	Forest Hills Global Elementary
2023-2024	650	New Hanover County Schools	650330	Porters Neck Elementary
2023-2024	650	New Hanover County Schools	650332	The International School at Gregory
2023-2024	650	New Hanover County Schools	650338	Heyward C Bellamy Elem
2023-2024	650	New Hanover County Schools	650339	Holly Tree Elementary
2023-2024	650	New Hanover County Schools	650340	Isaac M Bear Early College High School
2023-2024	650	New Hanover County Schools	650341	John J Blair Elementary
2023-2024	650	New Hanover County Schools	650342	John T Hoggard High
2023-2024	650	New Hanover County Schools	650343	Holly Shelter Middle
2023-2024	650	New Hanover County Schools	650345	Lake Forest Academy
2023-2024	650	New Hanover County Schools	650346	Mary C Williams Elementary
2023-2024	650	New Hanover County Schools	650348	Murrayville Elementary
2023-2024	650	New Hanover County Schools	650350	M C S Noble Middle
2023-2024	650	New Hanover County Schools	650351	Myrtle Grove Middle
2023-2024	650	New Hanover County Schools	650352	New Hanover High
2023-2024	650	New Hanover County Schools	650353	Dr Hubert Eaton Sr Elem
2023-2024	650	New Hanover County Schools	650354	J. C. Roe Center
2023-2024	650	New Hanover County Schools	650355	Career Readiness Academy at Mosley PLC
2023-2024	650	New Hanover County Schools	650356	Ogden Elementary
2023-2024	650	New Hanover County Schools	650362	Pine Valley Elementary
2023-2024	650	New Hanover County Schools	650364	Roland-Grise Middle
2023-2024	650	New Hanover County Schools	650366	Dr John Codington Elem
2023-2024	650	New Hanover County Schools	650368	Sunset Park Elementary
2023-2024	650	New Hanover County Schools	650380	Masonboro Elementary
2023-2024	650	New Hanover County Schools	650384	A H Snipes Academy of Arts/Des
2023-2024	650	New Hanover County Schools	650392	Williston Middle

2023-2024	650	New Hanover County Schools	650394	Wilmington Early College High
2023-2024	650	New Hanover County Schools	650395	SEA-Tech
2023-2024	650	New Hanover County Schools	650400	Winter Park Model Elementary
2023-2024	650	New Hanover County Schools	650404	Wrightsboro Elementary
2023-2024	650	New Hanover County Schools	650408	Wrightsville Beach Elem
2023-2024	65A	Cape Fear Center for Inquiry	65A000	Cape Fear Center for Inquiry
2023-2024	65B	Wilmington Preparatory Academy	65B000	Wilmington Preparatory Academy
2023-2024	65C	Classical Charter Schools of Wilmington	65C000	Classical Charter Schools of Wilmington
2023-2024	65D	Island Montessori Charter	65D000	Island Montessori Charter School
2023-2024	65F	American Leadership Academy-Coastal	65F000	American Leadership Academy-Coastal
2023-2024	65G	Girls Leadership Academy of Wilmington	65G000	Girls Leadership Academy of Wilmington
2023-2024	65H	Wilmington School of the Arts	65H000	Wilmington School of the Arts
2023-2024	65Z	D.C. Virgo Preparatory Academy	65Z000	D.C. Virgo Preparatory Academy
2023-2024	660	Northampton County Schools	660306	Central Elementary
2023-2024	660	Northampton County Schools	660308	Conway Middle
2023-2024	660	Northampton County Schools	660320	Gaston STEM Leadership Academy
2023-2024	660	Northampton County Schools	660336	Northampton County High School
2023-2024	660	Northampton County Schools	660400	Northampton Early College
2023-2024	660	Northampton County Schools	660450	Northampton Virtual Academy
2023-2024	66A	KIPP Gaston College Preparatory	66A000	KIPP Gaston College Preparatory
2023-2024	670	Onslow County Schools	670300	Onslow Early College
2023-2024	670	Onslow County Schools	670304	Bell Fork Elementary
2023-2024	670	Onslow County Schools	670308	Blue Creek Elementary
2023-2024	670	Onslow County Schools	670310	Carolina Forest Elementary
2023-2024	670	Onslow County Schools	670311	Clear View Elementary
2023-2024	670	Onslow County Schools	670312	Clyde Erwin Elementary
2023-2024	670	Onslow County Schools	670313	Coastal Elementary
2023-2024	670	Onslow County Schools	670314	Dixon Elementary
2023-2024	670	Onslow County Schools	670318	Dixon Middle
2023-2024	670	Onslow County Schools	670320	Dixon High
2023-2024	670	Onslow County Schools	670321	Hunters Creek Elementary
2023-2024	670	Onslow County Schools	670322	Hunters Creek Middle
2023-2024	670	Onslow County Schools	670323	Jacksonville Commons Elem
2023-2024	670	Onslow County Schools	670324	Jacksonville High
2023-2024	670	Onslow County Schools	670325	Jacksonville Commons Middle

2023-2024	670	Onslow County Schools	670329	Meadow View Elementary
2023-2024	670	Onslow County Schools	670330	Morton Elementary
2023-2024	670	Onslow County Schools	670331	New Bridge Middle
2023-2024	670	Onslow County Schools	670332	Northwoods Elementary
2023-2024	670	Onslow County Schools	670333	Northside High
2023-2024	670	Onslow County Schools	670335	Queens Creek Elementary
2023-2024	670	Onslow County Schools	670336	Northwoods Park Middle
2023-2024	670	Onslow County Schools	670337	Heritage Elementary School
2023-2024	670	Onslow County Schools	670338	Parkwood Elementary
2023-2024	670	Onslow County Schools	670339	Richlands Elementary
2023-2024	670	Onslow County Schools	670340	Richlands High
2023-2024	670	Onslow County Schools	670341	Sand Ridge Elementary
2023-2024	670	Onslow County Schools	670342	Silverdale Elementary
2023-2024	670	Onslow County Schools	670343	Southwest Elementary
2023-2024	670	Onslow County Schools	670344	Southwest High
2023-2024	670	Onslow County Schools	670345	Southwest Middle
2023-2024	670	Onslow County Schools	670346	Summersill Elementary
2023-2024	670	Onslow County Schools	670347	Stateside Elementary
2023-2024	670	Onslow County Schools	670350	Swansboro Elementary
2023-2024	670	Onslow County Schools	670351	Swansboro Middle
2023-2024	670	Onslow County Schools	670352	Swansboro High
2023-2024	670	Onslow County Schools	670356	Trexler Middle
2023-2024	670	Onslow County Schools	670364	White Oak High
2023-2024	670	Onslow County Schools	670379	Onslow Virtual School
2023-2024	67B	Z.E.C.A. School of Arts and Technology	67B000	Z.E.C.A. School of Arts and Technology
2023-2024	680	Orange County Schools	680304	A L Stanback Middle
2023-2024	680	Orange County Schools	680308	River Park Elementary
2023-2024	680	Orange County Schools	680310	Cedar Ridge High
2023-2024	680	Orange County Schools	680312	Central Elementary
2023-2024	680	Orange County Schools	680316	Orange Middle
2023-2024	680	Orange County Schools	680324	Efland Cheeks Elementary
2023-2024	680	Orange County Schools	680327	Gravelly Hill Middle
2023-2024	680	Orange County Schools	680328	Grady Brown Elementary
2023-2024	680	Orange County Schools	680329	Hillsborough Elementary
2023-2024	680	Orange County Schools	680330	New Hope Elementary

2023-2024	680	Orange County Schools	680332	Orange High
2023-2024	680	Orange County Schools	680335	Partnership Academy
2023-2024	680	Orange County Schools	680336	Pathways Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681300	Northside Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681304	Carrboro Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681305	Carrboro High
2023-2024	681	Chapel Hill-Carrboro City Schools	681308	Chapel Hill High
2023-2024	681	Chapel Hill-Carrboro City Schools	681309	McDougle Middle
2023-2024	681	Chapel Hill-Carrboro City Schools	681310	Seawell Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681311	Ephesus Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681312	Estes Hills Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681314	East Chapel Hill High
2023-2024	681	Chapel Hill-Carrboro City Schools	681316	FPG Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681320	Glenwood Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681322	Culbreth Middle
2023-2024	681	Chapel Hill-Carrboro City Schools	681324	Phillips Middle
2023-2024	681	Chapel Hill-Carrboro City Schools	681326	McDougle Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681328	UNC Hospital School
2023-2024	681	Chapel Hill-Carrboro City Schools	681330	Scroggs Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681332	Morris Grove Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681334	Rashkis Elementary
2023-2024	681	Chapel Hill-Carrboro City Schools	681336	Smith Middle
2023-2024	681	Chapel Hill-Carrboro City Schools	681338	Phoenix Academy High
2023-2024	681	Chapel Hill-Carrboro City Schools	681400	Virtual Academy School
2023-2024	68A	Eno River Academy	68A000	Eno River Academy
2023-2024	68C	The Expedition School	68C000	The Expedition School
2023-2024	690	Pamlico County Schools	690312	Fred A Anderson Elementary
2023-2024	690	Pamlico County Schools	690316	Pamlico County Middle
2023-2024	690	Pamlico County Schools	690320	Pamlico County High
2023-2024	690	Pamlico County Schools	690324	Pamlico County Primary
2023-2024	69A	Arapahoe Charter School	69A000	Arapahoe Charter School
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700306	Central Elementary
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700308	Elizabeth City Middle
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700310	H L Trigg Community
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700314	Northside Elementary

2023-2024	700	Elizabeth City-Pasquotank Public Schools	700316	J C Sawyer Elementary
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700317	Northeastern High
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700318	Pasquotank Elementary
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700319	Pasquotank County High
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700320	P W Moore Elementary
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700322	River Road Middle
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700324	Sheep-Harney Elementary
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700325	Elizabeth City Pasquotank Early College
2023-2024	700	Elizabeth City-Pasquotank Public Schools	700328	Weeksville Elementary
2023-2024	70A	Northeast Academy of Aerospace & AdvTech	70A000	Northeast Academy of Aerospace & AdvTech
2023-2024	710	Pender County Schools	710312	C.F. Pope Elementary
2023-2024	710	Pender County Schools	710316	Burgaw Middle
2023-2024	710	Pender County Schools	710318	Cape Fear Elementary
2023-2024	710	Pender County Schools	710320	Cape Fear Middle
2023-2024	710	Pender County Schools	710321	Heide Trask High
2023-2024	710	Pender County Schools	710323	North Topsail Elementary
2023-2024	710	Pender County Schools	710324	Malpass Corner Elementary
2023-2024	710	Pender County Schools	710326	Pender High
2023-2024	710	Pender County Schools	710327	Pender Early College High
2023-2024	710	Pender County Schools	710328	Penderlea Elementary
2023-2024	710	Pender County Schools	710330	Pender Innovative Learning Academy
2023-2024	710	Pender County Schools	710332	Rocky Point Elementary
2023-2024	710	Pender County Schools	710342	Topsail High
2023-2024	710	Pender County Schools	710344	Topsail Annandale Elementary School
2023-2024	710	Pender County Schools	710346	Topsail Middle
2023-2024	710	Pender County Schools	710347	South Topsail Elementary
2023-2024	710	Pender County Schools	710348	West Pender Middle
2023-2024	710	Pender County Schools	710350	Surf City Elementary
2023-2024	710	Pender County Schools	710352	Surf City Middle
2023-2024	720	Perquimans County Schools	720304	Perquimans Central
2023-2024	720	Perquimans County Schools	720312	Hertford Grammar
2023-2024	720	Perquimans County Schools	720316	Perquimans County High
2023-2024	720	Perquimans County Schools	720320	Perquimans County Middle
2023-2024	730	Person County Schools	730332	Helena Elementary
2023-2024	730	Person County Schools	730334	North Elementary

2023-2024	730	Person County Schools	730340	North End Elementary
2023-2024	730	Person County Schools	730344	Northern Middle
2023-2024	730	Person County Schools	730348	Oak Lane Elementary
2023-2024	730	Person County Schools	730350	Person Early College Innovation & Ldrshp
2023-2024	730	Person County Schools	730352	Person High
2023-2024	730	Person County Schools	730354	Stories Creek Elementary
2023-2024	730	Person County Schools	730356	South Elementary
2023-2024	730	Person County Schools	730360	Southern Middle
2023-2024	730	Person County Schools	730362	PCS Virtual Academy
2023-2024	730	Person County Schools	730368	Woodland Elementary
2023-2024	73A	Bethel Hill Charter	73A000	Bethel Hill Charter
2023-2024	73B	Roxboro Community School	73B000	Roxboro Community School
2023-2024	73Z	Carolina Community Academy	73Z000	Carolina Community Academy
2023-2024	740	Pitt County Schools	740302	A G Cox Middle
2023-2024	740	Pitt County Schools	740304	Ayden Elementary
2023-2024	740	Pitt County Schools	740308	Ayden Middle
2023-2024	740	Pitt County Schools	740309	Ayden-Grifton High
2023-2024	740	Pitt County Schools	740310	Belvoir Elementary
2023-2024	740	Pitt County Schools	740320	Bethel Elementary
2023-2024	740	Pitt County Schools	740324	C M Eppes Middle
2023-2024	740	Pitt County Schools	740330	Creekside Elementary
2023-2024	740	Pitt County Schools	740332	Chicod
2023-2024	740	Pitt County Schools	740333	D H Conley High
2023-2024	740	Pitt County Schools	740334	Falkland Elementary
2023-2024	740	Pitt County Schools	740336	Eastern Elementary
2023-2024	740	Pitt County Schools	740337	E B Aycock Middle
2023-2024	740	Pitt County Schools	740338	Elmhurst Elementary
2023-2024	740	Pitt County Schools	740340	Farmville Middle
2023-2024	740	Pitt County Schools	740344	Farmville Central High
2023-2024	740	Pitt County Schools	740352	Grifton
2023-2024	740	Pitt County Schools	740358	G R Whitfield
2023-2024	740	Pitt County Schools	740360	H B Sugg Elementary
2023-2024	740	Pitt County Schools	740362	Hope Middle
2023-2024	740	Pitt County Schools	740366	Junius H Rose High
2023-2024	740	Pitt County Schools	740368	Lakeforest Elementary

2023-2024	740	Pitt County Schools	740374	North Pitt High
2023-2024	740	Pitt County Schools	740375	Northwest Elementary
2023-2024	740	Pitt County Schools	740376	Pactolus
2023-2024	740	Pitt County Schools	740378	Vidant Health
2023-2024	740	Pitt County Schools	740379	Ridgewood Elementary
2023-2024	740	Pitt County Schools	740380	W H Robinson Elementary
2023-2024	740	Pitt County Schools	740383	Sadie Saulter
2023-2024	740	Pitt County Schools	740386	Sam D Bundy Elementary
2023-2024	740	Pitt County Schools	740388	South Central
2023-2024	740	Pitt County Schools	740390	South Greenville Elementary
2023-2024	740	Pitt County Schools	740396	Stokes
2023-2024	740	Pitt County Schools	740400	Wahl Coates Elementary
2023-2024	740	Pitt County Schools	740402	Wellcome Middle
2023-2024	740	Pitt County Schools	740404	Wintergreen Intermediate
2023-2024	740	Pitt County Schools	740406	Wintergreen Primary
2023-2024	740	Pitt County Schools	740500	PCS Early College High School
2023-2024	740	Pitt County Schools	740501	Innovation Early College High
2023-2024	740	Pitt County Schools	740600	Pitt County Virtual
2023-2024	74C	Winterville Charter Academy	74C000	Winterville Charter Academy
2023-2024	74Z	East Carolina Community School	74Z000	ECU Community School
2023-2024	750	Polk County Schools	750304	Tryon Elementary School
2023-2024	750	Polk County Schools	750314	Polk Central Elementary School
2023-2024	750	Polk County Schools	750317	Polk County Early College
2023-2024	750	Polk County Schools	750318	Polk County High School
2023-2024	750	Polk County Schools	750319	Polk County Middle School
2023-2024	750	Polk County Schools	750320	Saluda Elementary School
2023-2024	750	Polk County Schools	750328	Sunny View Elementary School
2023-2024	760	Randolph County School System	760304	Archdale Elementary School
2023-2024	760	Randolph County School System	760308	Trinity Middle School
2023-2024	760	Randolph County School System	760316	Coleridge Elementary School
2023-2024	760	Randolph County School System	760318	Eastern Randolph High School
2023-2024	760	Randolph County School System	760320	Farmer Elementary School
2023-2024	760	Randolph County School System	760324	Franklinville Elementary School
2023-2024	760	Randolph County School System	760328	Grays Chapel Elementary School
2023-2024	760	Randolph County School System	760329	Hopewell Elementary School

2023-2024	760	Randolph County School System	760330	John R Lawrence Elementary School
2023-2024	760	Randolph County School System	760331	Level Cross Elementary School
2023-2024	760	Randolph County School System	760332	Liberty Elementary School
2023-2024	760	Randolph County School System	760336	New Market Elementary School
2023-2024	760	Randolph County School System	760338	Northeastern Randolph Middle School
2023-2024	760	Randolph County School System	760339	Providence Grove High School
2023-2024	760	Randolph County School System	760340	Ramseur Elementary School
2023-2024	760	Randolph County School System	760344	Randleman Elementary School
2023-2024	760	Randolph County School System	760348	Randleman High School
2023-2024	760	Randolph County School System	760352	Randleman Middle School
2023-2024	760	Randolph County School System	760354	Randolph Early College High School
2023-2024	760	Randolph County School System	760356	Seagrove Elementary School
2023-2024	760	Randolph County School System	760357	Southeastern Randolph Middle School
2023-2024	760	Randolph County School System	760358	Southwestern Randolph High School
2023-2024	760	Randolph County School System	760359	Southmont Elementary School
2023-2024	760	Randolph County School System	760360	Southwestern Randolph Middle School
2023-2024	760	Randolph County School System	760364	Tabernacle Elementary School
2023-2024	760	Randolph County School System	760368	Trindale Elementary School
2023-2024	760	Randolph County School System	760376	Trinity Elementary School
2023-2024	760	Randolph County School System	760378	Wheatmore Middle School
2023-2024	760	Randolph County School System	760380	Trinity High School
2023-2024	760	Randolph County School System	760382	Uwharrie Ridge Six-Twelve
2023-2024	760	Randolph County School System	760385	The Virtual Academy at Randolph
2023-2024	760	Randolph County School System	760388	Wheatmore High School
2023-2024	761	Asheboro City Schools	761304	Asheboro High
2023-2024	761	Asheboro City Schools	761308	South Asheboro Middle
2023-2024	761	Asheboro City Schools	761312	Balfour Elementary
2023-2024	761	Asheboro City Schools	761320	Charles W McCrary Elementary
2023-2024	761	Asheboro City Schools	761321	Donna L Loflin Elementary
2023-2024	761	Asheboro City Schools	761328	Guy B Teachey Elementary
2023-2024	761	Asheboro City Schools	761332	Lindley Park Elementary
2023-2024	761	Asheboro City Schools	761336	North Asheboro Middle
2023-2024	76A	Uwharrie Charter Academy	76A000	Uwharrie Charter Academy
2023-2024	770	Richmond County Schools	770310	East Rockingham Elementary
2023-2024	770	Richmond County Schools	770316	Ellerbe Middle

2023-2024	770	Richmond County Schools	770318	Fairview Heights Elementary
2023-2024	770	Richmond County Schools	770328	Hamlet Middle
2023-2024	770	Richmond County Schools	770340	L J Bell Elementary
2023-2024	770	Richmond County Schools	770342	Ashley Chapel Educational Center
2023-2024	770	Richmond County Schools	770344	Mineral Springs Elementary
2023-2024	770	Richmond County Schools	770346	Monroe Avenue Elementary
2023-2024	770	Richmond County Schools	770348	Richmond Senior High
2023-2024	770	Richmond County Schools	770349	Richmond Early College High
2023-2024	770	Richmond County Schools	770351	Richmond 9th Grade Academy
2023-2024	770	Richmond County Schools	770360	Rockingham Middle
2023-2024	770	Richmond County Schools	770364	Cordova Middle
2023-2024	770	Richmond County Schools	770368	West Rockingham Elementary
2023-2024	770	Richmond County Schools	770370	Washington Street Elementary
2023-2024	780	Public Schools of Robeson County	780320	Deep Branch Elementary
2023-2024	780	Public Schools of Robeson County	780322	East Robeson Primary
2023-2024	780	Public Schools of Robeson County	780325	Fairmont High
2023-2024	780	Public Schools of Robeson County	780326	Fairmont Middle
2023-2024	780	Public Schools of Robeson County	780328	Fairgrove Elementary School
2023-2024	780	Public Schools of Robeson County	780330	L Gilbert Carroll
2023-2024	780	Public Schools of Robeson County	780336	Littlefield Middle
2023-2024	780	Public Schools of Robeson County	780340	Long Branch Elementary
2023-2024	780	Public Schools of Robeson County	780341	Lumberton Junior
2023-2024	780	Public Schools of Robeson County	780342	Lumberton Senior High
2023-2024	780	Public Schools of Robeson County	780344	Magnolia Elementary
2023-2024	780	Public Schools of Robeson County	780352	Orrum Middle
2023-2024	780	Public Schools of Robeson County	780356	Oxendine Elementary
2023-2024	780	Public Schools of Robeson County	780360	Parkton Elementary
2023-2024	780	Public Schools of Robeson County	780364	Pembroke Elementary
2023-2024	780	Public Schools of Robeson County	780368	Pembroke Middle
2023-2024	780	Public Schools of Robeson County	780374	Peterson Elementary
2023-2024	780	Public Schools of Robeson County	780376	Piney Grove Elementary
2023-2024	780	Public Schools of Robeson County	780384	Prospect Elementary
2023-2024	780	Public Schools of Robeson County	780385	PSRC Early College at RCC
2023-2024	780	Public Schools of Robeson County	780391	Red Springs High
2023-2024	780	Public Schools of Robeson County	780392	Rex-Rennert Elementary

2023-2024	780	Public Schools of Robeson County	780393	Red Springs Middle
2023-2024	780	Public Schools of Robeson County	780394	Rosenwald Elementary
2023-2024	780	Public Schools of Robeson County	780398	Rowland Norment Elementary
2023-2024	780	Public Schools of Robeson County	780400	Saint Pauls Elementary
2023-2024	780	Public Schools of Robeson County	780401	Saint Pauls High
2023-2024	780	Public Schools of Robeson County	780403	Saint Pauls Middle
2023-2024	780	Public Schools of Robeson County	780407	Tanglewood Elementary
2023-2024	780	Public Schools of Robeson County	780408	Southside Ashpole Elementary
2023-2024	780	Public Schools of Robeson County	780410	Townsend Elementary
2023-2024	780	Public Schools of Robeson County	780412	Union Chapel Elementary
2023-2024	780	Public Schools of Robeson County	780416	Union Elementary
2023-2024	780	Public Schools of Robeson County	780417	W H Knuckles
2023-2024	780	Public Schools of Robeson County	780420	Purnell Swett High
2023-2024	780	Public Schools of Robeson County	780421	South Robeson Middle School
2023-2024	78A	CIS Academy	78A000	CIS Academy
2023-2024	78B	Southeastern Academy	78B000	Southeastern Academy
2023-2024	78C	Old Main Stream	78C000	Old Main STREAM Academy
2023-2024	790	Rockingham County Schools	790302	Bethany Elementary
2023-2024	790	Rockingham County Schools	790310	Central Elementary
2023-2024	790	Rockingham County Schools	790314	Dalton McMichael High
2023-2024	790	Rockingham County Schools	790318	Douglass Elementary
2023-2024	790	Rockingham County Schools	790327	Huntsville Elementary
2023-2024	790	Rockingham County Schools	790330	J E Holmes Middle
2023-2024	790	Rockingham County Schools	790344	Leaksville-Spray Elementary
2023-2024	790	Rockingham County Schools	790347	Lincoln Elementary
2023-2024	790	Rockingham County Schools	790350	Monroeton Elementary
2023-2024	790	Rockingham County Schools	790354	John M Morehead High
2023-2024	790	Rockingham County Schools	790358	Moss Street Elementary
2023-2024	790	Rockingham County Schools	790362	John W Dillard Academy
2023-2024	790	Rockingham County Schools	790366	Reidsville High
2023-2024	790	Rockingham County Schools	790374	Reidsville Middle
2023-2024	790	Rockingham County Schools	790378	Rockingham County High
2023-2024	790	Rockingham County Schools	790379	Rockingham Co Early College High
2023-2024	790	Rockingham County Schools	790380	Rockingham County Middle
2023-2024	790	Rockingham County Schools	790386	South End Elementary

2023-2024	790	Rockingham County Schools	790390	Stoneville Elementary
2023-2024	790	Rockingham County Schools	790392	The SCORE Center
2023-2024	790	Rockingham County Schools	790394	Western Rockingham Middle
2023-2024	790	Rockingham County Schools	790398	Wentworth Elementary
2023-2024	790	Rockingham County Schools	790402	Williamsburg Elementary
2023-2024	79A	Bethany Community School	79A000	Bethany Community School
2023-2024	79C	Legacy Classical Academy	79C000	Legacy Classical Academy
2023-2024	800	Rowan-Salisbury Schools	800308	Henderson High
2023-2024	800	Rowan-Salisbury Schools	800312	Bostian Elementary
2023-2024	800	Rowan-Salisbury Schools	800314	Erwin Middle
2023-2024	800	Rowan-Salisbury Schools	800315	Overton Elementary
2023-2024	800	Rowan-Salisbury Schools	800316	China Grove Elementary
2023-2024	800	Rowan-Salisbury Schools	800320	China Grove Middle
2023-2024	800	Rowan-Salisbury Schools	800328	Corriher Lipe Middle
2023-2024	800	Rowan-Salisbury Schools	800340	East Rowan High
2023-2024	800	Rowan-Salisbury Schools	800346	Koontz Elementary
2023-2024	800	Rowan-Salisbury Schools	800347	Shive Elementary
2023-2024	800	Rowan-Salisbury Schools	800356	Granite Quarry Elementary
2023-2024	800	Rowan-Salisbury Schools	800358	Isenberg Elementary
2023-2024	800	Rowan-Salisbury Schools	800359	Dole Elementary
2023-2024	800	Rowan-Salisbury Schools	800360	Hurley Elementary
2023-2024	800	Rowan-Salisbury Schools	800361	Carson High
2023-2024	800	Rowan-Salisbury Schools	800362	Knollwood Elementary
2023-2024	800	Rowan-Salisbury Schools	800364	Landis Elementary
2023-2024	800	Rowan-Salisbury Schools	800366	Millbridge Elementary
2023-2024	800	Rowan-Salisbury Schools	800368	Morgan Elementary
2023-2024	800	Rowan-Salisbury Schools	800372	Mt Ulla Elementary
2023-2024	800	Rowan-Salisbury Schools	800373	North Rowan Elementary
2023-2024	800	Rowan-Salisbury Schools	800376	North Rowan High
2023-2024	800	Rowan-Salisbury Schools	800377	North Rowan Middle
2023-2024	800	Rowan-Salisbury Schools	800392	Rockwell Elementary
2023-2024	800	Rowan-Salisbury Schools	800394	Rowan Co Early College
2023-2024	800	Rowan-Salisbury Schools	800396	Salisbury High
2023-2024	800	Rowan-Salisbury Schools	800398	Southeast Middle
2023-2024	800	Rowan-Salisbury Schools	800400	South Rowan High

2023-2024	800	Rowan-Salisbury Schools	800406	West Rowan Elementary
2023-2024	800	Rowan-Salisbury Schools	800408	West Rowan High
2023-2024	800	Rowan-Salisbury Schools	800410	West Rowan Middle
2023-2024	800	Rowan-Salisbury Schools	800500	Summit Virtual Academy
2023-2024	80C	Faith Academy	80C000	Faith Academy Charter School
2023-2024	810	Rutherford County Schools	810324	Chase High School
2023-2024	810	Rutherford County Schools	810326	Chase Middle School
2023-2024	810	Rutherford County Schools	810328	Cliffside Elementary School
2023-2024	810	Rutherford County Schools	810336	Forest City-Dunbar Elementary School
2023-2024	810	Rutherford County Schools	810340	East Rutherford High School
2023-2024	810	Rutherford County Schools	810342	East Rutherford Middle School
2023-2024	810	Rutherford County Schools	810344	Ellenboro Elementary School
2023-2024	810	Rutherford County Schools	810350	Forrest W. Hunt Elementary School
2023-2024	810	Rutherford County Schools	810360	Harris Elementary School
2023-2024	810	Rutherford County Schools	810364	Mt. Vernon-Ruth Elementary School
2023-2024	810	Rutherford County Schools	810370	Pinnacle Elementary School
2023-2024	810	Rutherford County Schools	810378	R-S Middle School
2023-2024	810	Rutherford County Schools	810384	R-S Central High School
2023-2024	810	Rutherford County Schools	810385	Rutherford Early College High School
2023-2024	810	Rutherford County Schools	810386	Rutherford Opportunity Center
2023-2024	810	Rutherford County Schools	810388	Rutherfordton Elementary School
2023-2024	810	Rutherford County Schools	810396	Spindale Elementary School
2023-2024	810	Rutherford County Schools	810400	Sunshine Elementary School
2023-2024	81A	Thomas Jefferson Classical Academy	81A000	Thomas Jefferson Classical Academy
2023-2024	81B	Lake Lure Classical Academy	81B000	Lake Lure Classical Academy
2023-2024	820	Sampson County Schools	820312	Roseboro Elementary
2023-2024	820	Sampson County Schools	820320	Clement Elementary
2023-2024	820	Sampson County Schools	820324	Sampson Early College High
2023-2024	820	Sampson County Schools	820340	Hargrove Elementary
2023-2024	820	Sampson County Schools	820346	Hobbton Elementary
2023-2024	820	Sampson County Schools	820347	Hobbton Middle
2023-2024	820	Sampson County Schools	820348	Hobbton High
2023-2024	820	Sampson County Schools	820349	Lakewood High
2023-2024	820	Sampson County Schools	820350	Midway Elementary
2023-2024	820	Sampson County Schools	820352	Midway High

2023-2024	820	Sampson County Schools	820354	Midway Middle
2023-2024	820	Sampson County Schools	820364	Plain View Elementary
2023-2024	820	Sampson County Schools	820370	Union Middle
2023-2024	820	Sampson County Schools	820372	Roseboro-Salemburg Middle
2023-2024	820	Sampson County Schools	820376	Salemburg Elementary
2023-2024	820	Sampson County Schools	820384	Union Elementary
2023-2024	820	Sampson County Schools	820385	Union Intermediate
2023-2024	820	Sampson County Schools	820388	Union High
2023-2024	821	Clinton City Schools	821304	Butler Avenue Elementary
2023-2024	821	Clinton City Schools	821308	Clinton High
2023-2024	821	Clinton City Schools	821316	Langdon C Kerr Elementary
2023-2024	821	Clinton City Schools	821320	Sampson Middle
2023-2024	821	Clinton City Schools	821330	Sunset Avenue Elementary
2023-2024	830	Scotland County Schools	830304	Carver Middle
2023-2024	830	Scotland County Schools	830316	Shaw Academy
2023-2024	830	Scotland County Schools	830328	Laurel Hill Elementary
2023-2024	830	Scotland County Schools	830343	Scotland High School
2023-2024	830	Scotland County Schools	830348	Scotland Early College High
2023-2024	830	Scotland County Schools	830349	Spring Hill Middle
2023-2024	830	Scotland County Schools	830352	South Johnson Elementary
2023-2024	830	Scotland County Schools	830360	Wagram Elementary
2023-2024	830	Scotland County Schools	830364	Sycamore Lane Elementary
2023-2024	830	Scotland County Schools	830365	Sycamore Lane Primary
2023-2024	840	Stanly County Schools	840302	Albemarle High
2023-2024	840	Stanly County Schools	840303	Albemarle Middle
2023-2024	840	Stanly County Schools	840304	Aquadale Elementary
2023-2024	840	Stanly County Schools	840308	Badin Elementary
2023-2024	840	Stanly County Schools	840310	Central Elementary
2023-2024	840	Stanly County Schools	840312	Endy Elementary
2023-2024	840	Stanly County Schools	840316	East Albemarle Elementary
2023-2024	840	Stanly County Schools	840320	Locust Elementary
2023-2024	840	Stanly County Schools	840324	Millingport Elementary
2023-2024	840	Stanly County Schools	840328	North Stanly Middle
2023-2024	840	Stanly County Schools	840332	North Stanly High
2023-2024	840	Stanly County Schools	840336	Norwood Elementary

2023-2024	840	Stanly County Schools	840342	Oakboro Choice STEM
2023-2024	840	Stanly County Schools	840344	Richfield Elementary
2023-2024	840	Stanly County Schools	840350	West Stanly Middle School
2023-2024	840	Stanly County Schools	840356	South Stanly High
2023-2024	840	Stanly County Schools	840358	South Stanly Middle
2023-2024	840	Stanly County Schools	840360	Stanfield Elementary
2023-2024	840	Stanly County Schools	840361	Stanly Early College High
2023-2024	840	Stanly County Schools	840362	Stanly STEM Early College
2023-2024	840	Stanly County Schools	840366	Stanly County Virtual Education
2023-2024	840	Stanly County Schools	840368	West Stanly High
2023-2024	840	Stanly County Schools	840370	Stanly Academy Learning Center
2023-2024	84B	Gray Stone Day School	84B000	Gray Stone Day
2023-2024	850	Stokes County Schools	850304	Chestnut Grove Middle School
2023-2024	850	Stokes County Schools	850312	Germanton Elementary School
2023-2024	850	Stokes County Schools	850314	Mount Olive Elementary School
2023-2024	850	Stokes County Schools	850316	King Elementary School
2023-2024	850	Stokes County Schools	850320	Lawsonville Elementary School
2023-2024	850	Stokes County Schools	850324	Meadowbrook Academy
2023-2024	850	Stokes County Schools	850328	Nancy Reynolds Elementary School
2023-2024	850	Stokes County Schools	850332	North Stokes High School
2023-2024	850	Stokes County Schools	850336	Pine Hall Elementary School
2023-2024	850	Stokes County Schools	850338	Piney Grove Middle School
2023-2024	850	Stokes County Schools	850340	Pinnacle Elementary School
2023-2024	850	Stokes County Schools	850342	Poplar Springs Elementary School
2023-2024	850	Stokes County Schools	850348	Sandy Ridge Elementary School
2023-2024	850	Stokes County Schools	850350	Southeastern Stokes Middle School
2023-2024	850	Stokes County Schools	850352	South Stokes High School
2023-2024	850	Stokes County Schools	850354	London Elementary School
2023-2024	850	Stokes County Schools	850356	Walnut Cove Elementary School
2023-2024	850	Stokes County Schools	850358	West Stokes High School
2023-2024	850	Stokes County Schools	850360	Stokes Early College High School
2023-2024	860	Surry County Schools	860302	Cedar Ridge Elementary
2023-2024	860	Surry County Schools	860306	Central Middle
2023-2024	860	Surry County Schools	860308	Copeland Elementary
2023-2024	860	Surry County Schools	860312	Dobson Elementary

2023-2024	860	Surry County Schools	860316	East Surry High
2023-2024	860	Surry County Schools	860320	Flat Rock Elementary
2023-2024	860	Surry County Schools	860324	Franklin Elementary
2023-2024	860	Surry County Schools	860326	J Sam Gentry Middle
2023-2024	860	Surry County Schools	860330	Meadowview Magnet Middle
2023-2024	860	Surry County Schools	860332	Mountain Park Elementary
2023-2024	860	Surry County Schools	860336	North Surry High
2023-2024	860	Surry County Schools	860339	Pilot Mountain Elementary
2023-2024	860	Surry County Schools	860340	Pilot Mountain Middle
2023-2024	860	Surry County Schools	860344	Rockford Elementary
2023-2024	860	Surry County Schools	860348	Shoals Elementary
2023-2024	860	Surry County Schools	860352	Surry Central High
2023-2024	860	Surry County Schools	860353	Surry Online Magnet School
2023-2024	860	Surry County Schools	860354	Surry Early College
2023-2024	860	Surry County Schools	860356	Westfield Elementary
2023-2024	860	Surry County Schools	860360	White Plains Elementary
2023-2024	861	Elkin City Schools	861304	Elkin Elementary
2023-2024	861	Elkin City Schools	861308	Elkin High
2023-2024	861	Elkin City Schools	861312	Elkin Middle
2023-2024	861	Elkin City Schools	861316	Global E-Learning Academy
2023-2024	862	Mount Airy City Schools	862308	Bruce H. Tharrington Primary
2023-2024	862	Mount Airy City Schools	862310	Jones Intermediate
2023-2024	862	Mount Airy City Schools	862312	Mount Airy High
2023-2024	862	Mount Airy City Schools	862316	Mount Airy Middle
2023-2024	86T	Millennium Charter Academy	86T000	Millennium Charter Academy
2023-2024	86Z	Appalachian State Univ Academy at Elkin	86Z000	Appalachian State Univ Academy at Elkin
2023-2024	870	Swain County Schools	870312	Cherokee Extension School
2023-2024	870	Swain County Schools	870314	Swain County High School
2023-2024	870	Swain County Schools	870318	Swain County Middle School
2023-2024	870	Swain County Schools	870320	Swain County East Elementary
2023-2024	870	Swain County Schools	870324	Swain County West Elementary
2023-2024	87A	Mountain Discovery Charter School	87A000	Mountain Discovery
2023-2024	880	Transylvania County Schools	880304	Brevard Elementary
2023-2024	880	Transylvania County Schools	880308	Brevard High
2023-2024	880	Transylvania County Schools	880312	Brevard Middle

2023-2024	880	Transylvania County Schools	880318	Pisgah Forest Elementary
2023-2024	880	Transylvania County Schools	880320	Davidson River School
2023-2024	880	Transylvania County Schools	880324	Rosman Elementary
2023-2024	880	Transylvania County Schools	880328	Rosman High
2023-2024	880	Transylvania County Schools	880330	Rosman Middle
2023-2024	880	Transylvania County Schools	880336	T C Henderson
2023-2024	88A	Brevard Academy	88A000	Brevard Academy
2023-2024	890	Tyrrell County Schools	890304	Columbia High
2023-2024	890	Tyrrell County Schools	890306	Columbia Middle
2023-2024	890	Tyrrell County Schools	890308	Tyrrell Elementary
2023-2024	900	Union County Public Schools	900302	Antioch Elementary
2023-2024	900	Union County Public Schools	900303	Rea View Elementary
2023-2024	900	Union County Public Schools	900304	Benton Heights Elementary
2023-2024	900	Union County Public Schools	900305	New Town Elementary
2023-2024	900	Union County Public Schools	900306	East Elementary
2023-2024	900	Union County Public Schools	900307	Rocky River Elementary
2023-2024	900	Union County Public Schools	900308	East Union Middle
2023-2024	900	Union County Public Schools	900310	Cuthbertson Middle
2023-2024	900	Union County Public Schools	900311	Cuthbertson High
2023-2024	900	Union County Public Schools	900312	Fairview Elementary
2023-2024	900	Union County Public Schools	900314	Monroe Middle
2023-2024	900	Union County Public Schools	900316	Forest Hills High
2023-2024	900	Union County Public Schools	900318	Hemby Bridge Elementary
2023-2024	900	Union County Public Schools	900320	Indian Trail Elementary
2023-2024	900	Union County Public Schools	900328	Kensington Elementary
2023-2024	900	Union County Public Schools	900332	Marshville Elementary
2023-2024	900	Union County Public Schools	900334	Marvin Elementary
2023-2024	900	Union County Public Schools	900336	Monroe High
2023-2024	900	Union County Public Schools	900340	New Salem Elementary
2023-2024	900	Union County Public Schools	900341	Porter Ridge Elementary
2023-2024	900	Union County Public Schools	900342	Porter Ridge High School
2023-2024	900	Union County Public Schools	900343	Porter Ridge Middle School
2023-2024	900	Union County Public Schools	900344	Parkwood High
2023-2024	900	Union County Public Schools	900346	Parkwood Middle
2023-2024	900	Union County Public Schools	900347	Poplin Elementary

2023-2024	900	Union County Public Schools	900348	Piedmont High
2023-2024	900	Union County Public Schools	900350	Piedmont Middle
2023-2024	900	Union County Public Schools	900351	Rock Rest Elementary
2023-2024	900	Union County Public Schools	900352	Prospect Elementary
2023-2024	900	Union County Public Schools	900353	Sandy Ridge Elementary
2023-2024	900	Union County Public Schools	900354	Sardis Elementary
2023-2024	900	Union County Public Schools	900356	Shiloh Valley Elementary
2023-2024	900	Union County Public Schools	900358	Stallings Elementary
2023-2024	900	Union County Public Schools	900360	Sun Valley High
2023-2024	900	Union County Public Schools	900362	Sun Valley Middle
2023-2024	900	Union County Public Schools	900363	Shiloh Valley Primary School
2023-2024	900	Union County Public Schools	900364	Union Elementary
2023-2024	900	Union County Public Schools	900365	South Providence
2023-2024	900	Union County Public Schools	900366	Central Academy of Technology and Arts
2023-2024	900	Union County Public Schools	900367	Union County Early College
2023-2024	900	Union County Public Schools	900368	Unionville Elementary
2023-2024	900	Union County Public Schools	900370	Walter Bickett Elementary
2023-2024	900	Union County Public Schools	900372	Waxhaw Elementary
2023-2024	900	Union County Public Schools	900376	Weddington Elementary
2023-2024	900	Union County Public Schools	900377	Weddington High
2023-2024	900	Union County Public Schools	900378	Weddington Middle
2023-2024	900	Union County Public Schools	900380	Wesley Chapel Elementary
2023-2024	900	Union County Public Schools	900384	Western Union Elementary
2023-2024	900	Union County Public Schools	900388	Wingate Elementary
2023-2024	900	Union County Public Schools	900391	Marvin Ridge Middle
2023-2024	900	Union County Public Schools	900392	Wolfe School
2023-2024	900	Union County Public Schools	900393	Marvin Ridge High
2023-2024	90A	Union Academy Charter School	90A000	Union Academy
2023-2024	90B	Union Day School	90B000	Union Day School
2023-2024	90C	Union Preparatory Academy at Indian Trai	90C000	Union Prep Academy at Indian Trail
2023-2024	90D	Monroe Charter Academy	90D000	Monroe Charter Academy
2023-2024	90F	Apprentice Academy HS of NC	90F000	Apprentice Academy High School
2023-2024	910	Vance County Schools	910304	Aycock Elementary
2023-2024	910	Vance County Schools	910308	Carver Elementary
2023-2024	910	Vance County Schools	910311	Clarke Elementary

2023-2024	910	Vance County Schools	910314	Dabney Elementary
2023-2024	910	Vance County Schools	910316	Vance County Middle School
2023-2024	910	Vance County Schools	910340	New Hope Elementary
2023-2024	910	Vance County Schools	910346	E O Young Jr Elementary
2023-2024	910	Vance County Schools	910356	Pinkston Street Elementary
2023-2024	910	Vance County Schools	910360	E M Rollins Elementary
2023-2024	910	Vance County Schools	910368	AdVance Academy
2023-2024	910	Vance County Schools	910369	Vance Virtual Village Academy
2023-2024	910	Vance County Schools	910370	Vance County High School
2023-2024	910	Vance County Schools	910376	L B Yancey Elementary
2023-2024	910	Vance County Schools	910380	Zeb Vance Elementary
2023-2024	910	Vance County Schools	910382	Vance Co Early College
2023-2024	910	Vance County Schools	910384	STEM Early High
2023-2024	91A	Vance Charter School	91A000	Vance Charter School
2023-2024	91B	Henderson Collegiate	91B000	Henderson Collegiate
2023-2024	920	Wake County Schools	920302	River Bend Elementary
2023-2024	920	Wake County Schools	920303	Abbotts Creek Elementary
2023-2024	920	Wake County Schools	920304	Adams Elementary
2023-2024	920	Wake County Schools	920306	Herbert Akins Rd Elementary
2023-2024	920	Wake County Schools	920307	Alston Ridge Elementary
2023-2024	920	Wake County Schools	920308	Apex Elementary
2023-2024	920	Wake County Schools	920309	Alston Ridge Middle
2023-2024	920	Wake County Schools	920312	Apex Middle
2023-2024	920	Wake County Schools	920314	Apex Friendship Elementary
2023-2024	920	Wake County Schools	920315	Apex Friendship Middle
2023-2024	920	Wake County Schools	920316	Apex High
2023-2024	920	Wake County Schools	920317	Apex Friendship High
2023-2024	920	Wake County Schools	920318	Athens Drive High
2023-2024	920	Wake County Schools	920320	Aversboro Elementary
2023-2024	920	Wake County Schools	920324	Longview
2023-2024	920	Wake County Schools	920325	Banks Road Elementary
2023-2024	920	Wake County Schools	920326	Baileywick Road Elementary
2023-2024	920	Wake County Schools	920327	Ballentine Elementary
2023-2024	920	Wake County Schools	920328	Baucom Elementary
2023-2024	920	Wake County Schools	920329	Barwell Road Elementary

2023-2024	920	Wake County Schools	920330	Barton Pond Elementary
2023-2024	920	Wake County Schools	920332	Beaverdam Elementary
2023-2024	920	Wake County Schools	920334	Brassfield Elementary
2023-2024	920	Wake County Schools	920336	Brentwood Elementary
2023-2024	920	Wake County Schools	920340	Briarcliff Elementary
2023-2024	920	Wake County Schools	920342	Brier Creek Elementary
2023-2024	920	Wake County Schools	920344	Brooks Elementary
2023-2024	920	Wake County Schools	920348	Needham Broughton High
2023-2024	920	Wake County Schools	920349	Bryan Road Elementary
2023-2024	920	Wake County Schools	920351	Buckhorn Creek Elementary
2023-2024	920	Wake County Schools	920352	Bugg Elementary
2023-2024	920	Wake County Schools	920356	Carnage Middle
2023-2024	920	Wake County Schools	920358	Carpenter Elementary
2023-2024	920	Wake County Schools	920360	Carroll Middle
2023-2024	920	Wake County Schools	920362	Carver Elementary
2023-2024	920	Wake County Schools	920364	Cary Elementary
2023-2024	920	Wake County Schools	920368	Cary High
2023-2024	920	Wake County Schools	920369	Cedar Fork Elementary
2023-2024	920	Wake County Schools	920370	Centennial Campus Middle
2023-2024	920	Wake County Schools	920376	Combs Elementary
2023-2024	920	Wake County Schools	920380	Conn Elementary
2023-2024	920	Wake County Schools	920381	Connections Academy
2023-2024	920	Wake County Schools	920384	Creech Road Elementary
2023-2024	920	Wake County Schools	920386	Crossroads FLEX
2023-2024	920	Wake County Schools	920388	Oberlin Middle
2023-2024	920	Wake County Schools	920390	Davis Drive Elementary
2023-2024	920	Wake County Schools	920391	Davis Drive Middle
2023-2024	920	Wake County Schools	920393	Dillard Drive Elementary
2023-2024	920	Wake County Schools	920394	Dillard Drive Middle
2023-2024	920	Wake County Schools	920396	Douglas Elementary
2023-2024	920	Wake County Schools	920398	Durant Road Elementary
2023-2024	920	Wake County Schools	920399	Durant Road Middle
2023-2024	920	Wake County Schools	920400	Reedy Creek Middle
2023-2024	920	Wake County Schools	920402	East Cary Middle
2023-2024	920	Wake County Schools	920403	East Garner Elementary

2023-2024	920	Wake County Schools	920404	East Garner Middle
2023-2024	920	Wake County Schools	920408	East Millbrook Middle
2023-2024	920	Wake County Schools	920410	Neuse River Middle
2023-2024	920	Wake County Schools	920411	East Wake High
2023-2024	920	Wake County Schools	920412	Enloe High
2023-2024	920	Wake County Schools	920413	Forestville Road Elementary
2023-2024	920	Wake County Schools	920414	Farmington Woods Elementary
2023-2024	920	Wake County Schools	920415	Fox Road Elementary
2023-2024	920	Wake County Schools	920416	Fuller Elementary
2023-2024	920	Wake County Schools	920417	Forest Pines Drive Elementary
2023-2024	920	Wake County Schools	920420	Fuquay-Varina Elementary
2023-2024	920	Wake County Schools	920424	Fuquay-Varina Middle
2023-2024	920	Wake County Schools	920428	Fuquay-Varina High
2023-2024	920	Wake County Schools	920435	Herbert Akins Road Middle
2023-2024	920	Wake County Schools	920436	Garner High
2023-2024	920	Wake County Schools	920437	Green Level High
2023-2024	920	Wake County Schools	920438	River Oaks Middle
2023-2024	920	Wake County Schools	920439	Green Hope Elementary
2023-2024	920	Wake County Schools	920440	Green Elementary
2023-2024	920	Wake County Schools	920441	Green Hope High
2023-2024	920	Wake County Schools	920442	Hilburn Drive Academy
2023-2024	920	Wake County Schools	920443	Highcroft Elementary
2023-2024	920	Wake County Schools	920444	Heritage Middle
2023-2024	920	Wake County Schools	920445	Heritage High
2023-2024	920	Wake County Schools	920446	Hodge Road Elementary
2023-2024	920	Wake County Schools	920447	Holly Springs Elementary
2023-2024	920	Wake County Schools	920448	Hunter Elementary
2023-2024	920	Wake County Schools	920449	Holly Ridge Elementary
2023-2024	920	Wake County Schools	920450	Holly Ridge Middle
2023-2024	920	Wake County Schools	920451	Harris Creek Elementary
2023-2024	920	Wake County Schools	920452	Jeffreys Grove Elementary
2023-2024	920	Wake County Schools	920453	Jones Dairy Elementary
2023-2024	920	Wake County Schools	920454	Heritage Elementary
2023-2024	920	Wake County Schools	920455	Holly Springs High
2023-2024	920	Wake County Schools	920456	Joyner Elementary

2023-2024	920	Wake County Schools	920457	Holly Grove Elementary
2023-2024	920	Wake County Schools	920458	Holly Grove Middle
2023-2024	920	Wake County Schools	920459	Hortons Creek Elementary
2023-2024	920	Wake County Schools	920460	Kingswood Elementary
2023-2024	920	Wake County Schools	920464	Knightdale Elementary
2023-2024	920	Wake County Schools	920466	Knightdale High
2023-2024	920	Wake County Schools	920467	Laurel Park Elementary
2023-2024	920	Wake County Schools	920468	Lacy Elementary
2023-2024	920	Wake County Schools	920469	Leesville Road Elementary
2023-2024	920	Wake County Schools	920470	Lead Mine Elementary
2023-2024	920	Wake County Schools	920471	Leesville Road Middle
2023-2024	920	Wake County Schools	920472	Ligon Middle
2023-2024	920	Wake County Schools	920473	Leesville Road High
2023-2024	920	Wake County Schools	920474	Lake Myra Elementary
2023-2024	920	Wake County Schools	920476	Lincoln Heights Elementary
2023-2024	920	Wake County Schools	920480	Lockhart Elementary
2023-2024	920	Wake County Schools	920484	Lufkin Road Middle
2023-2024	920	Wake County Schools	920488	Lynn Road Elementary
2023-2024	920	Wake County Schools	920492	Martin Middle
2023-2024	920	Wake County Schools	920494	Middle Creek Elementary
2023-2024	920	Wake County Schools	920495	Middle Creek High
2023-2024	920	Wake County Schools	920496	Millbrook Elementary
2023-2024	920	Wake County Schools	920500	Millbrook High
2023-2024	920	Wake County Schools	920501	Mills Park Elementary
2023-2024	920	Wake County Schools	920502	Mills Park Middle
2023-2024	920	Wake County Schools	920504	Morrisville Elementary
2023-2024	920	Wake County Schools	920506	Moore Square Middle
2023-2024	920	Wake County Schools	920508	Mount Vernon
2023-2024	920	Wake County Schools	920512	North Garner Middle
2023-2024	920	Wake County Schools	920514	North Forest Pines Elementary
2023-2024	920	Wake County Schools	920516	North Ridge Elementary
2023-2024	920	Wake County Schools	920518	North Wake College and Career Academy
2023-2024	920	Wake County Schools	920520	Northwoods Elementary
2023-2024	920	Wake County Schools	920521	Oakview Elementary
2023-2024	920	Wake County Schools	920522	Oak Grove Elementary

2023-2024	920	Wake County Schools	920523	Olive Chapel Elementary
2023-2024	920	Wake County Schools	920524	Olds Elementary
2023-2024	920	Wake County Schools	920525	Partnership Elementary
2023-2024	920	Wake County Schools	920526	Panther Creek High
2023-2024	920	Wake County Schools	920527	Parkside Elementary
2023-2024	920	Wake County Schools	920528	Phillips High
2023-2024	920	Wake County Schools	920529	Pine Hollow Middle
2023-2024	920	Wake County Schools	920530	Penny Road Elementary
2023-2024	920	Wake County Schools	920531	Pleasant Union Elementary
2023-2024	920	Wake County Schools	920532	Poe Elementary
2023-2024	920	Wake County Schools	920533	Pleasant Grove Elementary
2023-2024	920	Wake County Schools	920536	Powell Elementary
2023-2024	920	Wake County Schools	920540	Rand Road Elementary
2023-2024	920	Wake County Schools	920542	Reedy Creek Elementary
2023-2024	920	Wake County Schools	920543	Richland Creek Elementary
2023-2024	920	Wake County Schools	920544	Rolesville Elementary
2023-2024	920	Wake County Schools	920545	Rolesville Middle
2023-2024	920	Wake County Schools	920546	Rolesville High
2023-2024	920	Wake County Schools	920547	Rogers Lane Elementary
2023-2024	920	Wake County Schools	920548	Root Elementary
2023-2024	920	Wake County Schools	920549	River Bend Middle
2023-2024	920	Wake County Schools	920550	Salem Elementary
2023-2024	920	Wake County Schools	920551	Salem Middle
2023-2024	920	Wake County Schools	920552	Sanderson High
2023-2024	920	Wake County Schools	920554	Sanford Creek Elementary
2023-2024	920	Wake County Schools	920556	SCORE Academy
2023-2024	920	Wake County Schools	920557	Scotts Ridge Elementary
2023-2024	920	Wake County Schools	920559	South Lakes Elementary
2023-2024	920	Wake County Schools	920560	Smith Elementary
2023-2024	920	Wake County Schools	920561	South Garner High
2023-2024	920	Wake County Schools	920562	Southeast Raleigh High
2023-2024	920	Wake County Schools	920563	Southeast Raleigh Elementary
2023-2024	920	Wake County Schools	920564	Stough Elementary
2023-2024	920	Wake County Schools	920568	Swift Creek Elementary
2023-2024	920	Wake County Schools	920569	Sycamore Creek Elementary

2023-2024	920	Wake County Schools	920570	Timber Drive Elementary
2023-2024	920	Wake County Schools	920571	Turner Creek Elementary
2023-2024	920	Wake County Schools	920572	Underwood Elementary
2023-2024	920	Wake County Schools	920576	Vance Elementary
2023-2024	920	Wake County Schools	920580	Vandora Springs Elementary
2023-2024	920	Wake County Schools	920581	Vernon Malone College and Career Academy
2023-2024	920	Wake County Schools	920582	Wake STEM Early College High School
2023-2024	920	Wake County Schools	920583	Wake Early College of Health and Science
2023-2024	920	Wake County Schools	920584	Wake Forest Elementary
2023-2024	920	Wake County Schools	920585	Wake Young Men's Leadership Academy
2023-2024	920	Wake County Schools	920586	Wake Young Women's Leadership Academy
2023-2024	920	Wake County Schools	920587	Wake EC of Information & Biotechnologies
2023-2024	920	Wake County Schools	920588	Wake Forest High School
2023-2024	920	Wake County Schools	920592	Wake Forest Middle School
2023-2024	920	Wake County Schools	920593	Wakefield Elementary
2023-2024	920	Wake County Schools	920594	Wakefield Middle
2023-2024	920	Wake County Schools	920595	Wakefield High
2023-2024	920	Wake County Schools	920596	Washington Elementary
2023-2024	920	Wake County Schools	920597	Wakelon Elementary
2023-2024	920	Wake County Schools	920598	Weatherstone Elementary
2023-2024	920	Wake County Schools	920599	Walnut Creek Elementary
2023-2024	920	Wake County Schools	920600	Wendell Elementary
2023-2024	920	Wake County Schools	920601	Wendell Middle
2023-2024	920	Wake County Schools	920604	West Cary Middle
2023-2024	920	Wake County Schools	920606	West Lake Elementary
2023-2024	920	Wake County Schools	920607	West Lake Middle
2023-2024	920	Wake County Schools	920608	West Millbrook Middle
2023-2024	920	Wake County Schools	920614	White Oak Elementary
2023-2024	920	Wake County Schools	920616	Wilburn Elementary
2023-2024	920	Wake County Schools	920618	Wildwood Forest Elementary
2023-2024	920	Wake County Schools	920620	Wiley Elementary
2023-2024	920	Wake County Schools	920624	Willow Springs Elementary
2023-2024	920	Wake County Schools	920625	Willow Spring High
2023-2024	920	Wake County Schools	920626	Yates Mill Elementary
2023-2024	920	Wake County Schools	920628	York Elementary

2023-2024	920	Wake County Schools	920632	Zebulon Elementary
2023-2024	920	Wake County Schools	920636	Zebulon Middle
2023-2024	92B	The Exploris School	92B000	The Exploris School
2023-2024	92D	Magellan Charter	92D000	Magellan Charter
2023-2024	92E	Sterling Montessori Academy	92E000	Sterling Montessori Academy
2023-2024	92F	Franklin Academy	92F000	Franklin Academy
2023-2024	92G	East Wake Academy	92G000	East Wake Academy
2023-2024	92K	Raleigh Charter High School	92K000	Raleigh Charter High School
2023-2024	92M	PreEminent Charter School	92M000	PreEminent Charter
2023-2024	92N	Quest Academy	92N000	Quest Academy
2023-2024	92P	Southern Wake Academy	92P000	Southern Wake Academy
2023-2024	92R	Casa Esperanza Montessori	92R000	Casa Esperanza Montessori Charter School
2023-2024	92S	Endeavor Charter	92S000	Endeavor Charter School
2023-2024	92T	Triangle Math and Science Academy	92T000	Triangle Math and Science Academy
2023-2024	92U	Longleaf School of the Arts	92U000	Longleaf School of the Arts
2023-2024	92V	Wake Forest Charter Academy	92V000	Wake Forest Charter Academy
2023-2024	92W	Cardinal Charter	92W000	Cardinal Charter Academy
2023-2024	92Y	Envision Science Academy	92Y000	Envision Science Academy
2023-2024	930	Warren County Schools	930330	Mariam Boyd Elementary
2023-2024	930	Warren County Schools	930340	Northside Elementary
2023-2024	930	Warren County Schools	930348	Vaughan Elementary
2023-2024	930	Warren County Schools	930352	Warren County High
2023-2024	930	Warren County Schools	930354	Warren County Middle
2023-2024	930	Warren County Schools	930360	Warren Early College High
2023-2024	93A	Haliwa-Saponi Tribal School	93A000	Haliwa-Saponi Tribal School
2023-2024	93J	RISE Southeast Raleigh Charter School	93J000	RISE Southeast Raleigh Charter
2023-2024	93L	Central Wake Charter High School	93L000	Central Wake High School
2023-2024	93M	Peak Charter Academy	93M000	Peak Charter Academy
2023-2024	93N	Pine Springs Preparatory Academy	93N000	Pine Springs Preparatory Academy
2023-2024	93P	Rolesville Charter Academy	93P000	Rolesville Charter Academy
2023-2024	93Q	Carolina Charter Academy: CFA	93Q000	Carolina Charter Academy
2023-2024	93R	Raleigh Oak Charter School	93R000	Raleigh Oak Charter
2023-2024	93T	Cardinal Charter Acad at Wendell Falls	93T000	Cardinal Charter Acad at Wendell Falls
2023-2024	93V	Doral Academy North Carolina	93V000	Doral Academy of North Carolina
2023-2024	93Y	The Math and Science Academy of Apex	93Y000	The Math and Science Academy of Apex

2023-2024	940	Washington County Schools	940306	Creswell Elementary
2023-2024	940	Washington County Schools	940314	Pines Elementary
2023-2024	940	Washington County Schools	940316	Washington County High
2023-2024	940	Washington County Schools	940328	Washington County Middle
2023-2024	940	Washington County Schools	940330	Washington Early College High
2023-2024	94A	Pocosin Innovative Charter	94A000	Pocosin Innovative Charter
2023-2024	94Z	NERSBA Early College	94Z000	NERSBA Early College
2023-2024	950	Watauga County Schools	950308	Bethel Elementary
2023-2024	950	Watauga County Schools	950312	Blowing Rock Elementary
2023-2024	950	Watauga County Schools	950316	Cove Creek Elementary
2023-2024	950	Watauga County Schools	950320	Green Valley Elementary
2023-2024	950	Watauga County Schools	950322	Hardin Park Elementary
2023-2024	950	Watauga County Schools	950324	Mabel Elementary
2023-2024	950	Watauga County Schools	950328	Parkway Elementary
2023-2024	950	Watauga County Schools	950332	Valle Crucis Elementary
2023-2024	950	Watauga County Schools	950334	Watauga Virtual Academy
2023-2024	950	Watauga County Schools	950336	Watauga High
2023-2024	950	Watauga County Schools	950338	Watauga Innovation Academy
2023-2024	95A	Two Rivers Community School	95A000	Two Rivers Community School
2023-2024	960	Wayne County Public Schools	960312	Brogden Middle
2023-2024	960	Wayne County Public Schools	960314	Brogden Primary
2023-2024	960	Wayne County Public Schools	960316	Carver Elementary
2023-2024	960	Wayne County Public Schools	960318	Carver Heights Elementary
2023-2024	960	Wayne County Public Schools	960324	Charles B Aycock High
2023-2024	960	Wayne County Public Schools	960326	Dillard Middle
2023-2024	960	Wayne County Public Schools	960329	Eastern Wayne Elementary
2023-2024	960	Wayne County Public Schools	960330	Eastern Wayne High
2023-2024	960	Wayne County Public Schools	960331	Eastern Wayne Middle
2023-2024	960	Wayne County Public Schools	960332	Edgewood Cmty Developmental
2023-2024	960	Wayne County Public Schools	960334	Fremont STARS Elementary
2023-2024	960	Wayne County Public Schools	960335	Goldsboro High
2023-2024	960	Wayne County Public Schools	960336	Grantham Elementary
2023-2024	960	Wayne County Public Schools	960338	Grantham Middle
2023-2024	960	Wayne County Public Schools	960340	Greenwood Middle
2023-2024	960	Wayne County Public Schools	960344	Meadow Lane Elementary

2023-2024	960	Wayne County Public Schools	960348	Mount Olive Middle
2023-2024	960	Wayne County Public Schools	960360	Norwayne Middle
2023-2024	960	Wayne County Public Schools	960370	Rosewood Elementary
2023-2024	960	Wayne County Public Schools	960372	Rosewood High
2023-2024	960	Wayne County Public Schools	960374	Rosewood Middle
2023-2024	960	Wayne County Public Schools	960380	Southern Wayne High
2023-2024	960	Wayne County Public Schools	960382	Spring Creek Elementary
2023-2024	960	Wayne County Public Schools	960386	Spring Creek High
2023-2024	960	Wayne County Public Schools	960387	Spring Creek Middle
2023-2024	960	Wayne County Public Schools	960388	Tommy's Road Elementary
2023-2024	960	Wayne County Public Schools	960390	North Drive Elementary
2023-2024	960	Wayne County Public Schools	960450	Northeast Elementary
2023-2024	960	Wayne County Public Schools	960454	Northwest Elementary
2023-2024	960	Wayne County Public Schools	960488	Wayne Middle / High Academy
2023-2024	960	Wayne County Public Schools	960490	Wayne Early / Middle College High
2023-2024	960	Wayne County Public Schools	960492	Wayne School of Technical Arts
2023-2024	960	Wayne County Public Schools	960700	Wayne School of Engineering
2023-2024	96C	Dillard Academy	96C000	Dillard Academy
2023-2024	96F	Wayne Preparatory	96F000	Wayne Preparatory Academy
2023-2024	96G	Wayne STEM Academy	96G000	Wayne STEM Academy
2023-2024	970	Wilkes County Schools	970308	Boomer-Ferguson Elementary School
2023-2024	970	Wilkes County Schools	970310	C B Eller Elementary School
2023-2024	970	Wilkes County Schools	970312	C C Wright Elementary School
2023-2024	970	Wilkes County Schools	970315	Central Wilkes Middle School
2023-2024	970	Wilkes County Schools	970320	East Wilkes High School
2023-2024	970	Wilkes County Schools	970322	East Wilkes Middle School
2023-2024	970	Wilkes County Schools	970337	Millers Creek Elementary School
2023-2024	970	Wilkes County Schools	970340	Moravian Falls Elementary School
2023-2024	970	Wilkes County Schools	970344	Mount Pleasant Elementary School
2023-2024	970	Wilkes County Schools	970348	Mountain View Elementary School
2023-2024	970	Wilkes County Schools	970352	Mulberry Elementary School
2023-2024	970	Wilkes County Schools	970356	North Wilkes High School
2023-2024	970	Wilkes County Schools	970358	North Wilkes Middle School
2023-2024	970	Wilkes County Schools	970360	North Wilkesboro Elementary School
2023-2024	970	Wilkes County Schools	970368	Roaring River Elementary School

2023-2024	970	Wilkes County Schools	970370	Ronda-Clingman Elementary School
2023-2024	970	Wilkes County Schools	970376	Traphill Elementary School
2023-2024	970	Wilkes County Schools	970388	West Wilkes High School
2023-2024	970	Wilkes County Schools	970389	West Wilkes Middle School
2023-2024	970	Wilkes County Schools	970390	Wilkes Central High School
2023-2024	970	Wilkes County Schools	970392	Wilkesboro Elementary School
2023-2024	970	Wilkes County Schools	970393	Wilkes Early College High School
2023-2024	980	Wilson County Schools	980306	Milton M Daniels Learning Center
2023-2024	980	Wilson County Schools	980308	B O Barnes Elementary
2023-2024	980	Wilson County Schools	980317	Charles H Darden Middle
2023-2024	980	Wilson County Schools	980318	Beddingfield High
2023-2024	980	Wilson County Schools	980320	Frederick Douglass Elementary
2023-2024	980	Wilson County Schools	980324	Elm City Middle
2023-2024	980	Wilson County Schools	980336	Fike High
2023-2024	980	Wilson County Schools	980338	Forest Hills Middle
2023-2024	980	Wilson County Schools	980340	Gardners Elementary
2023-2024	980	Wilson County Schools	980342	James Hunt High
2023-2024	980	Wilson County Schools	980344	John W Jones Elementary
2023-2024	980	Wilson County Schools	980348	Lee Woodard Elementary
2023-2024	980	Wilson County Schools	980352	Lucama Elementary
2023-2024	980	Wilson County Schools	980356	Margaret Hearne Elementary
2023-2024	980	Wilson County Schools	980357	Vick Elementary
2023-2024	980	Wilson County Schools	980360	New Hope Elementary
2023-2024	980	Wilson County Schools	980364	Rock Ridge Elementary
2023-2024	980	Wilson County Schools	980380	Speight Middle
2023-2024	980	Wilson County Schools	980384	Springfield Middle
2023-2024	980	Wilson County Schools	980388	Stantonsburg Elementary
2023-2024	980	Wilson County Schools	980392	Vinson-Bynum Elementary
2023-2024	980	Wilson County Schools	980396	Wells Elementary
2023-2024	980	Wilson County Schools	980397	Wilson Academy of Applied Technology
2023-2024	980	Wilson County Schools	980398	Wilson Early College Academy
2023-2024	980	Wilson County Schools	980500	Wilson Academy of Virtual Education
2023-2024	98A	Sallie B Howard School	98A000	Sallie B Howard School
2023-2024	98B	Wilson Preparatory Academy	98B000	Wilson Preparatory Academy
2023-2024	990	Yadkin County Schools	990304	Boonville Elementary

2023-2024	990	Yadkin County Schools	990308	Courtney Elementary
2023-2024	990	Yadkin County Schools	990312	East Bend Elementary
2023-2024	990	Yadkin County Schools	990316	Fall Creek Elementary
2023-2024	990	Yadkin County Schools	990320	Forbush Elementary
2023-2024	990	Yadkin County Schools	990321	Forbush Middle
2023-2024	990	Yadkin County Schools	990322	Forbush High
2023-2024	990	Yadkin County Schools	990324	Jonesville Elementary
2023-2024	990	Yadkin County Schools	990325	Starmount Middle
2023-2024	990	Yadkin County Schools	990326	Starmount High
2023-2024	990	Yadkin County Schools	990328	West Yadkin Elementary
2023-2024	990	Yadkin County Schools	990332	Yadkin Early College
2023-2024	990	Yadkin County Schools	990336	Yadkinville Elementary
2023-2024	990	Yadkin County Schools	990340	Yadkin Success Academy
2023-2024	995	Yancey County Schools	995310	Blue Ridge Elementary
2023-2024	995	Yancey County Schools	995312	Burnsville Elementary
2023-2024	995	Yancey County Schools	995316	Cane River Middle
2023-2024	995	Yancey County Schools	995324	East Yancey Middle
2023-2024	995	Yancey County Schools	995328	Micaville Elementary
2023-2024	995	Yancey County Schools	995330	Mountain Heritage High
2023-2024	995	Yancey County Schools	995336	South Toe Elementary

Charter School	Current Grades	Direct Certification	Community Eligibility	Total Enrollment	# Identified Students	Multiplier
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	2412	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	2762	N/A	N/A
N	09,10,11,12,13,XG	N	N	219	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	564	N/A	N/A
N	0K,01,02,03,04,05	N	N	537	N/A	N/A
N	06,07,08	N	Y	545	414	1.6
N	09,10,11,12	N	N	0	N/A	N/A
N	0K,01,02,03,04,05	N	N	602	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	299	N/A	N/A
N	09,10,11,12,XG	N	N	1181	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	554	435	1.6
N	0K,01,02,03,04,05	N	N	429	N/A	N/A
N	0K,01,02,03,04,05	N	N	632	N/A	N/A
N	0K,01,02,03,04,05	N	N	346	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	544	N/A	N/A
N	09,10,11,12,XG	N	Y	875	653	1.6
N	06,07,08	N	Y	502	407	1.6
N	PK,0K,01,02,03,04,05	N	Y	393	338	1.6
N	06,07,08	N	N	770	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	477	403	1.6
N	PK,0K,01,02,03,04,05	N	Y	427	352	1.6
N	PK,0K,01,02,03,04,05	N	Y	499	408	1.6
N	09,10,11,12,XG	N	Y	831	646	1.6
N	PK,0K,01,02,03,04,05	N	N	459	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	366	308	1.6
N	PK,0K,01,02,03,04,05	N	Y	275	202	1.6
N	PK,0K,01,02,03,04,05	N	Y	497	381	1.6
N	06,07,08,09,10,11,12,XG	N	Y	102	80	1.6
N	PK,0K,01,02,03,04,05	N	Y	431	308	1.6
N	0K,01,02,03,04,05	N	N	482	N/A	N/A
N	09,10,11,12,XG	N	N	1243	N/A	N/A
N	06,07,08	N	N	858	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	263	179	1.6

N	06,07,08	N	Y	708	465	1.6
N	09,10,11,12,XG	N	N	1194	N/A	N/A
N	09,10,11,12,XG	N	N	1162	N/A	N/A
N	06,07,08	N	N	882	N/A	N/A
N	06,07,08	N	N	742	N/A	N/A
N	09,10,11,12	N	N	802	N/A	N/A
N	04,05,06,07,08,09,10,11,12,XG	N	N	176	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	771	413	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	685	367	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12					
Y	0K,01,02,03,04,05,06	N	N	503	N/A	N/A
N	09,10,11,12,XG	N	N	1057	N/A	N/A
N	09,10,11,12,XG	N	N	141	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	445	N/A	N/A
N	06,07,08	N	N	561	N/A	N/A
N	0K,01,02,03,04,05	N	N	206	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	354	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	187	N/A	N/A
N	0K,01,02,03,04,05	N	N	203	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	228	N/A	N/A
N	06,07,08	N	N	463	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	270	N/A	N/A
N	09,10,11,12,XG	N	N	435	263	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	N	266	190	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	N	189	102	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	N	594	457	1.6
N	09,10,11,12,13	N	Y	227	99	1.6
N	09,10,11,12,XG	N	Y	620	441	1.6
N	0K,01,02,03,04,05,06	N	Y	163	90	1.6
N	07,08	N	Y	629	517	1.6
N	0K,01,02,03	N	Y	295	254	1.6
N	0K,01,02,03,04,05,06	N	Y	210	180	1.6
N	0K,01,02,03,04,05,06	N	Y	155	141	1.6
N	0K,01,02,03,04,05,06	N	Y	411	275	1.6
N	04,05,06	N	Y	151	129	1.6

N	09,10,11,12,XG	N	N	753	N/A	N/A
N	09,10,11,12,13	N	N	131	N/A	N/A
N	07,08	N	N	433	N/A	N/A
N	0K,01,02,03,04,05,06	N	N	356	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	N	496	N/A	N/A
N	0K,01,02,03,04,05,06	N	N	489	N/A	N/A
N	09,10,11,12,XG	N	N	596	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	163	N/A	N/A
N	06,07,08	N	N	173	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	180	N/A	N/A
N	06,07,08	N	N	230	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	189	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	193	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	86	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	75	N/A	N/A
N	PK,0K,01	N	Y	409	N/A	N/A
N	0K,01,02,03,04,05,06,07,08	N	Y	522	N/A	N/A
N	09,10,11,12,13	N	Y	263	N/A	N/A
N	05,06,07,08	N	Y	375	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	461	N/A	N/A
N	02,03	N	Y	397	N/A	N/A
N	04,05	N	Y	455	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	364	N/A	N/A
N	09,10,11,12	N	Y	362	N/A	N/A
N	06,07,08	N	Y	722	N/A	N/A
N	09,10,11,12	N	Y	415	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	188	N/A	N/A
N	09,10,11,12	N	Y	814	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	411	N/A	N/A
N	09,10,11,12,13	N	Y	139	69	1.6
N	09,10,11,12,XG	N	Y	418	360	1.6
N	06,07,08	N	Y	420	348	1.6
N	PK,0K,01,02,03,04,05	N	Y	119	79	1.6
N	PK,0K,01,02,03,04,05	N	Y	179	167	1.6
N	PK,0K,01,02,03,04,05	N	Y	154	148	1.6

N	PK,0K,01,02,03,04,05	N	Y	300	285	1.6
N	05,06,07,08	N	Y	275	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	407	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	149	N/A	N/A
N	05,06,07,08	N	Y	189	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	236	N/A	N/A
N	0K,01,02,03,04,05	N	Y	70	N/A	N/A
N	09,10,11,12,XG	N	Y	562	N/A	N/A
N	05,06,07,08	N	Y	309	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	450	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	168	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	241	N/A	N/A
N	09,10,11,12,XG	N	Y	724	N/A	N/A
N	09,10,11,12,13	N	Y	126	N/A	N/A
Y	06,07,08,09,10,11,12	N	Y	194	79	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	582	384	1.6
N	PK,0K,01,02,03,04,05	N	Y	767	327	1.6
N	PK,0K,01,02,03,04,05	N	Y	518	301	1.6
N	09,10,11,12,13	N	Y	351	132	1.6
N	06,07,08,09,10,11,12,XG	N	Y	96	74	1.6
N	06,07,08	N	Y	449	279	1.6
N	PK,0K,01,02,03,04,05	N	Y	394	245	1.6
N	06,07,08	N	Y	783	366	1.6
N	PK,0K,01,02,03,04,05	N	Y	678	400	1.6
N	09,10,11,12,XG	N	Y	1411	563	1.6
N	06,07,08	N	Y	668	377	1.6
N	09,10,11,12,XG	N	Y	1130	447	1.6
N	06,07,08	N	Y	577	222	1.6
N	PK,0K,01,02,03,04,05	N	Y	405	198	1.6
N	PK,0K,01,02,03,04,05	N	Y	568	393	1.6
N	0K,01,02,03,04	N	Y	650	281	1.6
N	0K,01,02,03,04,05	N	Y	582	290	1.6
N	05,06,07,08	N	Y	488	204	1.6
N	PK,0K,01,02,03,04,05	N	Y	534	314	1.6
N	0K,01,02,03,04,05,06,07,08	N	Y	429	275	1.6

N	09,10,11,12,XG	N	Y	1427	766	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	1000	500	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	614	307	1.6
N	PK,07,08,09,10,11,12	N	N	115	N/A	N/A
N	PK,09,10,11,12,XG	N	N	1099	N/A	N/A
N	06,07,08	N	N	480	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	102	68	1.6
N	04,05	N	N	148	N/A	N/A
N	PK,0K,01,02,03	N	N	321	N/A	N/A
N	09,10,11,12,13	N	N	263	N/A	N/A
N	10,11,12,13	N	N	44	N/A	N/A
N	PK,0K,01,02,03,04	N	N	359	N/A	N/A
N	06,07,08	N	N	452	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	215	N/A	N/A
N	09,10,11,12	N	N	672	N/A	N/A
N	06,07,08	N	N	415	N/A	N/A
N	PK,09,10,11,12	N	N	1050	N/A	N/A
N	07,08	N	N	552	N/A	N/A
N	0K,01,02,03,04	N	Y	253	158	1.6
N	09,10,11,12,XG	N	N	999	N/A	N/A
N	0K,01,02,03,04,05	N	N	664	N/A	N/A
N	PK,0K,01,02,03,04	N	N	502	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	373	N/A	N/A
N	0K,01,02,03,04	N	N	440	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	198	156	1.6
N	PK,0K,01,02,03,04	N	N	376	N/A	N/A
N	PK,0K,01,02,03,04	N	N	566	N/A	N/A
N	PK,09,10,11,12	N	N	912	N/A	N/A
N	07,08	N	N	504	N/A	N/A
N	05,06	N	N	486	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	448	218	1.6
N	0K,01,02,03,04	N	N	167	N/A	N/A
N	07,08	N	N	603	N/A	N/A
N	PK,0K,01,02,03,04	N	N	539	N/A	N/A
N	PK,0K,01,02,03,04	N	N	545	N/A	N/A

N	PK,0K,01,02,03,04,05	N	Y	466	232	1.6
N	PK,09,10,11,12,XG	N	N	1458	N/A	N/A
N	05,06,07,08	N	N	638	N/A	N/A
N	PK,0K,01,02,03,04	N	N	745	N/A	N/A
N	05,06	N	N	575	N/A	N/A
N	02,03,04	N	N	307	N/A	N/A
N	PK,0K,01	N	N	216	N/A	N/A
N	0K,01,02,03,04	N	N	601	N/A	N/A
N	0K,01,02,03,04,05	N	Y	129	65	1.6
N	05,06	N	N	655	N/A	N/A
N	05,06	N	N	566	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	258	N/A	N/A
N	09,10,11,12	N	N	372	N/A	N/A
N	PK,09,10,11,12,XG	N	N	1153	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	284	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	401	N/A	N/A
N	0K,01,02,03,04,05	N	N	396	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	364	N/A	N/A
N	06,07,08	N	N	584	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	285	N/A	N/A
N	06,07,08	N	N	224	N/A	N/A
N	09,10,11,12	N	N	342	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	438	104	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	395	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1243	N/A	N/A
Y	05,06,07,08,09,10,11,12	N	N	669	201	1.6
Y	0K,01,02,03,04,05	N	N	89	56	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	171	N/A	N/A
Y	0K,01,02,03,04,05,06	N	N	96	34	1.6
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	126	N/A	N/A
N	06,07,08,09,10,11,12	N	N	129	N/A	N/A
N	11,12	N	N	140	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	465	N/A	N/A
N	09,10,11,12,XG	N	N	844	N/A	N/A
N	06,07,08	N	N	643	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	348	N/A	N/A
N	09,10,11,12,XG	N	N	1343	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	327	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	305	N/A	N/A
N	06,07,08	N	N	452	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	371	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	280	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	257	N/A	N/A
N	09,10,11,12,XG	N	N	657	N/A	N/A
N	06,07,08	N	N	458	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	75	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	736	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	278	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	324	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	460	N/A	N/A
N	09,10,11,12,XG	N	N	732	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	413	N/A	N/A
N	06,07,08	N	N	485	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	528	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	293	N/A	N/A
N	06,07,08	N	N	456	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	439	N/A	N/A
N	0K,01,02,03,04,05	N	Y	645	360	1.6
N	09,10,11,12,XG	N	N	1741	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	609	N/A	N/A
N	0K,01,02,03,04,05	N	Y	298	165	1.6
N	09,10,11,12,XG	N	N	1267	N/A	N/A
N	0K,01,02,03,04,05	N	N	376	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	803	N/A	N/A
N	06,07,08	N	Y	702	437	1.6
N	09,10,11,12,XG	N	Y	945	518	1.6
N	06,07,08	N	N	818	N/A	N/A
N	09,10,11,12,XG	N	N	1058	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	Y	79	53	1.6
N	06,07,08	N	N	978	N/A	N/A

N	OK,01,02,03,04,05	N	N	1113	N/A	N/A
N	06,07,08	N	N	1246	N/A	N/A
N	OK,01,02,03,04,05	N	N	855	N/A	N/A
N	OK,01,02,03,04,05	N	N	671	N/A	N/A
N	06,07,08	N	N	692	N/A	N/A
N	09,10,11,12,XG	N	N	861	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	897	N/A	N/A
N	09,10,11,12,XG	N	N	1110	N/A	N/A
N	06,07,08	N	N	816	N/A	N/A
N	OK,01,02,03,04,05,06,07,08	N	Y	605	359	1.6
N	PK,OK,01,02,03,04,05	N	Y	741	395	1.6
N	OK,01,02,03,04,05	N	N	382	N/A	N/A
N	OK,01,02,03,04,05	N	N	865	N/A	N/A
N	09,10,11,12,XG	N	N	1690	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	96	52	1.6
N	OK,01,02	N	N	838	N/A	N/A
N	03,04,05	N	N	935	N/A	N/A
N	OK,01,02,03,04,05	N	N	965	N/A	N/A
N	09,10,11,12,XG	N	N	1747	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	763	442	1.6
N	PK,OK,01,02,03,04,05	N	Y	691	376	1.6
N	OK,01,02,03,04,05	N	Y	542	346	1.6
N	OK,01,02,03,04,05	N	N	905	N/A	N/A
N	06,07,08	N	N	937	N/A	N/A
N	OK,01,02,03,04,05	N	N	1054	N/A	N/A
N	09,10	N	N	59	N/A	N/A
N	09,10,11,12,13	N	N	222	N/A	N/A
N	09,10,11,12,13	N	N	235	N/A	N/A
N	06,07,08	N	N	867	N/A	N/A
N	OK,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	233	N/A	N/A
N	06,07,08	N	N	972	N/A	N/A
N	09,10,11,12,XG	N	Y	1688	N/A	N/A
N	OK,01,02,03,04,05	N	Y	466	N/A	N/A
N	OK,01,02,03,04,05	N	Y	470	N/A	N/A
N	OK,01,02,03,04,05	N	Y	534	N/A	N/A

N	OK,01,02,03,04,05	N	Y	422	N/A	N/A
N	06,07,08	N	Y	1262	N/A	N/A
N	OK,01,02,03,04,05	N	Y	294	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	267	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	705	247	1.6
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	669	230	1.6
Y	OK,01,02,03,04,05,06,07,08	N	Y	445	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	N	598	205	1.6
N	PK,OK,01,02,03,04,05	N	Y	373	140	1.6
N	09,10,11,12	N	N	214	25	1.6
N	06,07,08,09,10,11,12	N	Y	77	28	1.6
N	OK,01,02,03,04,05	N	Y	29	14	1.6
N	PK,OK,01,02,03,04,05,06,07,08	N	Y	334	106	1.6
N	09,10,11,12,13	N	N	385	39	1.6
N	PK,OK,01,02,03,04,05	N	Y	472	192	1.6
N	04,05,06,07,08,09,10,11,12	N	N	159	68	1.6
N	PK,OK,01,02,03,04,05	N	Y	451	150	1.6
N	PK,OK,01,02,03,04,05	N	Y	526	238	1.6
N	06,07,08	N	Y	507	211	1.6
N	06,07,08	N	Y	527	154	1.6
N	PK,OK,01,02,03,04,05	N	Y	595	175	1.6
N	PK,OK,01,02,03,04,05,06,07,08	N	Y	226	79	1.6
N	09,10,11,12,XG	N	Y	779	251	1.6
N	PK,OK,01,02,03,04,05	N	Y	662	195	1.6
N	06,07,08	N	Y	579	157	1.6
N	PK,OK,01,02,03,04,05,06,07,08	N	Y	155	44	1.6
N	06,07,08	N	Y	503	158	1.6
N	PK,OK,01,02,03,04,05	N	Y	389	115	1.6
N	PK,OK,01,02,03,04,05	N	Y	347	134	1.6
N	PK,09,10,11,12,XG	N	Y	1278	293	1.6
N	PK,OK,01,02,03,04,05	N	Y	297	181	1.6
N	09,10,11,12,XG	N	Y	699	224	1.6
N	PK,OK,01,02,03,04,05	N	Y	297	140	1.6
Y	OK,01,02,03,04,05,06,07,08	N	N	175	N/A	N/A
N	09,10,11,12,XG	N	N	434	N/A	N/A

N	PK,0K,01,02	N	N	443	N/A	N/A
N	03,04,05	N	N	453	N/A	N/A
N	06,07,08	N	N	413	N/A	N/A
N	09,10,11,12,13	N	N	141	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	78	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	456	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	368	N/A	N/A
N	06,07,08,09,10,11,12	N	N	9	N/A	N/A
N	06,07,08	N	N	259	N/A	N/A
N	06,07,08	N	N	716	N/A	N/A
N	09,10,11,12,XG	N	N	531	N/A	N/A
N	09,10,11,12,XG	N	N	982	N/A	N/A
N	0K,01,02,03,04,05	N	N	118	N/A	N/A
N	04,05	N	N	290	N/A	N/A
N	06,07,08	N	N	485	N/A	N/A
N	PK,0K,01,02,03	N	N	534	N/A	N/A
N	0K,01,02,03,04,05	N	N	652	N/A	N/A
N	06,07,08	N	N	378	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	235	N/A	N/A
N	09,10,11,12,XG	N	N	1151	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	746	N/A	N/A
Y	0K,01,02,03,04,05	N	N	216	52	1.6
N	09,10,11,12,XG	N	N	655	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	341	223	1.6
N	06,07,08	N	N	503	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	352	266	1.6
N	PK,0K,01,02,03,04,05	N	Y	236	148	1.6
N	0K,01,02,03,04,05	N	Y	142	94	1.6
N	07,08	N	N	627	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	N	679	N/A	N/A
N	PK,09,10,11,12,XG	N	N	846	N/A	N/A
N	0K,01,02,03,04,05,06	N	N	287	N/A	N/A
N	0K,01,02,03,04,05,06	N	N	513	N/A	N/A
N	09,10,11,12,XG	N	N	808	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	2	N/A	N/A

N	PK,0K,01,02,03,04,05,06	N	N	387	N/A	N/A
N	09,10,11,12	N	N	348	N/A	N/A
N	0K,01,02,03,04,05,06	N	N	413	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	N	414	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	N	456	N/A	N/A
N	PK,09,10,11,12,XG	N	N	926	N/A	N/A
N	07,08	N	N	436	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	N	418	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	N	482	N/A	N/A
N	07,08	N	N	413	N/A	N/A
N	09,10,11,12,XG	N	N	850	N/A	N/A
N	07,08	N	N	420	N/A	N/A
N	0K,01,02,03,04,05,06	N	N	701	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	N	558	N/A	N/A
N	07,08	N	N	474	N/A	N/A
N	0K,01,02,03,04,05,06	N	N	538	N/A	N/A
N	0K,01,02,03,04,05,06	N	N	716	N/A	N/A
N	PK,09,10,11,12,XG	N	N	1210	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	N	568	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	N	512	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	N	380	N/A	N/A
N	06,07,08	N	N	468	N/A	N/A
N	06,07,08	N	N	397	N/A	N/A
N	09,10,11,12,XG	N	N	223	N/A	N/A
N	PK,09,10,11,12,XG	N	N	960	N/A	N/A
N	0K,01,02,03,04,05	N	N	253	N/A	N/A
N	PK,03,04,05	N	Y	312	230	1.6
N	PK,0K,01,02,03,04,05	N	N	326	N/A	N/A
N	PK,0K,01,02	N	Y	281	244	1.6
N	PK,0K,01,02,03,04,05	N	N	514	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	113	N/A	N/A
N	09,10,11,12,XG	N	N	726	N/A	N/A
N	06,07,08	N	N	598	N/A	N/A
N	0K,01,02,03,04,05	N	N	413	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	363	N/A	N/A

N	OK,01,02,03,04,05	N	N	433	N/A	N/A
N	09,10,11,12,XG	N	N	192	N/A	N/A
N	PK,OK,01,02,03,04,05,06,07,08	N	N	164	N/A	N/A
N	OK,01,02,03,04,05,06,07,08	N	N	303	N/A	N/A
N	09,10,11,12	N	N	37	N/A	N/A
N	06,07,08,09,10,11,12	N	N	9	N/A	N/A
N	06,07,08	N	N	550	N/A	N/A
N	09,10,11,12,XG	N	N	290	N/A	N/A
N	05,06,07,08	N	N	371	N/A	N/A
N	OK,01,02,03,04,05,06,07,08	N	N	202	N/A	N/A
N	09,10,11,12,XG	N	N	753	N/A	N/A
N	06,07,08	N	N	771	N/A	N/A
N	OK,01,02,03,04,05,06,07,08	N	N	211	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	585	N/A	N/A
N	09,10,11,12,XG	N	N	686	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	208	N/A	N/A
N	PK,OK,01,02,03,04	N	N	480	N/A	N/A
N	09,10,11,12	N	N	720	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	601	N/A	N/A
N	PK,OK,01,02,03,04,05,06,07,08	N	N	280	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	663	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	433	N/A	N/A
N	09,10,11,12,13	N	N	81	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	569	131	1.6
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	506	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08					
Y	03,04,05,06					
N	PK,OK,01,02,03,04,05	N	Y	341	N/A	N/A
N	09,10,11,12	N	Y	224	N/A	N/A
N	06,07,08	N	Y	189	N/A	N/A
N	PK,OK,01,02,03,04,05,06,07,08	N	Y	129	N/A	N/A
N	09,10,11,12,XG	N	Y	151	N/A	N/A
N	PK,OK,01,02,03,04,05,06,07,08	N	Y	169	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	57	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	512	N/A	N/A

N	09,10,11,12,XG	N	Y	472	N/A	N/A
N	06,07,08	N	Y	313	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	147	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	245	N/A	N/A
N	09,10,11,12,13	N	Y	126	N/A	N/A
N	06,07,08	N	Y	420	N/A	N/A
N	03,04,05	N	Y	381	N/A	N/A
N	09,10,11,12,XG	N	Y	557	N/A	N/A
N	PK,0K,01,02	N	Y	417	N/A	N/A
N	PK,0K,01,02	N	N	370	N/A	N/A
N	03,04,05	N	N	264	N/A	N/A
N	09,10,11,12,XG	N	N	376	N/A	N/A
N	06,07,08	N	N	273	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	476	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	521	N/A	N/A
N	09,10,11,12,XG	N	Y	868	N/A	N/A
N	06,07,08	N	Y	745	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	265	N/A	N/A
N	09,10,11,12,13,XG	N	Y	210	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	166	N/A	N/A
N	09,10,11,12,XG	N	Y	1077	N/A	N/A
N	06,07,08	N	Y	849	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	Y	115	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	202	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	498	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	435	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	292	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	336	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	421	N/A	N/A
N	09,10,11,12,XG	N	Y	1184	N/A	N/A
N	05,06	N	Y	620	N/A	N/A
N	07,08	N	Y	713	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	261	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	80	N/A	N/A
N	09,10,11,12,XG	N	Y	792	N/A	N/A

N	06,07,08	N	Y	621	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	541	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	516	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	406	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	376	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	280	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	1056	726	1.6
N	PK,0K,01,02,03,04,05,06	N	Y	327	221	1.6
N	0K,01,02,03,04,05	N	Y	206	189	1.6
N	07,08,09,10,11,12	N	Y	577	331	1.6
N	PK,0K,01,02,03,04,05,06	N	Y	355	255	1.6
N	05,06,07,08	N	Y	207	125	1.6
N	PK,0K,01,02,03,04	N	Y	297	206	1.6
N	09,10,11,12	N	Y	646	366	1.6
N	09,10,11,12,13	N	Y	240	123	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	553	423	1.6
N	09,10,11,12	N	Y	396	265	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	795	571	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	648	381	1.6
N	06,07,08	N	Y	457	277	1.6
N	03,04,05	N	Y	469	315	1.6
N	06,07,08,09,10,11,12	N	Y	36	30	1.6
N	09,10,11,12,XG	N	Y	610	297	1.6
N	PK,0K,01,02	N	Y	505	385	1.6
Y	06,07,08,09,10,11,12	N	Y	77	77	1.6
Y	0K,01,02,03,04,05,06,07,08	N	Y	879	531	1.6
N	0K,01,02,03,04,05	N	N	425	N/A	N/A
N	0K,01,02,03,04,05	N	N	372	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	355	N/A	N/A
N	0K,01,02,03,04,05	N	N	465	N/A	N/A
N	09,10,11,12,13	N	N	216	N/A	N/A
N	0K,01,02,03,04,05	N	N	504	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	444	256	1.6
N	09,10,11,12,13	N	N	195	N/A	N/A
N	06,07,08	N	N	512	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	223	N/A	N/A
N	06,07,08	N	Y	732	418	1.6
N	PK,0K,01,02,03,04,05	N	Y	267	177	1.6
N	09,10,11,12,XG	N	N	868	N/A	N/A
N	06,07,08	N	Y	387	229	1.6
N	PK,0K,01,02,03,04,05	N	Y	243	184	1.6
N	PK,0K,01,02,03,04,05	N	Y	318	181	1.6
N	09,10,11,12,XG	N	N	1298	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	363	236	1.6
N	PK,0K,01,02,03,04,05	N	Y	373	191	1.6
N	0K,01,02,03,04,05	N	Y	402	278	1.6
N	06,07,08	N	N	520	N/A	N/A
N	09,10,11,12,XG	N	Y	671	291	1.6
N	06,07,08	N	Y	661	395	1.6
N	0K,01,02,03,04,05	N	N	370	N/A	N/A
N	04,05,06,07,08,09,10,11,12	N	N	118	N/A	N/A
N	0K,01,02,03,04,05	N	N	521	N/A	N/A
N	0K,01	N	Y	262	115	1.6
N	PK,0K,01,02,03,04,05	N	Y	498	238	1.6
N	03,04,05	N	Y	178	97	1.6
N	PK,0K,01,02,03,04,05	N	Y	525	327	1.6
N	P3,0K,01,02,03,04,05	N	Y	92	53	1.6
N	09,10,11,12,XG	N	N	1845	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	519	374	1.6
N	06,07,08	N	Y	949	683	1.6
N	09,10,11,12,XG	N	Y	928	641	1.6
N	09,10,11,12,XG	N	N	1478	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	635	456	1.6
N	PK,0K,01,02,03,04,05	N	N	401	N/A	N/A
N	06,07,08	N	Y	479	280	1.6
N	PK,0K,01,02,03,04,05	N	Y	638	445	1.6
N	P3,0K,01,02,03,04,05	N	Y	461	328	1.6
N	PK,0K,01,02,03,04,05	N	Y	537	338	1.6
N	PK,0K,01,02,03,04,05	N	Y	207	150	1.6
N	09,10,11,12,XG	N	N	268	N/A	N/A

N	PK,0K,01,02,03,04,05	N	Y	577	383	1.6
N	PK,0K,01,02,03,04,05	N	Y	339	232	1.6
N	09,10,11,12,XG	N	N	244	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	196	75	1.6
N	09,10,11,12,XG	N	N	1344	N/A	N/A
N	06,07,08	N	Y	605	456	1.6
N	09,10,11,12,XG	N	Y	984	598	1.6
N	PK,0K,01,02,03,04,05	N	Y	362	310	1.6
N	06,07,08	N	N	1125	N/A	N/A
N	PK,0K,01,02	N	Y	227	137	1.6
N	PK,0K,01,02,03,04,05	N	Y	662	323	1.6
N	06,07,08	N	Y	745	387	1.6
N	0K,01,02,03,04,05	N	Y	603	238	1.6
N	PK,0K,01,02,03,04,05	N	Y	666	417	1.6
N	06,07,08	N	Y	505	278	1.6
N	06,07,08	N	N	1098	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	591	364	1.6
N	06,07,08	N	Y	588	423	1.6
N	PK,0K,01,02,03,04,05	N	Y	931	401	1.6
N	09,10,11,12,XG	N	Y	171	138	1.6
N	PK,0K,01,02,03,04,05	N	Y	453	141	1.6
N	02,03,04,05	N	Y	439	167	1.6
N	PK,0K,01,02,03,04,05	N	Y	430	327	1.6
N	06,07,08	N	Y	1172	562	1.6
N	PK,0K,01,02,03,04,05	N	Y	296	237	1.6
N	09,10,11,12,XG	N	N	259	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	395	289	1.6
N	0K,01,02,03,04,05	N	N	843	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	628	302	1.6
N	PK,0K,01,02,03,04,05	N	Y	416	282	1.6
N	0K,01,02,03,04,05	N	Y	506	322	1.6
N	0K,01,02,03,04,05	N	Y	268	202	1.6
N	PK,0K,01,02,03,04,05	N	Y	691	326	1.6
N	PK,0K,01,02,03,04,05	N	Y	428	286	1.6
N	P3,0K,01,02,03,04,05	N	Y	273	251	1.6

N	06,07,08	N	N	740	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	655	358	1.6
N	09,10,11,12,XG	N	N	1565	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	386	233	1.6
N	09,10,11,12,XG	N	N	221	N/A	N/A
N	0K,01	N	Y	214	85	1.6
N	05,06,07,08	N	Y	95	82	1.6
N	PK,0K,01,02,03,04,05	N	Y	556	393	1.6
N	PK,0K,01,02,03,04,05	N	Y	688	380	1.6
N	PK,0K,01,02,03,04,05	N	Y	270	180	1.6
N	06,07,08	N	N	390	N/A	N/A
N	06,07,08	N	N	417	N/A	N/A
N	06,07,08	N	N	221	N/A	N/A
N	09,10,11,12,XG	N	N	1327	N/A	N/A
N	06,07,08	N	Y	641	405	1.6
N	PK,0K,01,02,03,04,05	N	Y	298	228	1.6
N	09,10,11,12,XG	N	N	1473	N/A	N/A
N	06,07,08	N	Y	516	377	1.6
N	0K,01,02,03,04,05	N	Y	275	130	1.6
N	PK,0K,01	N	Y	178	80	1.6
N	0K,01,02,03,04,05	N	N	883	N/A	N/A
N	0K,01,02,03,04,05	N	Y	337	233	1.6
N	09,10,11,12,XG	N	N	1237	N/A	N/A
N	02,03,04,05	N	Y	473	170	1.6
N	09,10,11,12,XG	N	Y	123	102	1.6
N	PK,0K,01,02,03,04,05	N	Y	414	293	1.6
N	PK,0K,01,02,03,04,05	N	Y	571	422	1.6
N	06,07,08	N	Y	804	553	1.6
N	09,10,11,12,XG	N	Y	1152	716	1.6
N	PK,0K,01,02,03,04,05	N	Y	596	446	1.6
N	06,07,08,09,10,11,12	N	N	521	N/A	N/A
N	0K,01,02,03,04,05	N	N	365	N/A	N/A
N	09,10,11,12,13,XG	N	N	282	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1066	563	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	648	387	1.6

N	PK,OK,01,02,03,04,05	N	N	270	N/A	N/A
N	09,10,11,12,XG	N	N	1022	N/A	N/A
N	06,07,08	N	N	361	N/A	N/A
N	OK,01,02,03,04,05	N	N	258	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	622	N/A	N/A
N	09,10,11,12,13	N	N	258	N/A	N/A
N	OK,01,02,03,04,05	N	N	102	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	736	N/A	N/A
N	06,07,08	N	N	611	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	246	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	N	38	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	318	N/A	N/A
N	06,07,08,09,10,11,12	N	N	342	N/A	N/A
N	09,10,11,12,XG	N	N	22	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	449	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	550	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	665	N/A	N/A
N	09,10,11,12,XG	N	N	525	N/A	N/A
N	06,07,08	N	N	376	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	333	N/A	N/A
N	06,07,08	N	N	611	N/A	N/A
N	09,10,11,12,XG	N	N	905	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	214	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	585	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	280	N/A	N/A
N	09,10,11,12,XG	N	Y	857	N/A	N/A
N	06,07,08	N	Y	669	N/A	N/A
N	OK,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	92	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	424	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	85	N/A	N/A
N	09,10,11,12,13	N	Y	138	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	419	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	389	N/A	N/A
N	06,07,08	N	Y	532	N/A	N/A
N	09,10,11,12,XG	N	Y	735	N/A	N/A

N	PK,0K,01,02,03,04,05	N	Y	546	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	456	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	423	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	496	N/A	N/A
N	06,07,08	N	Y	601	N/A	N/A
N	09,10,11,12,XG	N	Y	811	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	509	N/A	N/A
N	09,10,11,12,XG	N	Y	865	N/A	N/A
N	09,10,11,12,XG	N	Y	947	N/A	N/A
N	06,07,08	N	Y	706	N/A	N/A
N	06,07,08	N	Y	723	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	364	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	278	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	241	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	Y	655	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	606	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	421	N/A	N/A
N	06,07,08	N	Y	566	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	759	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	625	N/A	N/A
N	09,10,11,12,XG	N	Y	707	N/A	N/A
N	09,10,11,12,13	N	Y	151	N/A	N/A
N	01,02,03,04,05	N	Y	347	N/A	N/A
N	06,07,08	N	Y	657	N/A	N/A
N	09,10,11,12,XG	N	Y	883	N/A	N/A
N	0K,01,02,03,04,05	N	Y	402	N/A	N/A
N	PK,0K	N	Y	313	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	32	N/A	N/A
N	01,02,03,04,05	N	Y	383	N/A	N/A
N	04,05	N	Y	357	261	1.6
N	PK,0K,01,02,03	N	Y	750	587	1.6
N	06,07,08	N	Y	500	329	1.6
N	09,10,11,12,XG	N	Y	592	388	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	608	N/A	N/A
N	03,04,05,06,07,08,09,10,11,12	N	N	18	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	456	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	351	N/A	N/A
N	09,10,11,12,XG	N	N	1406	N/A	N/A
N	09,10,11,12,13	N	N	104	N/A	N/A
N	04,05,06,07,08	N	N	35	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	540	N/A	N/A
N	06,07,08	N	N	437	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	475	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	508	N/A	N/A
N	06,07,08	N	N	528	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	369	N/A	N/A
N	06,07,08	N	N	453	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	840	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	800	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	512	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	752	N/A	N/A
N	09,10,11,12,13	N	Y	206	N/A	N/A
N	09,10,11,12,XG	N	Y	865	N/A	N/A
N	09,10,11,12,XG	N	Y	788	N/A	N/A
N	P3,0K,01,02,03,04,05,06,07,08	N	Y	580	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	Y	664	N/A	N/A
N	07,08,09,10,11,12,XG	N	Y	605	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	1096	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	1115	N/A	N/A
N	09,10,11,12,XG	N	Y	805	N/A	N/A
N	0K,01,02,03,04,05	N	Y	623	380	1.6
N	06,07,08	N	Y	771	425	1.6
N	PK,0K,01,02,03,04,05	N	Y	285	176	1.6
N	09,10,11,12	N	N	395	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	399	303	1.6
N	09,10,11,12,XG	N	N	2064	N/A	N/A
N	0K,01,02,03,04,05	N	N	450	N/A	N/A
N	06,07,08,09,10,11,12	N	N	526	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	534	394	1.6
N	06,07,08	N	Y	767	428	1.6

N	09,10,11,12,XG	N	N	344	N/A	N/A
N	0K,01,02,03,04,05	N	N	386	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	550	N/A	N/A
N	0K,01,02,03,04,05	N	Y	578	336	1.6
N	09,10,11,12	N	Y	158	90	1.6
N	06,07,08,09,10,11,12,XG	N	N	1691	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	523	292	1.6
N	09,10,11,12,XG	N	Y	1532	812	1.6
N	0K,01,02,03,04,05	N	N	628	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	632	357	1.6
N	09,10,11,12	N	N	0	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	645	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	0	N/A	N/A
N	06,07,08	N	Y	377	240	1.6
N	PK,0K,01,02,03,04,05	N	Y	372	219	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	N	359	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	130	130	1.6
N	06,07,08	N	N	303	N/A	N/A
N	06,07,08	N	Y	375	240	1.6
N	PK,0K,01,02,03,04,05	N	Y	221	154	1.6
N	06,07,08	N	Y	700	430	1.6
N	PK,0K,01,02,03,04,05	N	N	273	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	291	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	442	N/A	N/A
N	0K,01,02,03,04,05	N	Y	541	334	1.6
N	11,12	N	N	103	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	198	N/A	N/A
N	06,07,08	N	Y	783	437	1.6
N	09,10,11,12,XG	N	N	1348	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	454	320	1.6
N	PK,0K,01,02,03,04,05	N	Y	596	379	1.6
N	PK,0K,01,02,03,04,05	N	N	384	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	697	N/A	N/A
N	09,10,11,12,XG	N	N	1824	N/A	N/A
N	06,07,08	N	N	765	N/A	N/A

N	PK,0K,01,02,03,04,05	N	Y	278	189	1.6
N	09,10,11,12,XG	N	Y	1339	698	1.6
N	PK,0K,01,02,03,04,05	N	N	461	N/A	N/A
N	06,07,08	N	N	641	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	660	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	213	191	1.6
N	PK,0K,01,02,03,04,05	N	N	507	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	325	239	1.6
N	PK,0K,01,02,03,04,05	N	Y	274	206	1.6
N	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	470	N/A	N/A
N	09,10,11,12	N	Y	247	99	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	621	290	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10	N	Y	635	491	1.6
Y	0K,01,02,03,04,05,06,07,08	N	Y	218	167	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	412	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	701	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	Y	605	222	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	1355	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	Y	225	225	1.6
Y	09,10,11,12	N	Y	562	55	1.6
Y	0K,01,02,03,04,05,06,07,08	N	Y	404	360	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	390	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N				
Y	0K,01,02,06,07,08	N	Y	293	174	1.6
Y	06,07,08,09,10	N	N	319	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	554	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	555	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	228	N/A	N/A
N	09,10,11,12,13,XG	N	Y	188	N/A	N/A
N	09,10,11,12,XG	N	Y	213	N/A	N/A
N	06,07,08	N	Y	129	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	204	N/A	N/A
N	06,07,08	N	Y	310	N/A	N/A
N	06,07,08	N	Y	309	N/A	N/A
N	06,07,08	N	Y	305	N/A	N/A

N	09,10,11,12,XG	N	Y	752	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	377	N/A	N/A
N	09,10,11,12,XG	N	Y	493	N/A	N/A
N	0K,01,02,03,04,05,06,07,08	N	Y	560	N/A	N/A
N	09,10,11	N	Y	70	N/A	N/A
Y	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	904	640	1.6
N	PK,0K,01,02,03,04,05	N	Y	374	N/A	N/A
N	09,10,11,12	N	N	1189	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	361	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	409	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	635	N/A	N/A
N	09,10,11,12	N	Y	644	N/A	N/A
N	09,10,11,12	N	N	0	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	530	N/A	N/A
N	09,10,11,12,XG	N	Y	132	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	56	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	775	N/A	N/A
N	06,07,08	N	N	1162	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	253	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	392	N/A	N/A
N	09,10,11,12	N	N	285	N/A	N/A
N	09,10,11,12	N	N	1652	N/A	N/A
N	06,07,08	N	Y	766	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	498	N/A	N/A
N	06,07,08	N	Y	825	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	490	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	592	N/A	N/A
N	09,10,11,12	N	N	1473	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	535	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	27	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	548	N/A	N/A
N	06,07,08	N	N	909	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	0	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	415	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	336	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	558	N/A	N/A
N	06,07,08	N	N	797	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	619	N/A	N/A
N	06,07,08	N	N	713	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	237	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	794	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	8	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	613	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	395	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	594	N/A	N/A
N	06,07,08	N	N	829	N/A	N/A
N	06,07,08,09,10	N	Y	137	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	824	N/A	N/A
N	06,07,08	N	N	831	N/A	N/A
N	11,12	N	N	106	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	543	N/A	N/A
N	06,07,08	N	Y	662	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	422	N/A	N/A
N	09,10,11,12,XG	N	N	1429	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	711	N/A	N/A
N	09,10,11,12	N	Y	1043	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	462	N/A	N/A
N	06,07,08	N	Y	889	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	408	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	575	N/A	N/A
N	06,07,08,09,10	N	Y	687	N/A	N/A
N	09,10,11,12	N	Y	1488	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	392	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	424	N/A	N/A
N	06,07,08	N	Y	380	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	597	N/A	N/A
N	09,10,11,12	N	N	2122	N/A	N/A
N	09,10,11,12	N	N	1669	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	474	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	726	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	645	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	496	N/A	N/A
N	06,07,08	N	N	819	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	476	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	511	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	782	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	16	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	451	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	767	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	684	N/A	N/A
N	09,10,11,12,XG	N	Y	727	N/A	N/A
N	06,07,08	N	Y	642	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	520	N/A	N/A
N	09,10,11,12	N	N	2327	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	541	N/A	N/A
N	06,07,08	N	Y	748	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	370	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	636	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	450	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	761	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	620	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	620	N/A	N/A
Y	0K,01,02,03,04,05	N	Y	249	245	1.6
N	PK,0K,01,02,03,04,05	N	N	573	N/A	N/A
N	09,10,11,12,XG	N	N	795	N/A	N/A
N	06,07,08	N	N	612	N/A	N/A
N	06,07,08	N	N	523	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	492	N/A	N/A
N	09,10,11,12,13,XG	N	N	177	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	532	N/A	N/A
N	09,10,11,12,XG	N	N	1120	N/A	N/A
N	06,07,08	N	N	246	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	309	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	417	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	411	N/A	N/A

N	09,10,11,12,XG	N	N	480	N/A	N/A
N	06,07,08	N	N	405	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	356	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	406	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	Y	414	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10	N	N	600	86	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	2324	349	1.6
N	09,10,11,12,XG	N	N	1149	N/A	N/A
N	02,03,04,05	N	N	685	N/A	N/A
N	06,07,08	N	N	744	N/A	N/A
N	03,04,05	N	Y	409	273	1.6
N	09,10,11,12,XG	N	N	476	N/A	N/A
N	09,10,11,12,13,XG	N	N	141	N/A	N/A
N	PK,0K,01,02	N	Y	422	283	1.6
N	04,05	N	N	198	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	533	331	1.6
N	09,10,11,12	N	N	112	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	633	376	1.6
N	PK,0K,01,02,03,04,05	N	N	260	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	363	234	1.6
N	09,10,11,12,XG	N	N	413	N/A	N/A
N	PK,0K,01,02,03	N	N	377	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	Y	158	137	1.6
N	PK,0K,01,02,03,04,05	N	N	477	N/A	N/A
N	09,10,11,12,XG	N	N	833	N/A	N/A
N	06,07,08	N	N	908	N/A	N/A
N	09,10,11,12,XG	N	N	738	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	308	225	1.6
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	172	N/A	N/A
N	09,10,11,12,XG	N	N	929	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	526	310	1.6
N	06,07,08	N	Y	634	418	1.6
N	09,10,11,12,XG	N	N	446	N/A	N/A
N	0K,01,02,03,04,05	N	N	358	N/A	N/A
N	06,07,08	N	N	785	N/A	N/A

N	09,10,11,12,XG	N	N	939	N/A	N/A
N	PK,0K,01	N	N	335	N/A	N/A
N	06,07,08	N	N	408	N/A	N/A
N	03,04,05	N	N	334	N/A	N/A
N	06,07,08	N	Y	517	316	1.6
N	PK,0K,01,02,03,04,05	N	Y	407	297	1.6
N	0K,01,02,03,04,05	N	N	404	N/A	N/A
N	0K,01,02,03,04,05	N	N	178	N/A	N/A
N	06,07,08	N	N	542	N/A	N/A
N	0K,01,02,03,04,05	N	N	505	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	316	182	1.6
N	09,10,11,12,XG	N	N	995	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	479	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	876	522	1.6
N	PK,0K,01,02,03,04,05	N	N	501	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	411	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	514	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	548	384	1.6
N	09,10,11,12,XG	N	N	810	N/A	N/A
N	06,07,08	N	Y	831	511	1.6
N	PK,0K,01,02	N	Y	323	152	1.6
N	06,07,08	N	N	662	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	308	197	1.6
N	PK,0K,01,02,03,04,05	N	N	629	N/A	N/A
N	06,07,08	N	N	607	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	479	343	1.6
N	06,07,08	N	Y	423	298	1.6
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	378	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1907	959	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1680	409	1.6
Y	0K,01,02,03,04,05,06,07,08	N	Y	254	232	1.6
Y	0K,01,02,03,04,05,06,07,08,09	N	Y	592	225	1.6
N	0K,01,02,03,04,05	N	N	241	N/A	N/A
N	06,07,08	N	N	337	N/A	N/A
N	09,10,11,12,XG	N	N	468	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	231	N/A	N/A
N	0K,01,02,03,04,05	N	N	180	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	535	N/A	N/A
N	PK,09,10,11,12,XG	N	Y	364	N/A	N/A
N	06,07,08	N	Y	257	N/A	N/A
N	06,07,08	N	N	416	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	458	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	330	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	72	N/A	N/A
N	06,07,08	N	Y	485	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	226	N/A	N/A
N	09,10,11,12,XG	N	Y	597	N/A	N/A
N	09,10,11,12,13	N	Y	222	N/A	N/A
N	09,10,11,12,XG	N	Y	555	N/A	N/A
N	0K,01,02,03,04,05	N	Y	491	N/A	N/A
N	06,07,08	N	Y	494	N/A	N/A
N	09,10,11,12,XG	N	Y	670	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	330	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	341	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	446	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	258	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1080	216	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	813	247	1.6
N	09,10,11,12,XG	N	Y	738	N/A	N/A
N	06,07,08	N	Y	683	N/A	N/A
N	09,10,11,12,13	N	Y	149	N/A	N/A
N	04,05	N	Y	364	N/A	N/A
N	0K,01	N	Y	385	N/A	N/A
N	02,03	N	Y	347	N/A	N/A
N	03,04,05,06,07,08,09,10,11,12	N	N	0	N/A	N/A
N	0K,01,02,03,04,05,06,07,08	N	N	523	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	521	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	406	270	1.6
N	PK,0K,01,02,03,04,05	N	Y	491	366	1.6
N	05,06,07,08	N	Y	399	181	1.6

N	06,07,08	N	Y	605	431	1.6
N	06,07,08	N	Y	703	489	1.6
N	09,10,11,12,XG	N	Y	713	472	1.6
N	PK,0K,01,02,03,04,05	N	Y	382	282	1.6
N	06,07,08	N	Y	535	334	1.6
N	PK,0K,01,02,03,04,05	N	Y	520	405	1.6
N	0K,01,02,03,04,05	N	Y	256	190	1.6
N	PK,0K,01,02,03,04,05	N	Y	509	379	1.6
N	0K,01,02,03,04,05	N	N	316	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	295	N/A	N/A
N	06,07,08	N	N	237	N/A	N/A
N	0K,01,02,03,04,05	N	N	497	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	592	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	480	399	1.6
N	09,10,11,12,XG	N	Y	1484	1042	1.6
N	09,10,11,12,XG	N	N	1222	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	193	90	1.6
N	PK,0K,01,02,03,04,05	N	Y	457	367	1.6
N	PK,0K,01,02,03,04,05	N	Y	516	400	1.6
N	06,07,08	N	Y	543	391	1.6
N	PK,0K,01,02,03,04,05	N	N	638	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	239	169	1.6
N	PK,0K,01,02,03,04,05	N	Y	318	236	1.6
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	144	99	1.6
N	PK,0K,01,02,03,04,05	N	N	572	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	221	191	1.6
N	0K,01,02,03,04,05	N	N	394	N/A	N/A
N	11,12,XG	N	N	81	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	N	535	N/A	N/A
N	09,10,11,12,XG	N	N	1918	N/A	N/A
N	09,10,11,12,XG	N	N	194	N/A	N/A
N	06,07,08	N	Y	748	488	1.6
N	03,04,05,06,07,08,09,10,11,12	N	Y	484	180	1.6
N	09,10,11,12,13,XG	N	N	167	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	612	413	1.6

N	09,10,11,12,13,XG	N	N	264	N/A	N/A
N	06,07,08	N	Y	656	512	1.6
N	09,10,11,12,XG	N	Y	1109	690	1.6
N	09,10,11,12,XG	N	N	111	N/A	N/A
N	09,10,11,12,13,XG	N	N	189	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	533	403	1.6
N	PK,0K,01,02,03,04,05	N	Y	543	328	1.6
N	06,07,08	N	Y	417	305	1.6
N	PK,0K,01,02,03,04,05	N	Y	438	265	1.6
N	06,07,08	N	N	952	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	710	423	1.6
N	0K,01,02,03,04,05	N	N	554	N/A	N/A
N	0K,01,02,03,04,05,06,07,08	N	Y	399	289	1.6
N	PK,0K,01,02,03,04,05	N	Y	686	372	1.6
N	PK,0K,01,02,03,04,05	N	Y	253	174	1.6
N	06,07,08	N	N	761	N/A	N/A
N	0K,01,02,03,04,05	N	Y	274	222	1.6
N	06,07,08	N	N	906	N/A	N/A
N	04,05,06,07,08	N	N	627	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	486	N/A	N/A
N	0K,01,02,03,04,05	N	Y	221	145	1.6
N	0K,01,02,03,04,05,06,07,08	N	Y	68	47	1.6
N	09,10,11,12,XG	N	Y	73	50	1.6
N	06,07,08	N	N	965	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	338	193	1.6
N	PK,0K,01,02,03,04,05	N	Y	472	307	1.6
N	06,07,08	N	N	629	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	111	73	1.6
N	PK,0K,01,02,03,04,05	N	N	484	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	499	340	1.6
N	P2,0K,01,02,03,04,05	N	Y	526	326	1.6
N	P3,0K,01,02,03,04,05	N	Y	303	227	1.6
N	0K,01,02,03,04,05	N	N	261	N/A	N/A
N	09,10,11,12,XG	N	N	152	N/A	N/A
N	09,10,11,12,XG	N	Y	971	589	1.6

N	0K,01,02,03,04,05	N	N	633	N/A	N/A
N	06,07,08	N	Y	785	474	1.6
N	06,07,08	N	N	797	N/A	N/A
N	09,10,11,12,XG	N	N	1372	N/A	N/A
N	09,10,11,12,XG	N	N	2000	N/A	N/A
N	0K,01,02,03,04,05	N	N	682	N/A	N/A
N	06,07,08	N	N	961	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	490	366	1.6
N	PK,0K,01,02,03,04,05	N	Y	394	305	1.6
N	PK,0K,01,02,03,04,05	N	N	709	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	535	411	1.6
N	09,10,11,12,XG	N	N	1764	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	256	219	1.6
N	PK,0K,01,02,03,04,05	N	Y	276	218	1.6
N	PK,0K,01,02,03,04,05	N	N	598	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	449	N/A	N/A
N	09,10,11,12,XG	N	N	1353	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	508	286	1.6
N	PK,0K,01,02,03,04,05	N	Y	727	593	1.6
N	06,07,08,09,10,11,12,XG	N	Y	37	30	1.6
N	06,07,08,09,10,11,12,XG	N	Y	23	23	1.6
N	PK,0K,01,02,03,04,05	N	N	550	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	469	327	1.6
N	PK,0K,01,02,03,04,05	N	N	326	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	612	403	1.6
N	09,10,11,12,XG	N	Y	1389	918	1.6
N	09,10,11,12,XG	N	N	225	N/A	N/A
N	09,10,11,12,XG	N	N	1284	N/A	N/A
N	06,07,08	N	N	834	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	247	N/A	N/A
N	09,10,11,12,XG	N	N	939	N/A	N/A
N	0K,01,02,03,04,05	N	N	812	N/A	N/A
N	09,10,11,12,XG	N	N	1676	N/A	N/A
N	06,07,08	N	N	1099	N/A	N/A
N	P2,0K,01,02,03,04,05	N	N	439	N/A	N/A

N	09,10,11,12,XG	N	N	188	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	454	N/A	N/A
N	0K,01,02,03,04,05	N	N	570	N/A	N/A
N	P3,0K,01,02,03,04,05	N	Y	513	371	1.6
N	PK,0K,01,02,03,04,05	N	Y	418	264	1.6
N	09,10,11,12,XG	N	N	204	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	532	412	1.6
N	PK,0K,01,02,03,04,05	N	Y	246	189	1.6
N	PK,0K,01,02,03,04,05	N	Y	303	236	1.6
N	09,10,11,12,XG	N	N	295	N/A	N/A
N	06,07,08	N	Y	430	299	1.6
N	09,10,11,12,XG	N	N	1448	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	207	166	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	766	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	Y	501	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1258	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	1238	919	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1345	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	869	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	775	N/A	N/A
Y	09,10,11,12	N	N	405	154	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	684	N/A	N/A
Y	0K,01,02,03,04,05,06,07	N	N	419	346	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	350	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	719	N/A	N/A
Y	0K,01,02,03,04,05,06,07	N	N	566	N/A	N/A
Y	03,04,05	N				
N	PK,0K,01,02,03,04,05	N	Y	141	124	1.6
N	PK,0K,01,02,03,04,05	N	Y	150	117	1.6
N	06,07,08	N	Y	214	166	1.6
N	PK,0K,01,02,03,04,05	N	Y	245	186	1.6
N	PK,0K,01,02,03,04,05	N	Y	164	124	1.6
N	PK,0K,01,02,03,04,05	N	Y	199	167	1.6
N	09,10,11,12,XG	N	Y	318	249	1.6
N	PK,0K,01,02,03,04,05	N	Y	141	102	1.6

N	09,10,11,12,XG	N	Y	207	187	1.6
N	06,07,08	N	Y	274	216	1.6
N	09,10,11,12	N	Y	124	68	1.6
N	PK,0K,01,02,03,04,05	N	Y	534	N/A	N/A
N	06,07,08	N	Y	621	N/A	N/A
N	09,10,11,12	N	Y	760	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	598	N/A	N/A
N	09,10,11,12,13	N	Y	118	N/A	N/A
N	09,10,11,12,13	N	Y	123	52	1.6
N	PK,0K,01,02,03,04,05	N	Y	246	196	1.6
N	09,10,11,12,XG	N	Y	119	86	1.6
N	06,07,08	N	Y	185	142	1.6
Y	0K,01,02,03,04,05,06,07,08	N	Y	577	444	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	406	229	1.6
N	PK,0K,01,02	N	Y	530	N/A	N/A
N	PK,03,04,05	N	Y	322	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	984	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	525	N/A	N/A
N	0K,01,02,03,04,05	N	N	228	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	665	N/A	N/A
N	06,07,08	N	Y	599	N/A	N/A
N	06,07,08	N	Y	406	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	563	N/A	N/A
N	09,10,11,12,13	N	N	127	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	774	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	131	N/A	N/A
N	09,10,11,12,XG	N	N	1333	N/A	N/A
N	06,07,08	N	Y	1018	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	471	N/A	N/A
N	0K,01,02,03,04,05	N	N	918	N/A	N/A
N	06,07,08	N	N	858	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	594	N/A	N/A
N	0K,01,02,03,04,05	N	N	103	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	636	N/A	N/A
N	PK,0K,01,02	N	Y	326	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	942	N/A	N/A
N	06,07,08	N	N	787	N/A	N/A
N	09,10,11,12,XG	N	N	1821	N/A	N/A
N	03,04,05	N	Y	445	N/A	N/A
N	09,10,11,12,XG	N	Y	1169	N/A	N/A
N	09,10,11,12,XG	N	N	1281	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	118	N/A	N/A
N	06,07,08	N	N	815	N/A	N/A
Y	0K,01,02,03,04,05					
Y	0K,01,02,03,04,05,06	N	N	154	51	1.6
N	0K,01,02,03,04,05	N	Y	525	N/A	N/A
N	06,07,08	N	Y	235	N/A	N/A
N	06,07,08	N	Y	459	N/A	N/A
N	09,10,11,12	N	Y	68	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	520	N/A	N/A
N	0K,01,02,03,04,05	N	Y	183	N/A	N/A
N	09,10,11,12,13	N	N	171	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	478	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	352	N/A	N/A
N	0K,01,02,03,04,05	N	Y	441	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	202	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	311	N/A	N/A
N	09,10,11,12,XG	N	Y	877	N/A	N/A
N	09,10,11,12,XG	N	Y	880	N/A	N/A
N	06,07,08	N	Y	722	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11	N	Y	695	N/A	N/A
N	06,07,08	N	N	813	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	316	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	443	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	476	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	382	N/A	N/A
N	09,10,11,12,XG	N	N	903	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	426	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	307	N/A	N/A
N	06,07,08	N	N	706	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	462	N/A	N/A
N	0K,01,02,03,04,05	N	N	327	N/A	N/A
N	09,10,11,12,XG	N	N	755	N/A	N/A
N	06,07,08	N	N	512	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	468	N/A	N/A
N	0K,01,02,03,04,05	N	N	576	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	595	N/A	N/A
N	09,10,11,12,XG	N	N	1048	N/A	N/A
N	06,07,08	N	N	804	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	N	144	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	425	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	418	N/A	N/A
N	09,10,11,12,XG	N	N	1044	N/A	N/A
N	09,10,11,12,13	N	N	197	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	198	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10	N	N	520	223	1.6
N	04,05	N	Y	223	201	1.6
N	PK,0K,01,02,03	N	Y	589	478	1.6
N	06,07,08	N	Y	544	442	1.6
N	09,10,11,12,XG	N	Y	559	487	1.6
N	09,10,11,12,13	N	Y	168	65	1.6
N	PK,0K,01,02,03,04,05	N	Y	348	259	1.6
N	09,10,11,12	N	Y	74	40	1.6
N	PK,0K,01,02,03,04,05	N	Y	684	303	1.6
N	09,10,11,12,XG	N	Y	1929	938	1.6
N	0K,01,02,03,04,05	N	Y	301	194	1.6
N	06,07,08	N	Y	569	353	1.6
N	PK,0K,01,02,03,04,05	N	Y	629	339	1.6
N	PK,0K,01,02,03,04,05	N	Y	363	278	1.6
N	06,07,08	N	Y	797	376	1.6
N	PK,0K,01,02,03,04,05	N	Y	489	297	1.6
N	PK,0K,01,02,03,04,05	N	Y	616	144	1.6
N	06,07,08,09,10,11,12	N	Y	98	78	1.6
N	PK,0K,01,02,03,04,05	N	Y	724	372	1.6
N	PK,0K,01,02,03,04,05	N	Y	580	345	1.6

N	06,07,08	N	Y	635	308	1.6
N	09,10,11,12,13	N	Y	434	144	1.6
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	294	198	1.6
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	153	68	1.6
N	09,10,11,12,13,XG	N	Y	34	18	1.6
N	09,10,11,12,13	N	N	253	N/A	N/A
N	06,07,08	N	N	547	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	N	121	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	507	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	386	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	704	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	461	N/A	N/A
N	09,10,11,12,13	N	N	222	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	376	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	30	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	686	N/A	N/A
N	06,07,08	N	N	358	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	349	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	134	N/A	N/A
N	09,10,11,12,XG	N	N	1932	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	689	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	689	N/A	N/A
N	06,07,08	N	N	605	N/A	N/A
N	06,07,08	N	N	631	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	387	N/A	N/A
N	09,10,11,12,XG	N	N	887	N/A	N/A
N	06,07,08	N	N	490	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	299	N/A	N/A
N	06,07,08	N	N	555	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	147	N/A	N/A
N	06,07,08	N	N	395	N/A	N/A
N	09,10,11,12,XG	N	N	839	N/A	N/A
N	09,10,11,12,13	N	N	250	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	238	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	737	N/A	N/A

N	09,10,11,12,XG	N	N	1660	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	527	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	722	N/A	N/A
N	06,07,08	N	N	413	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	222	N/A	N/A
N	09,10,11,12,XG	N	N	787	N/A	N/A
N	06,07,08	N	N	540	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	608	N/A	N/A
N	03,04,05	N	N	623	N/A	N/A
N	09,10,11,12	N	N	0	N/A	N/A
N	03,04,05	N	N	669	N/A	N/A
N	06,07,08	N	N	659	N/A	N/A
N	09,10,11,12,XG	N	N	1940	N/A	N/A
N	0K,01,02	N	N	432	N/A	N/A
N	PK,0K,01,02	N	N	402	N/A	N/A
N	06,07,08	N	N	653	N/A	N/A
N	PK,0K,01,02	N	N	371	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	825	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	Y	92	58	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1920	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1528	555	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	626	227	1.6
N	07,08,09,10,11,12,13	N	N	127	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	622	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	782	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	N	169	N/A	N/A
N	09,10,11,12,13	N	N	98	N/A	N/A
N	05,06,07,08,09,10,11,12	N	Y	70	59	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	N	462	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	347	N/A	N/A
N	09,10,11,12,XG	N	N	837	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	300	106	1.6
Y	06,07,08	N	N	59	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	647	349	1.6
N	05,06,07,08	N	Y	495	258	1.6

N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	158	74	1.6
N	09,10,11,12,XG	N	N	1902	N/A	N/A
N	09,10,11,12,13	N	Y	196	62	1.6
N	PK,0K,01,02,03,04,05	N	Y	768	317	1.6
N	09,10,11,12,XG	N	N	1824	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	875	N/A	N/A
N	06,07,08	N	Y	940	234	1.6
N	PK,0K,01,02,03,04,05	N	Y	485	222	1.6
N	PK,0K,01,02,03,04,05	N	Y	577	240	1.6
N	09,10,11,12,XG	N	N	2148	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	630	217	1.6
N	PK,0K,01,02,03,04,05	N	Y	530	200	1.6
N	PK,0K,01,02,03,04,05	N	Y	1070	523	1.6
N	06,07,08	N	Y	479	247	1.6
N	PK,0K,01,02,03,04,05	N	Y	417	219	1.6
N	06,07,08	N	Y	598	289	1.6
N	PK,0K,01,02,03,04,05	N	Y	480	247	1.6
N	PK,0K,01,02,03,04,05	N	Y	927	344	1.6
N	06,07,08	N	Y	766	250	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	598	273	1.6
N	06,07,08	N	Y	1236	355	1.6
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	579	251	1.6
N	09,10,11,12,13,XG	N	Y	267	54	1.6
N	09,10,11,12,XG	N	Y	599	319	1.6
N	PK,0K,01,02,03,04,05	N	Y	380	175	1.6
N	PK,0K,01,02,03,04,05	N	N	639	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	737	354	1.6
N	06,07,08,09,10,11,12,XG	N	Y	1011	392	1.6
N	PK,0K,01,02,03,04,05	N	Y	971	226	1.6
N	PK,0K,01,02,03,04,05	N	Y	837	203	1.6
N	06,07,08	N	Y	957	276	1.6
N	06,07,08	N	Y	228	86	1.6
N	PK,0K,01,02,03,04,05	N	Y	788	275	1.6
N	PK,0K,01,02,03,04,05	N	Y	790	478	1.6
N	06,07,08	N	Y	370	232	1.6

N	PK,OK,01,02,03,04,05	N	Y	448	290	1.6
N	06,07,08	N	Y	510	296	1.6
N	09,10,11,12,XG	N	Y	1430	686	1.6
N	09,10,11,12,XG	N	Y	1259	552	1.6
N	PK,OK,01,02,03,04,05	N	Y	465	276	1.6
N	09,10,11,12,XG	N	Y	1421	366	1.6
N	PK,OK,01,02,03,04,05	N	Y	539	267	1.6
N	PK,OK,01,02,03,04,05	N	Y	1047	319	1.6
N	06,07,08	N	Y	756	248	1.6
N	06,07,08	N	Y	582	223	1.6
N	PK,OK,01,02,03,04,05	N	Y	1017	345	1.6
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	864	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	N	687	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08,09,10,11	N	N	1867	417	1.6
N	PK,OK,01,02,03,04,05	N	Y	105	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	99	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	116	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	139	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	Y	530	N/A	N/A
N	OK,01,02,03,04,05	N	Y	486	233	1.6
N	06,07,08,09,10,11,12,XG	N	Y	66	46	1.6
N	PK,OK,01,02,03,04,05	N	Y	479	311	1.6
N	OK,01,02,03,04,05	N	Y	483	288	1.6
N	06,07,08	N	N	533	N/A	N/A
N	PK,OK,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	108	68	1.6
N	OK,01,02,03,04,05	N	Y	553	335	1.6
N	09,10,11,12,13	N	N	284	N/A	N/A
N	09,10,11,12,XG	N	N	1502	N/A	N/A
N	OK,01,02,03,04,05	N	Y	545	305	1.6
N	06,07,08	N	N	809	N/A	N/A
N	09,10,11,12,XG	N	N	1177	N/A	N/A
N	OK,01,02,03,04,05	N	N	533	N/A	N/A
N	OK,01,02,03,04,05	N	Y	406	217	1.6
N	06,07,08	N	N	608	N/A	N/A
N	OK,01,02,03,04,05	N	Y	578	393	1.6

Y	06,07,08,09,10,11,12	N	N	523	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	Y	472	247	1.6
Y	06,07,08,09,10,11	N	N	268	81	1.6
N	PK,0K,01,02,03,04,05	N	Y	442	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	840	N/A	N/A
N	06,07,08	N	Y	543	N/A	N/A
N	09,10,11,12,XG	N	Y	717	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	481	N/A	N/A
N	09,10,11,12,13	N	Y	213	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	61	N/A	N/A
N	0K,01,02,03,04,05	N	Y	388	N/A	N/A
N	09,10,11,12,XG	N	Y	980	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	423	N/A	N/A
N	0K,01,02,03,04,05	N	Y	476	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	441	N/A	N/A
N	06,07,08	N	Y	463	N/A	N/A
N	09,10,11,12,XG	N	Y	770	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	194	N/A	N/A
N	0K,01,02,03,04,05	N	Y	243	N/A	N/A
N	06,07,08	N	Y	579	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	Y	157	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	46	32	1.6
N	PK,0K,01,02,03,04,05	N	Y	391	274	1.6
N	PK,0K,01,02,03,04,05	N	N	549	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	403	251	1.6
N	09,10,11,12,XG	N	N	1028	N/A	N/A
N	06,07,08	N	N	746	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	384	211	1.6
N	NG	N	N	0	N/A	N/A
N	09,10,11,12,XG	N	N	805	N/A	N/A
N	06,07,08	N	Y	563	343	1.6
N	PK,0K,01,02,03,04,05	N	Y	299	183	1.6
N	PK,0K,01,02,03,04,05	N	Y	414	227	1.6
N	PK,0K,01,02,03,04,05	N	Y	364	211	1.6
N	09,10,11,12,XG	N	N	1045	N/A	N/A

N	PK,0K,01,02	N	N	308	N/A	N/A
N	03,04,05	N	N	315	N/A	N/A
N	06,07,08	N	N	775	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	664	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	287	165	1.6
N	PK,0K,01,02,03,04,05	N	N	659	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	334	152	1.6
N	09,10,11,12,XG	N	N	725	N/A	N/A
N	06,07,08	N	Y	547	294	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	2275	398	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	427	128	1.6
N	PK,0K,01,02,03,04	N	N	350	N/A	N/A
N	0K,01,02,03,04	N	Y	359	N/A	N/A
N	09,10,11,12,XG	N	N	991	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	349	N/A	N/A
N	PK,0K,01,02,03,04	N	N	378	N/A	N/A
N	09,10,11,12,13,XG	N	N	114	N/A	N/A
N	07,08	N	N	600	N/A	N/A
N	05,06	N	N	575	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	85	N/A	N/A
N	PK,0K,01,02,03,04	N	N	471	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	36	N/A	N/A
N	09,10,11,12,XG	N	Y	113	N/A	N/A
N	0K,01,02,03,04,05	N	N	345	N/A	N/A
N	0K,01,02,03,04,05	N	Y	141	N/A	N/A
N	09,10,11,12,13	N	N	234	N/A	N/A
N	09,10,11,12,XG	N	N	400	N/A	N/A
N	06,07,08	N	N	451	N/A	N/A
N	0K,01,02,03,04,05	N	N	498	N/A	N/A
N	09,10,11,12	N	N	9	N/A	N/A
N	PK,0K,01,02	N	Y	376	285	1.6
N	03,04,05	N	Y	274	187	1.6
N	PK,0K,01,02,03,04,05	N	Y	316	226	1.6
N	PK,0K,01,02,03,04,05	N	Y	209	110	1.6
N	06,07,08	N	Y	199	142	1.6

N	09,10,11,12,XG	N	Y	224	184	1.6
N	0K,01,02,03,04,05	N	Y	221	102	1.6
N	09,10,11,12,XG	N	Y	437	317	1.6
N	06,07,08	N	Y	372	259	1.6
Y	06,07,08,09,10,11,12	N	N	449	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	256	N/A	N/A
N	06,07,08	N	N	466	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	397	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	334	N/A	N/A
N	09,10,11,12,13	N	N	111	N/A	N/A
N	09,10,11,12,13	N	N	226	N/A	N/A
N	06,07,08,09,10,11,12	N	N	129	N/A	N/A
N	09,10,11,12,XG	N	N	1335	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	323	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	199	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	288	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	288	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	346	N/A	N/A
N	06,07,08	N	N	617	N/A	N/A
N	06,07,08	N	N	190	N/A	N/A
N	0K,01,02,03,04,05	N	Y	779	460	1.6
N	06,07,08	N	Y	951	550	1.6
N	09,10,11,12,XG	N	N	3521	348	1.6
N	0K,01,02,03,04,05,06,07,08	N	Y	785	385	1.6
N	0K,01,02,03,04,05,06,07,08	N	N	1131	120	1.6
N	06,07,08	N	Y	791	418	1.6
N	0K,01,02,03,04,05,06,07,08	N	N	595	191	1.6
N	PK,0K,01,02,03,04,05	N	Y	273	196	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	348	249	1.6
N	09,10,11,12,XG	N	N	2488	356	1.6
N	06,07,08	N	N	1333	216	1.6
N	PK,0K,01,02,03,04,05	N	N	794	181	1.6
N	0K,01,02,03,04,05	N	Y	496	221	1.6
N	06,07,08	N	Y	725	421	1.6
N	PK,0K,01,02,03,04,05	N	Y	807	479	1.6

N	PK,OK,01,02,03,04,05,06,07,08	N	Y	454	258	1.6
N	OK,01,02,03,04,05	N	N	627	100	1.6
N	09,10,11,12	N	N	1655	564	1.6
N	PK,OK,01,02,03,04,05	N	N	793	203	1.6
N	PK,OK,01,02,03,04,05	N	N	668	358	1.6
N	06,07,08	N	N	1078	285	1.6
N	11,12,13,XG	N	N	201	73	1.6
N	OK,01,02	N	Y	344	164	1.6
N	PK,OK,01,02,03,04,05,06	N	N	307	32	1.6
N	PK,OK,01,02,03,04,05	N	Y	488	251	1.6
N	06,07,08,09,10,11,12,XG	N	Y	909	499	1.6
N	OK,01,02,03,04,05,06,07,08	N	N	774	234	1.6
N	06,07,08	N	N	1488	179	1.6
N	OK,01,02,03,04,05	N	N	585	138	1.6
N	03,04,05	N	Y	326	148	1.6
N	06,07,08	N	Y	617	367	1.6
N	PK,OK,01,02,03,04,05	N	Y	655	389	1.6
N	06,07,08	N	N	982	295	1.6
N	OK,01,02,03,04,05,06,07,08	N	N	1176	103	1.6
N	09,10,11,12,XG	N	N	1802	653	1.6
N	PK,OK,01,02,03,04,05	N	Y	721	471	1.6
N	09,10,11,12,XG	N	Y	148	69	1.6
N	OK,01,02,03,04,05	N	Y	548	314	1.6
N	OK,01,02,03,04,05,06,07,08	N	Y	372	287	1.6
N	03,04,05	N	N	282	42	1.6
N	OK,01,02,03,04,05	N	Y	498	351	1.6
N	PK,OK,01,02,03,04,05	N	Y	750	375	1.6
N	PK,OK,01,02,03,04,05,06,07,08	N	Y	279	192	1.6
N	09,10,11,12,XG	N	Y	2317	998	1.6
N	OK,01,02,03,04,05	N	N	345	93	1.6
N	06,07,08	N	Y	836	463	1.6
N	OK,01,02,03,04,05	N	N	716	68	1.6
N	OK,01,02,03,04,05	N	N	881	78	1.6
N	OK,01,02,03,04,05	N	Y	417	249	1.6
N	PK,OK,01,02,03,04,05	N	N	727	156	1.6

N	09,10,11,12,XG	N	Y	284	145	1.6
N	0K,01,02,03,04,05	N	N	606	68	1.6
N	06,07,08	N	N	1085	360	1.6
N	09,10,11,12,XG	N	Y	1707	927	1.6
N	PK,0K,01,02,03,04,05	N	Y	587	338	1.6
N	06,07,08	N	N	1254	465	1.6
N	11,12,13,XG	N	N	155	26	1.6
N	09,10,11,12,XG	N	Y	1184	832	1.6
N	PK,0K,01,02,03,04,05	N	N	798	113	1.6
N	PK,0K,01,02,03,04,05	N	Y	827	523	1.6
N	PK,0K,01,02,03,04,05	N	N	408	224	1.6
N	PK,0K,01,02,03,04,05	N	Y	672	428	1.6
N	0K,01,02,03,04,05	N	N	463	135	1.6
N	PK,0K,01,02,03,04,05	N	Y	980	611	1.6
N	PK,0K,01,02,03,04,05,06	N	N	315	53	1.6
N	PK,0K,01,02,03,04,05	N	Y	403	278	1.6
N	09,10,11,12,XG	N	N	1708	640	1.6
N	PK,0K,01,02,03,04,05	N	Y	596	372	1.6
N	PK,0K,01,02,03,04,05	N	Y	439	239	1.6
N	0K,01,02,03,04,05	N	N	893	154	1.6
N	PK,0K,01,02,03,04,05	N	Y	847	357	1.6
N	PK,0K,01,02,03,04,05	N	Y	931	537	1.6
N	PK,0K,01,02,03,04	N	Y	469	267	1.6
N	09,10,11,12,XG	N	Y	1951	814	1.6
N	06,07,08	N	Y	746	449	1.6
N	05,06,07,08	N	Y	721	424	1.6
N	06,07,08	N	N	1336	133	1.6
N	PK,0K,01,02,03,04,05	N	Y	707	399	1.6
N	0K,01,02,03,04,05	N	N	826	126	1.6
N	06,07,08	N	Y	961	447	1.6
N	PK,0K,01,02,03,04,05,06	N	N	204	46	1.6
N	PK,0K,01,02,03,04,05	N	Y	623	317	1.6
N	0K,01,02,03,04,05	N	N	959	171	1.6
N	0K,01,02,03,04,05	N	Y	578	217	1.6
N	09,10,11,12,XG	N	Y	440	333	1.6

N	PK,OK,01,02,03,04,05	N	Y	605	317	1.6
N	PK,OK,01,02,03,04,05	N	Y	916	419	1.6
N	11,12,13,XG	N	N	215	31	1.6
N	OK,01,02,03,04,05	N	Y	474	251	1.6
N	09,10,11,12,XG	N	Y	2122	866	1.6
N	OK,01,02,03,04,05	N	Y	546	329	1.6
N	OK,01,02,03,04,05	N	N	813	219	1.6
N	06,07,08	N	Y	992	563	1.6
N	PK,OK,01,02,03,04,05	N	N	581	138	1.6
N	06,07,08	N	Y	1075	563	1.6
N	OK,01,02,03,04,05	N	N	512	97	1.6
N	PK,OK,01,02,03,04,05	N	Y	648	361	1.6
N	PK,OK,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	253	172	1.6
N	06,07,08	N	Y	926	346	1.6
N	09,10,11,12,XG	N	Y	1493	807	1.6
N	PK,OK,01,02,03,04,05	N	Y	525	244	1.6
N	OK,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	Y	88	71	1.6
N	PK,OK,01,02,03,04,05,06,07,08	N	Y	844	510	1.6
N	PK,OK,01,02,03,04,05	N	Y	649	383	1.6
N	OK,01,02,03,04,05	N	N	622	197	1.6
N	09,10,11,12,XG	N	N	3516	882	1.6
N	PK,OK,01,02,03,04	N	Y	820	520	1.6
N	PK,OK,01,02,03,04,05	N	Y	640	310	1.6
N	OK,01,02,03,04,05	N	Y	737	464	1.6
N	OK,01,02,03,04,05	N	Y	321	151	1.6
N	OK,01,02,03,04,05	N	Y	638	391	1.6
N	06,07,08	N	Y	577	304	1.6
N	09,10,11,12,XG	N	Y	2088	927	1.6
N	06,07,08	N	Y	1091	645	1.6
N	06,07,08,09,10,11,12,XG	N	N	1029	309	1.6
N	PK,OK,01,02,03,04,05	N	Y	678	363	1.6
N	OK,01,02,03,04,05	N	Y	572	322	1.6
N	OK,01,02,03,04,05	N	Y	475	317	1.6
N	OK,01,02,03,04,05,06,07,08	N	Y	508	254	1.6
N	PK,OK,01,02,03,04,05	N	Y	349	277	1.6

N	09,10,11,12,XG	N	N	1660	658	1.6
N	0K,01,02,03,04,05	N	N	674	98	1.6
N	PK,0K,01,02,03,04,05,06	N	N	500	66	1.6
N	0K,01,02,03,04,05	N	N	937	291	1.6
N	PK,0K,01,02,03,04,05	N	Y	737	401	1.6
N	09,10,11,12,XG	N	Y	1428	667	1.6
N	06,07,08	N	N	1076	362	1.6
N	09,10,11,12,13,XG	N	N	63	43	1.6
N	05,06,07,08,09,10,11,12,XG	N	N	1290	683	1.6
N	0K,01,02,03,04,05	N	Y	782	373	1.6
N	PK,0K,01,02,03,04,05	N	Y	600	319	1.6
N	PK,0K,01,02,03,04,05	N	Y	562	362	1.6
N	0K,01,02,03,04,05	N	N	604	23	1.6
N	09,10,11,12,XG	N	N	2021	216	1.6
N	06,07,08	N	Y	1171	562	1.6
N	PK,0K,01,02,03,04,05	N	Y	570	327	1.6
N	06,07,08	N	Y	1124	368	1.6
N	06,07,08	N	Y	848	575	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	748	571	1.6
N	PK,0K,01,02,03,04,05	N	Y	1014	570	1.6
N	PK,0K,01,02,03,04,05	N	Y	332	240	1.6
N	06,07,08	N	Y	1006	545	1.6
N	PK,0K,01,02	N	N	374	59	1.6
N	06,07,08	N	Y	506	220	1.6
N	0K,01,02,03,04,05	N	Y	756	427	1.6
N	0K,01,02,03,04,05	N	N	661	91	1.6
N	PK,0K,01,02,03,04,05	N	N	492	173	1.6
N	0K,01,02,03,04,05	N	N	723	85	1.6
N	0K,01,02,03,04,05,06,07,08	N	N	1212	304	1.6
N	PK,0K,01,02,03,04,05	N	Y	651	237	1.6
N	09,10,11,12,XG	N	N	3250	1166	1.6
N	06,07,08	N	N	817	125	1.6
N	06,07,08	N	Y	1407	589	1.6
N	PK,0K,01,02,03,04,05	N	Y	466	232	1.6
N	PK,0K,01,02,03,04,05	N	Y	487	342	1.6

N	OK,01,02,03,04,05	N	Y	473	243	1.6
N	PK,OK,01,02,03,04,05	N	Y	734	359	1.6
N	OK,01,02,03,04,05,06,07,08	N	Y	590	446	1.6
N	OK,01,02,03,04,05	N	N	707	225	1.6
N	OK,01,02,03,04,05	N	N	483	74	1.6
N	OK,01,02,03,04,05	N	Y	611	399	1.6
N	OK,01,02,03,04,05	N	Y	264	189	1.6
N	PK,OK,01,02,03,04,05	N	Y	815	498	1.6
N	09,10,11,12,13,XG	N	N	293	73	1.6
N	09,10,11,12,13,XG	N	N	199	60	1.6
N	OK,01,02,03,04,05	N	N	396	99	1.6
N	PK,OK,01,02,03,04,05,06,07,08	N	Y	356	290	1.6
N	09,10,11,12,XG	N	Y	1521	1014	1.6
N	PK,OK,01,02,03,04,05	N	Y	457	324	1.6
N	09,10,11,12,XG	N	Y	1230	714	1.6
N	07,08,09,10,11,12,XG	N	N	2488	356	1.6
N	06,07,08	N	Y	383	274	1.6
N	PK,OK,01,02,03,04,05	N	Y	801	473	1.6
N	PK,OK,01,02,03,04,05	N	Y	504	265	1.6
N	PK,OK,01,02,03,04,05	N	N	686	206	1.6
N	PK,OK,01,02,03,04,05	N	Y	678	365	1.6
N	OK,01,02,03,04,05	N	Y	734	306	1.6
N	09,10,11,12,XG	N	Y	2211	1248	1.6
N	OK,01,02,03,04,05	N	Y	147	85	1.6
N	11,12,13,XG	N	N	197	44	1.6
N	OK,01,02,03,04,05	N	Y	580	289	1.6
N	PK,OK,01,02,03,04	N	Y	316	171	1.6
N	09,10	N	N	275	47	1.6
N	06,07,08	N	Y	78	62	1.6
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	1588	1345	1.6
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	2212	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08					
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	778	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	1573	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08,09,10,11	N	N	865	333	1.6

Y	06,07,08,09,10,11,12	N	N	173	72	1.6
Y	0K,01,02,03,04,05,06,07,08	N	Y	934	683	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1250	31	1.6
Y	0K,01,02,03,04,05,06	N	Y	138	138	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	1519	629	1.6
Y	09,10,11,12	N	N	376	327	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	575	36	1.6
Y	0K,01,02,03,04,05	N	Y	142	135	1.6
N	05,06,07,08	N	N	208	N/A	N/A
N	03,04,05	N	N	214	N/A	N/A
N	0K,01,02,03,04	N	N	230	N/A	N/A
N	PK,0K,01,02	N	N	227	N/A	N/A
N	06,07,08	N	N	235	N/A	N/A
N	09,10,11,12,13	N	N	113	N/A	N/A
N	09,10,11,12	N	N	472	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	300	27	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	252	N/A	N/A
Y	09,10,11,12	N	N	354	308	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	998	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	656	360	1.6
Y	0K,01,02,03,04,05,06,07,08	N	Y	160	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	Y	909	561	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	758	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	554	160	1.6
Y	0K,01,02,03,04,05,06,07,08	N	Y	630	571	1.6
Y	0K,01,02,03,04,05,06	N	N	530	109	1.6
Y	0K,01,02,03,04,05,06,07,08	N	Y	158	73	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	800	151	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	490	293	1.6
N	06,07,08,09,10,11,12	N	Y	68	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	326	N/A	N/A
N	06,07,08	N	Y	440	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	258	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	192	N/A	N/A
N	03,04,05	N	Y	228	N/A	N/A

N	PK,0K,01,02,03,04,05	N	Y	259	N/A	N/A
N	PK,0K,01,02	N	Y	258	N/A	N/A
N	06,07,08	N	Y	308	N/A	N/A
N	09,10,11,12,13	N	Y	272	N/A	N/A
N	09,10,11,12,XG	N	Y	879	N/A	N/A
Y	0K,01,02,03,04,05,06	N	N	162	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	Y	768	367	1.6
Y	0K,01,02,03,04	N	Y	382	312	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	470	30	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11	N	N	1015	257	1.6
Y	09,10					
Y	0K,01,02	N	Y	115	95	1.6
Y	0K,01	N	N	99	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	643	N/A	N/A
N	0K,01,02,03,04,05	N	N	229	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	329	N/A	N/A
N	06,07,08	N	N	558	N/A	N/A
N	06,07,08	N	N	208	N/A	N/A
N	0K,01,02,03,04,05	N	N	402	N/A	N/A
N	0K,01,02,03,04,05,06,07,08	N	N	256	N/A	N/A
N	0K,01,02,03,04,05	N	N	637	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	N	102	N/A	N/A
N	06,07,08	N	N	641	N/A	N/A
N	09,10,11,12,XG	N	N	580	N/A	N/A
N	09,10,11,12,XG	N	N	2105	N/A	N/A
N	0K,01,02,03,04,05	N	N	624	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	359	N/A	N/A
N	06,07,08	N	N	582	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	597	N/A	N/A
N	09,10,11,12,XG	N	N	1390	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	440	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	433	N/A	N/A
N	0K,01,02,03,04,05	N	N	392	N/A	N/A
N	06,07,08	N	N	680	N/A	N/A
N	0K,01,02,03,04,05,06,07,08	N	N	270	N/A	N/A

N	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	313	N/A	N/A
Y	OK,01,02,03,04,05	N	N	474	168	1.6
Y	OK,01,02,03,04,05,06,07,08,11,12	N	N	801	N/A	N/A
Y	OK,01,02,03,04,05,06,07	N	Y	236	84	1.6
N	OK,01,02	N	Y	289	241	1.6
N	PK,OK,01,02,03,04,05	N	Y	542	408	1.6
N	OK,01,02,03,04,05	N	Y	320	273	1.6
N	OK,01,02,03,04,05	N	Y	588	426	1.6
N	06,07,08	N	N	568	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	611	N/A	N/A
N	03,04,05	N	Y	376	314	1.6
N	03,04,05	N	Y	577	412	1.6
N	06,07,08	N	Y	416	304	1.6
N	OK,01,02,03,04,05	N	Y	418	348	1.6
N	06,07,08	N	Y	258	222	1.6
N	06,07,08	N	Y	427	313	1.6
N	PK,OK,01,02,03,04,05	N	Y	342	241	1.6
N	09,10,11,12,XG	N	Y	138	92	1.6
N	01,02,03,04,05,06,07,08,11,12	N	N	270	N/A	N/A
N	09,10,11,12,13,XG	N	Y	112	85	1.6
N	PK,09,10,11,12,XG	N	N	945	N/A	N/A
N	09,10,11,12,13,XG	N	N	380	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	698	467	1.6
N	PK,09,10,11,12,XG	N	N	1076	N/A	N/A
N	06,07,08	N	N	820	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	609	N/A	N/A
N	09,10,11,12,XG	N	Y	1070	777	1.6
N	06,07,08	N	N	803	N/A	N/A
N	09,10,11,12,XG	N	N	1058	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	388	251	1.6
N	PK,OK,01,02	N	Y	258	199	1.6
N	OK,01,02	N	Y	551	433	1.6
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	928	N/A	N/A
N	OK,01,02,03,04,05	N	Y	361	N/A	N/A
N	OK,01,02,03,04,05	N	N	445	N/A	N/A

N	PK,OK,01,02,03,04,05	N	Y	424	N/A	N/A
N	06,07,08	N	N	881	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	296	N/A	N/A
N	OK,01,02,03,04,05	N	Y	456	N/A	N/A
N	OK,01,02,03,04,05	N	N	620	N/A	N/A
N	OK,01,02,03,04,05	N	Y	284	N/A	N/A
N	06,07,08	N	Y	679	N/A	N/A
N	09,10,11,12,XG	N	N	2169	N/A	N/A
N	09,10,11,12,XG	N	N	1892	N/A	N/A
N	OK,01,02,03,04,05	N	Y	352	N/A	N/A
N	OK,01,02,03,04,05	N	N	623	N/A	N/A
N	OK,01,02,03,04,05,06,07,08	N	Y	508	N/A	N/A
N	OK,01,02,03,04,05	N	N	559	N/A	N/A
N	OK,01,02,03,04,05	N	N	425	N/A	N/A
N	09,10,11,12	N	N	223	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	439	N/A	N/A
N	09,10,11,12,XG	N	N	2111	N/A	N/A
N	06,07,08	N	Y	854	N/A	N/A
N	OK,01,02,03,04,05,06,07,08	N	Y	50	N/A	N/A
N	OK,01,02,03,04,05	N	Y	395	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	554	N/A	N/A
N	06,07,08	N	N	631	N/A	N/A
N	06,07,08	N	N	660	N/A	N/A
N	09,10,11,12,XG	N	Y	1400	N/A	N/A
N	OK,01,02,03,04,05	N	N	435	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	62	N/A	N/A
N	PK,06,07,08,09,10,11,12,XG	N	Y	122	N/A	N/A
N	OK,01,02,03,04,05	N	N	646	N/A	N/A
N	OK,01,02,03,04,05	N	Y	467	N/A	N/A
N	06,07,08	N	N	847	N/A	N/A
N	OK,01,02,03,04,05	N	N	428	N/A	N/A
N	OK,01,02,03,04,05	N	Y	394	N/A	N/A
N	OK,01,02,03,04,05	N	N	589	N/A	N/A
N	OK,01,02,03,04,05	N	Y	400	N/A	N/A
N	06,07,08	N	Y	673	N/A	N/A

N	09,10,11,12,13	N	Y	245	N/A	N/A
N	09,10,11,12,13	N	Y	226	N/A	N/A
N	0K,01,02,03,04,05	N	Y	293	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	467	N/A	N/A
N	0K,01,02,03,04,05	N	N	265	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	408	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	Y	95	N/A	N/A
Y	0K,01,02,03,04,05	N	Y	125	125	1.6
Y	0K,01,02,03,04,05,06,07,08					
Y	0K,01,02,03,04,05,06,07,08,09,10	N	N	924	43	1.6
Y	06,07,08,09,10,11,12	N	Y	370	N/A	N/A
Y	0K,01,02,03,04,05,06	N	N	201	97	1.6
Y	0K,01,02,03,04,05,06,07,08	N	Y	193	171	1.6
N	PK,0K,01,02,03	N	Y	290	240	1.6
N	04,05,06,07,08	N	Y	302	239	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	312	265	1.6
N	09,10,11,12,XG	N	Y	239	192	1.6
N	09,10,11,12,13	N	Y	170	93	1.6
N	06,07,08,09,10,11,12	N	Y	26	26	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	1282	915	1.6
N	09,10,11,12	N	N	185	N/A	N/A
N	0K,01,02,03,04,05	N	N	556	N/A	N/A
N	0K,01,02,03,04,05	N	N	475	N/A	N/A
N	0K,01,02,03,04,05	N	N	669	N/A	N/A
N	0K,01,02,03,04,05	N	N	574	N/A	N/A
N	0K,01,02,03,04,05	N	N	325	N/A	N/A
N	0K,01,02,03,04,05	N	N	811	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	729	N/A	N/A
N	06,07,08	N	N	927	N/A	N/A
N	09,10,11,12,XG	N	N	1072	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	651	N/A	N/A
N	06,07,08	N	N	924	N/A	N/A
N	0K,01,02,03,04,05	N	N	541	N/A	N/A
N	09,10,11,12,XG	N	N	1354	N/A	N/A
N	06,07,08	N	N	970	N/A	N/A

N	OK,01,02,03,04,05	N	N	537	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	669	N/A	N/A
N	06,07,08	N	N	475	N/A	N/A
N	OK,01,02,03,04,05	N	N	350	N/A	N/A
N	09,10,11,12,XG	N	N	1044	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	715	N/A	N/A
N	06,07,08	N	N	679	N/A	N/A
N	OK,01,02,03,04,05	N	N	528	N/A	N/A
N	OK,01,02,03,04,05	N	N	513	N/A	N/A
N	OK,01,02,03,04,05	N	N	631	N/A	N/A
N	09,10,11,12,XG	N	N	923	N/A	N/A
N	OK,01,02,03,04,05	N	N	587	N/A	N/A
N	OK,01,02,03,04,05	N	N	625	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	718	N/A	N/A
N	09,10,11,12,XG	N	N	659	N/A	N/A
N	06,07,08	N	N	514	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	479	N/A	N/A
N	OK,01,02,03,04,05	N	N	577	N/A	N/A
N	OK,01,02,03,04,05	N	N	676	N/A	N/A
N	06,07,08	N	N	970	N/A	N/A
N	09,10,11,12,XG	N	N	1067	N/A	N/A
N	06,07,08	N	N	819	N/A	N/A
N	09,10,11,12,XG	N	N	1133	N/A	N/A
N	OK,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	413	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	Y	98	N/A	N/A
N	06,07,08	N	N	658	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	552	N/A	N/A
N	09,10,11,12	N	N	1075	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	302	N/A	N/A
N	06,07,08	N	N	528	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	530	N/A	N/A
N	06,07,08	N	N	431	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	410	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	427	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	544	N/A	N/A

N	09,10,11,12,XG	N	N	1286	N/A	N/A
N	09,10,11,12	N	N	41	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	316	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	425	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	520	N/A	N/A
N	09,10,11,12,XG	N	N	866	N/A	N/A
N	09,10,11,12,XG	N	N	1572	N/A	N/A
N	06,07,08	N	N	748	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	488	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	405	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	355	N/A	N/A
N	09,10,11,12,XG	N	N	1442	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	536	N/A	N/A
N	0K,01,02,03,04,05	N	N	430	N/A	N/A
N	06,07,08	N	N	673	N/A	N/A
N	06,07,08	N	N	619	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	518	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	0	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	406	N/A	N/A
N	0K,01,02,03,04,05	N	N	423	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	442	N/A	N/A
N	06,07,08	N	N	770	N/A	N/A
N	08,09,10,11,12	N	N	43	N/A	N/A
N	09,10,11,12	N	N	36	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	779	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	357	N/A	N/A
N	04,05	N	Y	167	91	1.6
N	06,07,08	N	Y	263	140	1.6
N	09,10,11,12,XG	N	N	430	N/A	N/A
N	PK,0K,01,02,03	N	Y	301	185	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	481	252	1.6
N	0K,01,02,03,04,05	N	Y	329	162	1.6
N	06,07,08	N	Y	499	303	1.6
N	06,07,08,09,10,11,12	N	Y	12	12	1.6
N	0K,01,02,03,04,05	N	Y	415	218	1.6

N	OK,01,02,03,04,05	N	Y	373	253	1.6
N	09,10,11,12,XG	N	Y	667	361	1.6
N	OK,01,02,03,04,05	N	Y	259	179	1.6
N	09,10,11,12,XG	N	Y	593	308	1.6
N	OK,01,02,03,04,05	N	Y	346	260	1.6
N	06,07,08	N	Y	462	282	1.6
N	PK,OK,01,02,03,04,05	N	Y	320	298	1.6
N	09,10,11,12	N	Y	101	41	1.6
N	OK,01,02,03,04,05	N	Y	204	96	1.6
Y	05,06,07,08,09,10,11,12	N	Y	736	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	548	N/A	N/A
N	06,07,08	N	Y	262	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	557	N/A	N/A
N	06,07,08	N	Y	457	N/A	N/A
N	09,10,11,12,XG	N	Y	694	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	629	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	517	N/A	N/A
N	09,10,11,12,XG	N	Y	630	N/A	N/A
N	09,10,11,12,13	N	N	198	N/A	N/A
N	OK,01,02,03,04,05,06,07,08	N	Y	497	N/A	N/A
N	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	93	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	420	N/A	N/A
N	09,10,11,12,XG	N	N	1730	N/A	N/A
N	PK,OK,01,02,03,04	N	N	633	N/A	N/A
N	05,06,07,08	N	N	821	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	582	N/A	N/A
N	06,07,08	N	Y	181	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	831	N/A	N/A
N	06,07,08	N	N	700	N/A	N/A
N	PK,OK,01,02	N	Y	338	N/A	N/A
N	03,04,05	N	Y	394	N/A	N/A
N	09,10,11,12,XG	N	N	531	N/A	N/A
N	06,07,08	N	Y	361	N/A	N/A
N	OK,01,02,03,04,05	N	Y	523	N/A	N/A
N	OK,01,02,03,04,05	N	Y	176	N/A	N/A

N	OK,01,02,03,04,05	N	Y	167	N/A	N/A
N	06,07,08	N	N	452	N/A	N/A
N	OK,01,02,03,04,05	N	Y	222	N/A	N/A
N	09,10,11,12,13	N	N	109	N/A	N/A
N	09,10,11,12,XG	N	N	1014	N/A	N/A
N	OK,01,02,03,04,05	N	Y	363	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	384	N/A	N/A
N	06,07,08	N	N	506	N/A	N/A
N	PK,OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	73	N/A	N/A
N	OK,01,02,03,04,05	N	Y	229	N/A	N/A
Y	OK,01,02,03,04,05	N	N	353	N/A	N/A
Y	06,07,08,09,10,11,12	N	N	674	N/A	N/A
Y	OK,01	N	Y	67	N/A	N/A
N	06,07,08	N	Y	851	448	1.6
N	PK,OK,01,02,03,04,05	N	Y	615	426	1.6
N	06,07,08	N	Y	400	224	1.6
N	09,10,11,12,XG	N	N	648	320	1.6
N	PK,OK,01,02,03,04,05	N	Y	344	265	1.6
N	PK,OK,01,02,03,04,05,06,07,08	N	Y	259	191	1.6
N	06,07,08	N	Y	613	432	1.6
N	PK,OK,01,02,03,04,05	N	Y	619	480	1.6
N	PK,OK,01,02,03,04,05,06,07,08	N	N	935	363	1.6
N	09,10,11,12,XG	N	N	1665	588	1.6
N	PK,OK,01,02,03,04,05	N	Y	256	213	1.6
N	OK,01,02,03,04,05	N	Y	782	516	1.6
N	06,07,08	N	Y	647	451	1.6
N	OK,01,02,03,04,05	N	Y	438	263	1.6
N	06,07,08	N	Y	629	409	1.6
N	09,10,11,12,XG	N	N	752	457	1.6
N	PK,OK,01,02,03,04,05,06,07,08	N	Y	367	284	1.6
N	PK,OK,01,02,03,04,05,06,07,08	N	Y	524	332	1.6
N	PK,OK,01,02	N	Y	380	272	1.6
N	06,07,08	N	N	897	331	1.6
N	09,10,11,12,XG	N	Y	1441	752	1.6
N	PK,OK,01,02,03,04,05	N	Y	798	635	1.6

N	09,10,11,12,XG	N	N	782	542	1.6
N	PK,0K,01,02,03,04,05	N	Y	339	292	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	584	463	1.6
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	17	17	1.6
N	PK,0K,01,02,03,04,05	N	Y	731	363	1.6
N	PK,0K,01,02,03,04,05	N	Y	603	372	1.6
N	PK,0K,01,02,03,04,05,06,07,08,XG	N	Y	89	89	1.6
N	03,04,05	N	Y	372	246	1.6
N	09,10,11,12,XG	N	N	1585	931	1.6
N	0K,01,02,03,04,05	N	Y	275	255	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	227	133	1.6
N	PK,0K,01,02,03,04,05	N	Y	404	328	1.6
N	06,07,08	N	Y	408	298	1.6
N	03,04,05	N	Y	821	304	1.6
N	PK,0K,01,02	N	Y	729	337	1.6
N	09,10,11,12,13	N	Y	319	144	1.6
N	09,10,11,12,13	N	Y	209	103	1.6
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	39	13	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	610	N/A	N/A
Y	0K,01,02,03,04,05	N	Y	117	107	1.6
N	PK,0K,01,02,03,04,05	N	Y	355	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	323	N/A	N/A
N	09,10,11,12,XG	N	Y	62	N/A	N/A
N	09,10,11,12,XG	N	Y	555	N/A	N/A
N	06,07,08	N	Y	482	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	139	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	124	N/A	N/A
N	0K,01,02,03,04,05	N	N	358	N/A	N/A
N	06,07,08	N	N	529	N/A	N/A
N	0K,01,02,03,04,05	N	N	261	N/A	N/A
N	09,10,11,12,XG	N	N	610	N/A	N/A
N	0K,01,02,03,04,05	N	N	219	N/A	N/A
N	0K,01,02,03,04,05	N	N	320	N/A	N/A
N	0K,01,02,03,04,05	N	N	449	N/A	N/A
N	0K,01,02,03,04,05	N	N	701	N/A	N/A

N	OK,01,02,03,04,05	N	N	394	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	413	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	389	N/A	N/A
N	OK,01,02,03,04,05	N	N	387	N/A	N/A
N	06,07,08	N	N	484	N/A	N/A
N	09,10,11,12,XG	N	N	630	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	330	265	1.6
N	OK,01,02,03,04	N	N	522	N/A	N/A
N	09,10,11,12,XG	N	N	826	N/A	N/A
N	05,06,07,08	N	N	819	N/A	N/A
N	09,10,11,12,13	N	N	348	N/A	N/A
N	OK,01,02,03,04,05	N	N	342	N/A	N/A
N	06,07,08	N	N	503	N/A	N/A
N	09,10,11,12,XG	N	N	830	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	538	N/A	N/A
N	06,07,08	N	N	472	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	304	N/A	N/A
N	PK,OK,01,02,03,04,05	N	N	328	N/A	N/A
N	OK,01,02,03,04,05	N	N	445	N/A	N/A
N	06,07,08	N	N	503	N/A	N/A
N	09,10,11,12,XG	N	N	640	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	N	463	N/A	N/A
N	OK,01,02,03,04,05,06,07,08	N	N	95	N/A	N/A
N	09,10,11,12,XG	N	N	652	N/A	N/A
N	09,10,11,12,XG	N	Y	1309	682	1.6
N	06,07,08	N	Y	521	320	1.6
N	PK,OK,01,02,03,04,05	N	Y	674	429	1.6
N	OK,01,02,03,04,05	N	Y	321	222	1.6
N	OK,01,02,03,04,05	N	Y	302	222	1.6
N	OK,01,02,03,04,05	N	Y	455	280	1.6
N	OK,01,02,03,04,05	N	Y	461	252	1.6
N	06,07,08	N	Y	468	308	1.6
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	2140	850	1.6
N	OK,01,02,03,04,05	N	Y	537	N/A	N/A
N	06,07,08	N	Y	225	N/A	N/A

N	PK,0K,01,02,03,04,05	N	Y	513	N/A	N/A
N	06,07,08	N	Y	423	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	502	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	120	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	394	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	431	N/A	N/A
N	10,11,12,XG	N	Y	1360	N/A	N/A
N	09,10,11,12,13	N	Y	298	N/A	N/A
N	09	N	Y	499	N/A	N/A
N	06,07,08	N	Y	636	N/A	N/A
N	06,07,08	N	Y	265	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	306	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	409	N/A	N/A
N	PK,0K,01,02,03,04,05,06	N	Y	432	340	1.6
N	PK,0K,01,02,03	N	Y	606	436	1.6
N	09,10,11,12,XG	N	Y	890	603	1.6
N	05,06,07,08	N	Y	327	265	1.6
N	PK,0K,01,02,03,04,05	N	Y	335	268	1.6
N	04,05	N	Y	546	388	1.6
N	04,05,06,07,08	N	Y	743	488	1.6
N	PK,0K,01,02,03,04	N	Y	474	377	1.6
N	06,07,08	N	Y	948	601	1.6
N	09,10,11,12,XG	N	Y	2233	1353	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	982	561	1.6
N	05,06,07,08	N	Y	306	225	1.6
N	PK,0K,01,02,03,04,05,06	N	Y	305	265	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	701	495	1.6
N	PK,0K,01,02,03,04,05	N	Y	773	551	1.6
N	06,07,08	N	Y	731	518	1.6
N	PK,0K,01,02,03,04	N	Y	599	449	1.6
N	PK,0K,01,02,03,04,05,06	N	Y	505	361	1.6
N	PK,0K,01,02,03,04,05,06,07,08	N	Y	902	592	1.6
N	09,10,11,12,13	N	N	229	84	1.6
N	09,10,11,12,XG	N	Y	1032	597	1.6
N	PK,0K,01,02,03,04,05	N	Y	386	302	1.6

N	05,06,07,08	N	Y	651	477	1.6
N	PK,0K,01,02,03,04	N	Y	398	330	1.6
N	PK,0K,01,02,03	N	Y	468	362	1.6
N	PK,0K,01,02,03,04	N	Y	777	538	1.6
N	09,10,11,12	N	Y	1229	792	1.6
N	05,06,07,08	N	Y	727	476	1.6
N	PK,0K,01,02,03	N	Y	387	237	1.6
N	PK,0K,01,02,03,04,05	N	Y	213	166	1.6
N	PK,0K,01,02,03,04,05	N	Y	283	235	1.6
N	PK,0K,01,02,03,04,05,06	N	Y	501	352	1.6
N	PK,0K,01,02,03,04,05,06	N	Y	352	281	1.6
N	PK,0K,01,02,03	N	Y	443	368	1.6
N	09,10,11,12,XG	N	Y	1842	1056	1.6
N	06,07,08	N	Y	468	324	1.6
Y	06,07,08	N	N	111	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08					
Y	0K,01,02,03,04,05,06	N	N	275	120	1.6
N	PK,0K,01,02,03,04,05	N	Y	460	157	1.6
N	PK,0K,01,02,03,04,05	N	Y	560	372	1.6
N	09,10,11,12,XG	N	Y	682	364	1.6
N	PK,0K,01,02,03,04,05	N	Y	333	243	1.6
N	PK,0K,01,02,03,04,05	N	Y	383	239	1.6
N	06,07,08	N	Y	603	448	1.6
N	PK,0K,01,02,03,04,05	N	Y	403	314	1.6
N	PK,0K,01,02,03,04,05	N	Y	304	199	1.6
N	PK,0K,01,02,03,04,05	N	Y	438	243	1.6
N	09,10,11,12,XG	N	Y	759	523	1.6
N	PK,0K,01,02,03,04,05	N	Y	326	301	1.6
N	PK,0K,01,02,03,04,05	N	Y	271	163	1.6
N	PK,09,10,11,12,XG	N	Y	726	523	1.6
N	06,07,08	N	Y	616	444	1.6
N	09,10,11,12,XG	N	Y	834	352	1.6
N	09,10,11,12,13	N	Y	312	101	1.6
N	06,07,08	N	Y	755	333	1.6
N	PK,0K,01,02,03,04,05	N	Y	423	379	1.6

N	PK,0K,01,02,03,04,05	N	Y	403	259	1.6
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	42	20	1.6
N	PK,06,07,08	N	Y	522	315	1.6
N	PK,0K,01,02,03,04,05	N	Y	497	231	1.6
N	PK,0K,01,02,03,04,05	N	Y	477	369	1.6
Y	06,07,08,09,10,11,12	N	N	652	416	1.6
Y	0K,01,02,03,04	N	Y	120	120	1.6
N	06,07,08,09,10,11,12,XG	N	Y	88	80	1.6
N	0K,01,02,03,04,05	N	N	336	N/A	N/A
N	06,07,08	N	N	764	N/A	N/A
N	0K,01,02,03,04,05	N	Y	311	282	1.6
N	PK,0K,01,02,03,04,05	N	N	624	N/A	N/A
N	06,07,08	N	N	539	N/A	N/A
N	06,07,08	N	N	482	N/A	N/A
N	09,10,11,12,XG	N	N	981	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	540	490	1.6
N	PK,0K,01,02,03,04,05	N	N	490	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	563	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	456	414	1.6
N	PK,0K,01,02,03,04,05	N	Y	421	382	1.6
N	PK,0K,01,02,03,04,05	N	Y	520	472	1.6
N	09,10,11,12,XG	N	N	1085	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	571	N/A	N/A
N	0K,01,02,03,04,05	N	Y	589	534	1.6
N	0K,01,02,03,04,05	N	N	569	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	287	N/A	N/A
N	0K,01,02,03,04,05	N	N	266	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	430	390	1.6
N	09,10,11,12,XG	N	N	576	N/A	N/A
N	06,07,08	N	Y	432	392	1.6
N	PK,0K,01,02,03,04,05	N	N	526	N/A	N/A
N	09,10,11,12,XG	N	N	232	N/A	N/A
N	09,10,11,12,XG	N	N	905	N/A	N/A
N	06,07,08	N	N	556	N/A	N/A
N	09,10,11,12,XG	N	N	889	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	585	N/A	N/A
N	09,10,11,12,XG	N	N	1055	N/A	N/A
N	06,07,08	N	N	665	N/A	N/A
N	0K,01,02,03,04,05,06,07,08	N	N	233	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09	N	N	576	N/A	N/A
N	09,10,11,12,XG	N	Y	629	N/A	N/A
N	06,07,08	N	Y	488	N/A	N/A
N	0K,01,02,03,04,05	N	Y	213	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	498	N/A	N/A
N	09,10,11,12,XG	N	Y	633	N/A	N/A
N	06,07,08	N	Y	549	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	594	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	384	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	439	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	246	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	241	N/A	N/A
N	06,07,08	N	Y	568	N/A	N/A
N	09,10,11,12,XG	N	Y	722	N/A	N/A
N	09,10,11,12,13	N	N	189	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	92	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	389	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	352	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	179	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1327	772	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	413	198	1.6
N	PK,0K,01,02,03,04,05	N	Y	360	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	327	N/A	N/A
N	09,10,11,12,13	N	Y	224	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	354	N/A	N/A
N	0K,01,02,03,04,05	N	Y	451	N/A	N/A
N	06,07,08	N	Y	410	N/A	N/A
N	09,10,11,12,XG	N	Y	478	N/A	N/A
N	09,10,11,12,XG	N	Y	465	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	496	N/A	N/A
N	09,10,11,12,XG	N	Y	747	N/A	N/A

N	06,07,08	N	Y	569	N/A	N/A
N	P3,0K,01,02,03,04,05	N	Y	370	N/A	N/A
N	06,07,08	N	Y	422	N/A	N/A
N	06,07,08	N	Y	399	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	436	N/A	N/A
N	PK,0K,01,02	N	Y	411	N/A	N/A
N	03,04,05	N	Y	385	N/A	N/A
N	09,10,11,12,XG	N	Y	455	N/A	N/A
N	01,02	N	Y	446	304	1.6
N	09,10,11,12,XG	N	Y	810	458	1.6
N	PK,0K	N	Y	404	330	1.6
N	06,07,08	N	Y	646	417	1.6
N	03,04,05	N	Y	710	490	1.6
N	06,07,08	N	Y	669	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	Y	93	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	670	N/A	N/A
N	09,10,11,12,XG	N	Y	1360	N/A	N/A
N	09,10,11,12,13,XG	N	Y	222	N/A	N/A
N	06,07,08	N	Y	619	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	695	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	506	N/A	N/A
N	03,04,05	N	Y	342	N/A	N/A
N	PK,0K,01,02	N	Y	459	N/A	N/A
N	09,10,11,12,XG	N	Y	380	203	1.6
N	06,07,08	N	Y	417	230	1.6
N	PK,0K,01,02,03,04,05	N	Y	392	137	1.6
N	0K,01,02,03,04,05	N	Y	439	185	1.6
N	0K,01,02,03,04,05	N	Y	548	341	1.6
N	0K,01,02,03,04,05	N	Y	361	120	1.6
N	0K,01,02,03,04,05	N	Y	326	216	1.6
N	0K,01,02,03,04,05	N	Y	491	128	1.6
N	0K,01,02,03,04,05	N	Y	196	79	1.6
N	06,07,08	N	N	477	N/A	N/A
N	09,10,11,12,XG	N	N	588	N/A	N/A
N	0K,01,02,03,04,05	N	Y	346	153	1.6

N	0K,01,02,03,04,05,06,07,08	N	Y	342	105	1.6
N	0K,01,02,03,04,05	N	Y	316	114	1.6
N	06,07,08	N	N	631	N/A	N/A
N	09,10,11,12,XG	N	N	439	N/A	N/A
N	06,07,08	N	N	351	N/A	N/A
N	0K,01,02,03,04,05	N	Y	408	141	1.6
N	09,10,11,12,13	N	N	184	N/A	N/A
N	09,10,11,12,13	N	N	150	N/A	N/A
N	02,03,04,05,06,07,08,09,10,11,12,XG	N	N	175	N/A	N/A
N	09,10,11,12,XG	N	N	775	N/A	N/A
N	08,09,10,11,12,XG	N	Y	14	6	1.6
Y	06,07,08,09,10,11,12					
N	06,07,08	N	N	646	N/A	N/A
N	0K,01,02,03,04,05	N	N	180	N/A	N/A
N	0K,01,02,03,04,05	N	N	314	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	436	N/A	N/A
N	0K,01,02,03,04,05	N	N	121	N/A	N/A
N	06,07,08,09,10,11,12	N	N	77	N/A	N/A
N	0K,01,02,03,04,05	N	N	117	N/A	N/A
N	09,10,11,12,XG	N	N	281	N/A	N/A
N	0K,01,02,03,04,05	N	N	103	N/A	N/A
N	06,07,08	N	N	222	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	166	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	488	N/A	N/A
N	0K,01,02,03,04,05	N	N	160	N/A	N/A
N	06,07,08	N	N	396	N/A	N/A
N	09,10,11,12,XG	N	N	511	N/A	N/A
N	0K,01,02,03,04,05	N	N	195	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	264	N/A	N/A
N	09,10,11,12,XG	N	N	731	N/A	N/A
N	09,10,11,12,13	N	N	141	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	335	246	1.6
N	06,07,08	N	N	496	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	233	182	1.6
N	PK,0K,01,02,03,04,05	N	Y	324	197	1.6

N	09,10,11,12,XG	N	N	576	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	176	136	1.6
N	PK,0K,01,02,03,04,05	N	Y	452	342	1.6
N	06,07,08	N	N	365	N/A	N/A
N	06,07,08	N	Y	345	259	1.6
N	PK,0K,01,02,03,04,05	N	Y	166	111	1.6
N	09,10,11,12,XG	N	N	817	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	337	197	1.6
N	06,07,08	N	N	455	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	324	248	1.6
N	PK,0K,01,02,03,04,05	N	Y	232	113	1.6
N	09,10,11,12,XG	N	N	660	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	89	N/A	N/A
N	09,10,11,12,13	N	N	291	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	154	114	1.6
N	PK,0K,01,02,03,04,05	N	Y	312	189	1.6
N	PK,0K,01,02,03,04,05,06	N	N	602	N/A	N/A
N	09,10,11,12,XG	N	N	386	N/A	N/A
N	07,08	N	N	191	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	N	72	N/A	N/A
N	PK,0K,01,02	N	Y	394	N/A	N/A
N	03,04,05	N	Y	355	N/A	N/A
N	09,10,11,12,XG	N	Y	579	N/A	N/A
N	06,07,08	N	Y	415	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	680	N/A	N/A
Y	02,03,04	N	N	82	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	0	N/A	N/A
N	09,10,11,12,XG	N	N	533	N/A	N/A
N	PK,06,07,08	N	N	496	N/A	N/A
N	0K,01,02,03,04,05	N	N	349	N/A	N/A
N	0K,01,02,03,04,05	N	Y	397	270	1.6
Y	0K,01,02,03,04,05,06,07,08	N	N	175	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	597	N/A	N/A
N	09,10,11,12	N	Y	733	N/A	N/A
N	06,07,08	N	Y	528	N/A	N/A

N	PK,0K,01,02,03,04,05	N	Y	480	N/A	N/A
N	09,10,11,12	N	Y	69	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	353	N/A	N/A
N	09,10,11,12	N	Y	240	N/A	N/A
N	06,07,08	N	Y	212	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	124	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	413	210	1.6
N	09,10,11,12,13,XG	N	Y	190	103	1.6
N	06,07,08	N	Y	107	69	1.6
N	PK,0K,01,02,03,04,05	N	Y	171	123	1.6
N	0K,01,02,03,04,05	N	N	880	N/A	N/A
N	0K,01,02,03,04,05	N	N	618	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	466	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	779	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	395	395	1.6
N	PK,0K,01,02,03,04,05	N	N	522	N/A	N/A
N	06,07,08	N	N	669	N/A	N/A
N	06,07,08	N	N	1356	N/A	N/A
N	09,10,11,12,XG	N	N	1929	N/A	N/A
N	0K,01,02,03,04,05	N	N	420	N/A	N/A
N	06,07,08	N	N	927	N/A	N/A
N	09,10,11,12,XG	N	N	848	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	475	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	629	N/A	N/A
N	0K,01,02,03,04,05	N	N	1046	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	422	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	778	N/A	N/A
N	09,10,11,12,XG	N	N	1008	N/A	N/A
N	0K,01,02,03,04,05	N	N	238	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	709	N/A	N/A
N	09,10,11,12,XG	N	N	1752	N/A	N/A
N	06,07,08	N	N	1312	N/A	N/A
N	09,10,11,12,XG	N	N	1046	N/A	N/A
N	06,07,08	N	N	833	N/A	N/A
N	0K,01,02,03,04,05	N	N	735	N/A	N/A

N	09,10,11,12,XG	N	N	1224	N/A	N/A
N	06,07,08	N	N	986	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	448	N/A	N/A
N	0K,01,02,03,04,05	N	N	368	N/A	N/A
N	0K,01,02,03,04,05	N	N	621	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	503	N/A	N/A
N	03,04,05	N	N	614	N/A	N/A
N	0K,01,02,03,04,05	N	N	737	N/A	N/A
N	09,10,11,12,XG	N	N	1398	N/A	N/A
N	06,07,08	N	N	1003	N/A	N/A
N	PK,0K,01,02	N	N	596	N/A	N/A
N	0K,01,02,03,04,05	N	N	277	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	Y	124	124	1.6
N	09,10,11,12	N	N	811	N/A	N/A
N	09,10,11,12,13	N	N	309	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	646	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	479	479	1.6
N	PK,0K,01,02,03,04,05	N	N	668	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	703	N/A	N/A
N	09,10,11,12,XG	N	N	1810	N/A	N/A
N	06,07,08	N	N	1480	N/A	N/A
N	0K,01,02,03,04,05	N	N	790	N/A	N/A
N	0K,01,02,03,04,05	N	N	562	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	399	N/A	N/A
N	06,07,08	N	N	1370	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	N	110	N/A	N/A
N	09,10,11,12,XG	N	N	2064	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	2128	572	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10	N	N	741	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10	N	N	1061	350	1.6
Y	0K,01,02,03,04,05,06	N	N	156	N/A	N/A
Y	07,08,09,10,11,12	N	N	228	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	390	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	133	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	358	N/A	N/A

N	PK,0K,01,02,03,04,05	N	Y	388	N/A	N/A
N	06,07,08	N	Y	824	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	116	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	183	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	265	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	330	N/A	N/A
N	06,07,08,09,10,11,12,XG	N	Y	216	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	199	N/A	N/A
N	09,10,11,12,XG	N	Y	951	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	207	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	342	N/A	N/A
N	09,10,11,12,13,XG	N	Y	235	N/A	N/A
N	06,07,08	N	Y	250	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	954	753	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	1320	1320	1.6
N	PK,0K,01,02,03,04,05	N	N	705	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	805	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	556	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	994	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	1099	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	625	N/A	N/A
N	06,07,08	N	N	1549	N/A	N/A
N	06,07,08	N	N	938	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	821	N/A	N/A
N	06,07,08	N	N	1380	N/A	N/A
N	09,10,11,12,XG	N	N	2461	N/A	N/A
N	09,10,11,12,XG	N	N	2690	N/A	N/A
N	09,10,11,12,XG	N	N	2034	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	381	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	33	27	1.6
N	PK,0K,01,02,03,04,05	N	N	702	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	372	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	744	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	506	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	724	459	1.6

N	PK,0K,01,02,03,04,05	N	N	421	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	725	N/A	N/A
N	0K,01,02,03,04,05	N	N	615	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	391	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	460	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	623	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	453	N/A	N/A
N	09,10,11,12,XG	N	N	2097	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	707	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	797	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	229	147	1.6
N	06,07,08	N	N	837	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	672	N/A	N/A
N	06,07,08	N	N	873	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	439	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	483	N/A	N/A
N	09,10,11,12,XG	N	N	2082	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	804	N/A	N/A
N	06,07,08	N	N	510	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	625	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	542	N/A	N/A
N	06,07,08	N	Y	91	65	1.6
N	PK,0K,01,02,03,04,05	N	Y	500	316	1.6
N	09,10,11,12	N	N	128	N/A	N/A
N	06,07,08	N	N	1096	N/A	N/A
N	0K,01,02,03,04,05	N	N	863	N/A	N/A
N	06,07,08	N	N	990	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	726	N/A	N/A
N	06,07,08	N	N	981	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	555	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	654	N/A	N/A
N	06,07,08	N	N	766	N/A	N/A
N	06,07,08	N	N	769	N/A	N/A
N	06,07,08	N	N	624	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	519	320	1.6

N	06,07,08	N	N	1179	N/A	N/A
N	06,07,08	N	N	758	N/A	N/A
N	06,07,08	N	N	922	N/A	N/A
N	09,10,11,12	N	N	1557	N/A	N/A
N	09,10,11,12,XG	N	N	2463	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	537	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	643	N/A	N/A
N	0K,01,02,03,04,05	N	N	469	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	387	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	526	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	636	N/A	N/A
N	06,07,08	N	N	1197	N/A	N/A
N	09,10,11,12,XG	N	N	1860	N/A	N/A
N	06,07,08	N	N	896	N/A	N/A
N	09,10,11,12,XG	N	N	1642	N/A	N/A
N	09,10,11,12,XG	N	N	2038	N/A	N/A
N	06,07,08	N	Y	50	40	1.6
N	PK,0K,01,02,03,04,05	N	N	635	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	555	N/A	N/A
N	09,10,11,12,XG	N	N	2004	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	645	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	765	N/A	N/A
N	06,07,08	N	N	1022	N/A	N/A
N	09,10,11,12	N	N	1783	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	533	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	942	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	633	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	806	N/A	N/A
N	06,07,08	N	N	989	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	893	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	522	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	609	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	652	N/A	N/A
N	09,10,11,12,XG	N	N	2074	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	542	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	935	N/A	N/A
N	06,07,08	N	N	961	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	712	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	409	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	584	N/A	N/A
N	09,10,11,12,XG	N	N	1683	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	809	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	696	N/A	N/A
N	0K,01,02,03,04,05	N	N	605	N/A	N/A
N	0K,01,02,03,04,05	N	N	374	N/A	N/A
N	06,07,08	N	N	793	N/A	N/A
N	06,07,08	N	N	892	N/A	N/A
N	09,10,11,12,XG	N	N	2543	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	669	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	639	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	489	N/A	N/A
N	06,07,08	N	N	1030	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	501	N/A	N/A
N	06,07,08	N	N	960	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	667	N/A	N/A
N	09,10,11,12,XG	N	N	1608	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	547	N/A	N/A
N	09,10,11,12,XG	N	N	2395	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	710	N/A	N/A
N	06,07,08	N	N	1627	N/A	N/A
N	0K,01,02,03,04,05	N	N	686	N/A	N/A
N	06,07,08	N	N	597	N/A	N/A
N	0K,01,02,03,04,05,06,07,08	N	Y	71	45	1.6
N	06,07,08	N	N	977	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	580	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	746	N/A	N/A
N	09,10,11,12,13,XG	N	N	341	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	652	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	973	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	625	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	984	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	273	N/A	N/A
N	0K,01,02,03,04,05	N	N	274	N/A	N/A
N	09,10,11,12,XG	N	N	2423	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	893	N/A	N/A
N	09,10,11,12,XG	N	N	128	N/A	N/A
N	06,07,08	N	N	887	N/A	N/A
N	0K,01,02,03,04,05	N	N	492	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	590	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	275	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	619	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	306	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	379	N/A	N/A
N	0K,01,02,03,04,05	N	N	596	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	541	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	529	N/A	N/A
N	06,07,08	N	N	1065	N/A	N/A
N	09,10,11,12,XG	N	N	2260	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	755	454	1.6
N	PK,0K,01,02,03,04,05	N	N	478	N/A	N/A
N	06,07,08	N	N	1112	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	748	N/A	N/A
N	06,07,08	N	N	1086	N/A	N/A
N	09,10,11,12,XG	N	N	1626	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	652	N/A	N/A
N	09,10,11,12	N	N	663	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	811	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	882	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	532	N/A	N/A
N	09,10,11,12,XG	N	N	1760	N/A	N/A
N	09,10,11,12,XG	N	N	1396	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	383	279	1.6
N	PK,0K,01,02,03,04,05	N	N	530	N/A	N/A
N	0K,01,02,03,04,05	N	N	383	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	804	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	431	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	703	N/A	N/A
N	0K,01,02,03,04,05	N	N	389	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	410	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	568	N/A	N/A
N	09,10,11,12,13,XG	N	N	333	N/A	N/A
N	09,10,11,12,13	N	N	258	N/A	N/A
N	09,10,11,12,13	N	N	325	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	351	N/A	N/A
N	06,07,08,09,10,11,12,13	N	N	266	N/A	N/A
N	06,07,08,09,10,11,12,13	N	N	342	N/A	N/A
N	09,10,11,12	N	N	122	N/A	N/A
N	09,10,11,12,XG	N	N	2045	N/A	N/A
N	06,07,08	N	N	976	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	503	N/A	N/A
N	06,07,08	N	N	903	N/A	N/A
N	09,10,11,12,XG	N	N	2016	N/A	N/A
N	0K,01,02,03,04,05	N	N	493	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	594	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	714	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	527	313	1.6
N	0K,01,02,03,04,05	N	N	430	N/A	N/A
N	06,07,08	N	N	726	N/A	N/A
N	06,07,08	N	N	881	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	648	N/A	N/A
N	06,07,08	N	N	891	N/A	N/A
N	06,07,08	N	N	1045	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	820	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	642	369	1.6
N	PK,0K,01,02,03,04,05	N	N	539	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	395	N/A	N/A
N	0K,01,02,03,04,05	N	N	712	N/A	N/A
N	09,10,11	N	N	1478	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	522	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	440	N/A	N/A

N	PK,OK,01,02,03,04,05	N	N	589	N/A	N/A
N	06,07,08	N	N	709	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	N	436	111	1.6
Y	03,04,05,06,07,08	N	N	410	N/A	N/A
Y	PK,OK,01,02,03,04,05,06,07,08	N	N	612	169	1.6
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1620	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1227	339	1.6
Y	09,10,11,12					
Y	OK,01,02,03,04,05,06,07,08	N	N	709	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	N	142	N/A	N/A
Y	06,07,08,09,10,11,12	N	N	550	N/A	N/A
Y	PK,OK,01,02,03,04,05,06,07,08	N	N	668	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	N	780	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	N	1244	344	1.6
Y	09,10,11,12	N	N	379	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	N	693	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	N	698	228	1.6
Y	OK,01,02,03,04,05,06,07,08	N	Y	732	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	335	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	317	N/A	N/A
N	PK,OK,01,02,03,04,05	N	Y	166	N/A	N/A
N	09,10,11,12,XG	N	Y	424	N/A	N/A
N	06,07,08	N	Y	374	N/A	N/A
N	09,10,11,12,13	N	Y	112	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	137	113	1.6
Y	OK,01,02,03,04,05,06,07,08	N	Y	488	345	1.6
Y	09,10,11,12	N	N	241	205	1.6
Y	OK,01,02,03,04,05,06,07,08	N	N	769	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08					
Y	OK,01,02,03,04,05,06,07,08	N	N	634	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	N	705	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	N	276	N/A	N/A
Y	OK,01,02,03,04,05,06,07,08	N	N	779	300	1.6
Y	OK,01,02,03,04,05	N	N	500	N/A	N/A
Y	OK,01,02,03,04,05,06	N	N	605	167	1.6

N	PK,0K,01,02,03,04,05	N	Y	120	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	432	N/A	N/A
N	09,10,11,12,XG	N	Y	253	N/A	N/A
N	06,07,08	N	Y	222	N/A	N/A
N	09,10,11,12,13	N	Y	77	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	219	N/A	N/A
Y	09,10,11,12,13	N	Y	122	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	135	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	433	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	297	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	296	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	865	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	155	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	661	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	347	N/A	N/A
N	0K,01,02,03,04,05,06,07,08	N	N	40	N/A	N/A
N	09,10,11,12,XG	N	N	1218	N/A	N/A
N	09,10,11,12,XG	N	N	248	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	N	164	47	1.6
N	05,06,07,08	N	Y	616	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	783	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	542	N/A	N/A
N	03,04,05	N	Y	452	N/A	N/A
N	09,10,11,12,XG	N	N	1008	N/A	N/A
N	06,07,08	N	Y	323	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	531	N/A	N/A
N	09,10,11,12,XG	N	Y	784	N/A	N/A
N	06,07,08	N	Y	459	N/A	N/A
N	10,11,12,XG	N	Y	57	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	242	N/A	N/A
N	09,10,11,12,XG	N	Y	414	N/A	N/A
N	0K,01,02,03,04	N	Y	443	N/A	N/A
N	05,06,07,08	N	Y	325	N/A	N/A
N	05,06,07,08	N	Y	407	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	724	N/A	N/A

N	05,06,07,08	N	Y	370	N/A	N/A
N	06,07,08	N	Y	891	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	643	N/A	N/A
N	09,10,11,12,XG	N	Y	452	N/A	N/A
N	06,07,08	N	Y	324	N/A	N/A
N	09,10,11,12,XG	N	Y	1001	N/A	N/A
N	PK,0K,01,02,03,04	N	Y	822	N/A	N/A
N	09,10,11,12,XG	N	Y	679	N/A	N/A
N	05,06,07,08	N	Y	620	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	569	N/A	N/A
N	PK,0K,01,02	N	Y	541	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	719	N/A	N/A
N	0K,01,02,03,04,05	N	Y	732	N/A	N/A
N	06,07,08,09,10,11,12	N	Y	122	N/A	N/A
N	09,10,11,12,13	N	Y	220	N/A	N/A
N	06,07,09,10,11	N	N	123	N/A	N/A
N	06,07,08,09,10,11,12,13	N	N	420	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08	N	Y	252	215	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	N	929	N/A	N/A
Y	0K,01,02,03	N	N	161	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	126	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	272	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	327	N/A	N/A
N	06,07,08	N	Y	572	N/A	N/A
N	09,10,11,12,XG	N	Y	466	N/A	N/A
N	06,07,08	N	Y	368	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	732	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	247	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	231	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	492	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	424	N/A	N/A
N	09,10,11,12,XG	N	Y	576	N/A	N/A
N	06,07,08	N	Y	413	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	303	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	177	N/A	N/A

N	PK,0K,01,02,03,04,05	N	Y	319	N/A	N/A
N	0K,01,02,03,04,05	N	Y	79	N/A	N/A
N	09,10,11,12,XG	N	Y	582	N/A	N/A
N	06,07,08	N	Y	463	N/A	N/A
N	09,10,11,12,XG	N	Y	718	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	369	N/A	N/A
N	09,10,11,12,13,XG	N	Y	249	N/A	N/A
N	03,04,05,06,07,08,09,10,11,12	N	Y	113	N/A	N/A
N	0K,01,02,03,04,05	N	Y	296	N/A	N/A
N	06,07,08	N	Y	437	N/A	N/A
N	PK,09,10,11,12,XG	N	Y	664	N/A	N/A
N	0K,01,02,03,04,05	N	Y	351	N/A	N/A
N	06,07,08	N	Y	431	N/A	N/A
N	09,10,11,12,XG	N	N	1030	N/A	N/A
N	06,07,08	N	Y	665	N/A	N/A
N	0K,01,02,03,04,05	N	Y	237	N/A	N/A
N	PK,09,10,11,12,XG	N	N	1077	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	524	N/A	N/A
N	0K,01,02,03,04,05	N	Y	163	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	370	N/A	N/A
N	PK,0K,01,02,03,04,05	N	Y	401	N/A	N/A
N	0K,01,02,03,04,05	N	Y	332	N/A	N/A
N	0K,01,02,03,04,05	N	N	437	N/A	N/A
N	0K,01,02,03,04,05	N	N	471	N/A	N/A
N	06,07,08	N	Y	299	N/A	N/A
N	06,07,08	N	N	438	N/A	N/A
N	0K,01,02,03,04,05	N	Y	193	N/A	N/A
N	0K,01,02,03,04,05	N	Y	484	N/A	N/A
N	0K,01,02,03,04,05	N	Y	323	N/A	N/A
N	09,10,11,12,13	N	N	206	N/A	N/A
N	09,10,11,12,13	N	N	239	N/A	N/A
N	04,05,06,07,08,09,10,11,12	N	N	51	N/A	N/A
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	1160	800	1.6
Y	0K,01,02,03,04,05,06,07,08,09,10,11,12	N	Y	1000	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	341	N/A	N/A

N	PK,0K,01,02,03,04,05	N	N	221	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	209	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	237	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	204	N/A	N/A
N	06,07,08	N	N	632	N/A	N/A
N	08,09,10,11,12,XG	N	N	760	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	279	N/A	N/A
N	06,07,08,09	N	N	528	N/A	N/A
N	08,09,10,11,12,XG	N	N	527	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	448	N/A	N/A
N	09,10,11,12,13	N	N	204	N/A	N/A
N	PK,0K,01,02,03,04,05,06,07,08	N	N	551	N/A	N/A
N	0K,01,02,03,04,05,06,07,08,09,10,11,12,XG	N	N	57	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	353	N/A	N/A
N	PK,0K,01,02,03,04,05	N	N	270	N/A	N/A
N	06,07,08	N	N	191	N/A	N/A
N	06,07,08	N	N	254	N/A	N/A
N	0K,01,02,03,04,05	N	N	188	N/A	N/A
N	PK,09,10,11,12,XG	N	N	631	N/A	N/A
N	0K,01,02,03,04,05	N	N	108	N/A	N/A

# Low Income Students	% Low Income Students	School Served	Eligibility Program Model	Eligibility Justification	Program Justification	# Students Served TAS
1459	60.49	Y	SW-SW			
1418	51.34	Y	SW-SW			
73	33.33	N	Not Title I			
309	54.79	N	SW			
310	57.73	N	SW			
545	100	Y	SW-SW			
0	0	N	Not Title I			
300	49.83	N	SW			
139	46.49	N	SW			
657	55.63	N	SW			
554	100	Y	SW-SW			
203	47.32	N	SW			
379	59.97	N	SW			
233	67.34	Y	SW-SW			
345	63.42	Y	SW-SW			
875	100	Y	SW-SW			
502	100	Y	SW-SW			
393	100	Y	SW-SW			
451	58.57	N	SW			
477	100	Y	SW-SW			
427	100	Y	SW-SW			
499	100	Y	SW-SW			
831	100	Y	SW-SW			
266	57.95	N	SW			
366	100	Y	SW-SW			
275	100	Y	SW-SW			
497	100	Y	SW-SW			
102	100	Y	SW-SW			
431	100	Y	SW-SW			
251	52.07	N	SW			
591	47.55	N	SW			
452	52.68	N	SW			
263	100	Y	SW-SW			

708	100	Y	SW-SW
694	58.12	N	SW
547	47.07	N	SW
467	52.95	N	SW
442	59.57	N	SW
456	56.86	N	SW
87	49.43	N	SW
661	85.73	N	SW
587	85.69	Y	SW-SW
259	51.49	Y	SW-TAS
476	45.03	N	SW
57	40.43	N	SW
220	49.44	Y	SW-SW
351	62.57	N	SW
112	54.37	Y	SW-SW
260	73.45	Y	SW-SW
136	72.73	Y	SW-SW
114	56.16	Y	SW-SW
169	74.12	Y	SW-SW
216	46.65	N	SW
165	61.11	Y	SW-SW
421	96.78	N	SW
266	100	Y	SW-SW
163	86.24	Y	SW-SW
594	100	Y	SW-SW
158	69.6	N	SW
620	100	N	SW
144	88.34	Y	SW-SW
629	100	N	SW
295	100	Y	SW-SW
210	100	Y	SW-SW
155	100	Y	SW-SW
411	100	Y	SW-SW
151	100	Y	SW-SW

416	55.25	N	SW
61	46.56	N	SW
271	62.59	N	SW
254	71.35	Y	SW-SW
323	65.12	Y	SW-SW
322	65.85	Y	SW-SW
349	58.56	N	SW
75	46.01	Y	SW-SW
100	57.8	Y	SW-SW
105	58.33	Y	SW-SW
166	72.17	Y	SW-SW
125	66.14	Y	SW-SW
160	82.9	Y	SW-SW
59	68.6	Y	SW-SW
75	100	Y	SW-SW
323	78.97	Y	SW-SW
168	32.18	N	Not Title I
108	41.06	N	SW
232	61.87	Y	SW-SW
314	68.11	Y	SW-SW
300	75.57	Y	SW-SW
311	68.35	Y	SW-SW
223	61.26	Y	SW-SW
149	41.16	N	SW
457	63.3	Y	SW-SW
227	54.7	N	SW
151	80.32	Y	SW-SW
469	57.62	N	SW
84	20.44	N	Not Title I
110	79.14	Y	SW-SW
418	100	Y	SW-SW
420	100	Y	SW-SW
119	100	Y	SW-SW
179	100	Y	SW-SW
154	100	Y	SW-SW

300	100	Y	SW-SW
190	69.09	Y	SW-SW
293	71.99	Y	SW-SW
110	73.83	Y	SW-SW
130	68.78	Y	SW-SW
144	61.02	Y	SW-SW
61	87.14	Y	SW-SW
323	57.47	N	SW
239	77.35	Y	SW-SW
380	84.44	Y	SW-SW
110	65.48	Y	SW-SW
157	65.15	Y	SW-SW
407	56.22	N	SW
56	44.44	N	SW
126	64.95	Y	SW-SW
582	100	Y	SW-SW
523	68.19	Y	SW-SW
482	93.05	Y	SW-SW
211	60.11	N	SW
96	100	N	SW
446	99.33	Y	SW-SW
392	99.49	Y	SW-SW
586	74.84	Y	SW-SW
640	94.4	Y	SW-SW
901	63.86	N	SW
603	90.27	Y	SW-SW
715	63.27	N	SW
355	61.53	Y	SW-SW
317	78.27	Y	SW-SW
568	100	Y	SW-SW
450	69.23	Y	SW-SW
464	79.73	Y	SW-SW
326	66.8	Y	SW-SW
502	94.01	Y	SW-SW
429	100	Y	SW-SW

1226	85.91	N	SW
800	80	Y	SW-SW
491	79.97	Y	SW-SW
96	83.48	N	SW
472	42.95	N	SW
284	59.17	N	SW
102	100	Y	SW-SW
79	53.38	Y	SW-SW
182	56.7	Y	SW-SW
155	58.94	N	SW
13	29.55	N	Not Title I
256	71.31	Y	SW-SW
164	36.28	N	TAS
112	52.09	Y	SW-SW
329	48.96	N	SW
260	62.65	N	SW
683	65.05	N	SW
407	73.73	N	SW
253	100	Y	SW-SW
562	56.26	N	SW
276	41.57	Y	SW-SW
174	34.66	N	Not Title I
165	44.24	Y	SW-SW
218	49.55	Y	SW-SW
198	100	Y	SW-SW
260	69.15	Y	SW-SW
297	52.47	Y	SW-SW
387	42.43	N	SW
227	45.04	N	SW
224	46.09	Y	SW-SW
349	77.9	Y	SW-SW
112	67.07	Y	SW-SW
390	64.68	N	SW
427	79.22	Y	SW-SW
379	69.54	Y	SW-SW

371	79.61	Y	SW-SW			
624	42.8	N	SW			
339	53.13	N	SW			
379	50.87	Y	SW-SW			
395	68.7	Y	SW-SW			
152	49.51	Y	SW-SW			
91	42.13	Y	SW-SW			
398	66.22	Y	SW-SW			
104	80.62	Y	SW-SW			
332	50.69	Y	SW-SW			
438	77.39	Y	SW-SW			
144	55.81	Y	SW-SW			
78	20.97	N	Not Title I			
378	32.78	N	Not Title I			
142	50	Y	SW-SW			
150	37.41	Y	TAS-TAS			75
152	38.38	Y	TAS-SW		Waiver Provided	
149	40.93	Y	SW-SW			
294	50.34	N	SW			
136	47.72	Y	SW-SW			
93	41.52	N	SW			
118	34.5	N	Not Title I			
166	37.9	Y	TAS-TAS			43
124	31.39	Y	TAS-SW	Charter School	Always SW	
261	21	Y	TAS-TAS	Charter School		108
322	48.13	Y	SW-SW			
89	100	Y	SW-SW			
79	46.2	Y	SW-TAS			24
54	56.25	Y	SW-SW			
77	61.11	N	SW			
115	89.15	N	SW			
35	25	N	Not Title I			
362	77.85	Y	SW-SW			
540	63.98	N	SW			
456	70.92	N	SW			

281	80.75	Y	SW-SW
886	65.97	N	SW
268	81.96	Y	SW-SW
234	76.72	Y	SW-SW
294	65.04	N	SW
252	67.92	Y	SW-SW
263	93.93	Y	SW-SW
190	73.93	Y	SW-SW
341	51.9	N	SW
275	60.04	N	SW
53	70.67	N	SW
589	80.03	Y	SW-SW
189	67.99	Y	SW-SW
230	70.99	Y	SW-SW
345	75	Y	SW-SW
403	55.05	N	SW
285	69.01	Y	SW-SW
349	71.96	N	SW
343	64.96	Y	SW-SW
229	78.16	Y	SW-SW
415	91.01	N	SW
148	33.71	Y	TAS-TAS
576	89.3	Y	SW-SW
262	15.05	N	Not Title I
300	49.26	N	SW
264	88.59	Y	SW-SW
723	57.06	N	SW
200	53.19	Y	SW-SW
233	29.02	N	Not Title I
699	99.57	Y	SW-SW
829	87.72	N	SW
360	44.01	N	SW
550	51.98	N	SW
79	100	N	SW
566	57.87	N	SW

Charter School

105	9.43	N	Not Title I
198	15.89	N	Not Title I
517	60.47	Y	SW-SW
299	44.56	N	SW
326	47.11	N	SW
347	40.3	N	SW
422	47.05	N	SW
400	36.04	N	TAS
477	58.46	N	SW
574	94.88	Y	SW-SW
632	85.29	Y	SW-SW
148	38.74	N	TAS
430	49.71	N	SW
336	19.88	N	Not Title I
83	86.46	N	SW
117	13.96	N	Not Title I
132	14.12	N	Not Title I
567	58.76	Y	SW-SW
1071	61.31	N	SW
707	92.66	Y	SW-SW
602	87.12	Y	SW-SW
542	100	Y	SW-SW
357	39.45	N	TAS
163	17.4	N	Not Title I
160	15.18	N	Not Title I
20	33.9	N	Not Title I
74	33.33	N	Not Title I
73	31.06	N	Not Title I
376	43.37	N	SW
77	33.05	N	Not Title I
564	58.02	N	SW
881	52.19	N	SW
301	64.59	Y	SW-SW
285	60.64	Y	SW-SW
402	75.28	Y	SW-SW

274	64.93	Y	SW-SW
749	59.35	N	SW
203	69.05	Y	SW-SW
169	63.3	Y	SW-SW
395	56.03	Y	SW-SW
368	55.01	Y	SW-SW
280	62.92	Y	SW-SW
328	54.85	Y	SW-SW
224	60.05	Y	SW-SW
40	18.69	N	Not Title I
45	58.44	Y	SW-SW
22	75.86	Y	SW-SW
170	50.9	Y	SW-SW
62	16.1	N	Not Title I
307	65.04	Y	SW-SW
109	68.55	Y	SW-SW
240	53.22	Y	SW-SW
381	72.43	Y	SW-SW
338	66.67	Y	SW-SW
246	46.68	Y	SW-SW
280	47.06	Y	SW-SW
126	55.75	Y	SW-SW
402	51.6	N	SW
312	47.13	Y	SW-SW
251	43.35	Y	SW-SW
70	45.16	Y	SW-SW
253	50.3	Y	SW-SW
184	47.3	Y	SW-SW
214	61.67	Y	SW-SW
469	36.7	N	TAS
290	97.64	Y	SW-SW
358	51.22	N	SW
224	75.42	Y	SW-SW
81	46.29	Y	SW-SW
109	25.12	N	Not Title I

146	32.96	Y	TAS-TAS	125% Rule	146
135	29.8	Y	TAS-TAS	125% Rule	135
108	26.15	N	Not Title I		
23	16.31	N	Not Title I		
43	55.13	Y	SW-SW		
192	42.11	Y	SW-SW		
202	54.89	Y	SW-SW		
9	100	N	SW		
110	42.47	N	SW		
197	27.51	N	Not Title I		
206	38.79	N	TAS		
221	22.51	N	Not Title I		
63	53.39	Y	SW-SW		
123	42.41	Y	SW-SW		
163	33.61	N	Not Title I		
218	40.82	Y	SW-SW		
360	55.21	Y	SW-SW		
195	51.59	N	SW		
84	35.74	N	TAS		
402	34.93	N	Not Title I		
181	24.26	N	Not Title I		
83	38.43	Y	TAS-SW	Always SW	
420	64.12	Y	SW-SW		
341	100	Y	SW-SW		
361	71.77	Y	SW-SW		
352	100	Y	SW-SW		
236	100	Y	SW-SW		
142	100	Y	SW-SW		
393	62.68	N	SW		
393	57.88	Y	SW-SW		
272	32.15	N	Not Title I		
165	57.49	Y	SW-SW		
297	57.89	Y	SW-SW		
464	57.43	N	SW		
2	100	N	SW		

278	71.83	Y	SW-SW
146	41.95	N	SW
230	55.69	Y	SW-SW
302	72.95	Y	SW-SW
230	50.44	Y	SW-SW
390	42.12	N	SW
211	48.39	N	SW
316	75.6	Y	SW-SW
288	59.75	Y	SW-SW
215	52.06	N	SW
401	47.18	N	SW
171	40.71	N	SW
344	49.07	Y	SW-SW
398	71.33	Y	SW-SW
326	68.78	N	SW
167	31.04	N	Not Title I
567	79.19	Y	SW-SW
668	55.21	N	SW
320	56.34	Y	SW-SW
285	55.66	Y	SW-SW
312	82.11	Y	SW-SW
269	57.48	Y	SW-SW
314	79.09	Y	SW-SW
120	53.81	N	SW
614	63.96	N	SW
145	57.31	Y	SW-SW
312	100	Y	SW-SW
198	60.74	Y	SW-SW
281	100	Y	SW-SW
414	80.54	Y	SW-SW
77	68.14	N	SW
431	59.37	N	SW
398	66.56	N	SW
240	58.11	Y	SW-SW
275	75.76	Y	SW-SW

331	76.44	Y	SW-SW
48	25	N	Not Title I
85	51.83	Y	SW-SW
188	62.05	Y	SW-SW
12	32.43	N	Not Title I
7	77.78	N	SW
495	90	Y	SW-SW
142	48.97	N	SW
148	39.89	N	TAS
124	61.39	Y	SW-SW
597	79.28	N	SW
157	20.36	N	Not Title I
98	46.45	Y	SW-SW
189	32.31	N	Not Title I
211	30.76	N	Not Title I
63	30.29	N	Not Title I
205	42.71	Y	SW-SW
179	24.86	N	Not Title I
523	87.02	Y	SW-SW
144	51.43	Y	SW-SW
121	18.25	N	Not Title I
414	95.61	Y	SW-SW
25	30.86	N	Not Title I
210	36.91	Y	TAS-TAS
27	5.34	N	Not Title I

222	65.1	Y	SW-SW
115	51.34	N	SW
103	54.5	N	SW
67	51.94	Y	SW-SW
72	47.68	N	SW
76	44.97	Y	SW-SW
43	75.44	Y	SW-SW
305	59.57	Y	SW-SW

236	50	N	SW
171	54.63	N	SW
98	66.67	Y	SW-SW
148	60.41	Y	SW-SW
63	50	N	SW
338	80.48	Y	SW-SW
304	79.79	Y	SW-SW
400	71.81	N	SW
304	72.9	Y	SW-SW
217	58.65	Y	SW-SW
159	60.23	Y	SW-SW
162	43.09	N	SW
150	54.95	N	SW
302	63.45	Y	SW-SW
304	58.35	Y	SW-SW
481	55.41	N	SW
463	62.15	N	SW
162	61.13	Y	SW-SW
107	50.95	N	SW
91	54.82	N	SW
564	52.37	N	SW
534	62.9	N	SW
107	93.04	N	SW
168	83.17	Y	SW-SW
419	84.14	Y	SW-SW
266	61.15	Y	SW-SW
225	77.05	Y	SW-SW
297	88.39	Y	SW-SW
258	61.28	Y	SW-SW
633	53.46	N	SW
392	63.23	Y	SW-SW
445	62.41	N	SW
190	72.8	Y	SW-SW
66	82.5	N	SW
478	60.35	N	SW

480	77.29	N	SW
314	58.04	Y	SW-SW
426	82.56	Y	SW-SW
300	73.89	Y	SW-SW
269	71.54	Y	SW-SW
153	54.64	Y	SW-SW
1056	100	Y	SW-SW
327	100	Y	SW-SW
206	100	Y	SW-SW
530	91.85	Y	SW-SW
355	100	Y	SW-SW
200	96.62	Y	SW-SW
297	100	Y	SW-SW
586	90.71	N	SW
197	82.08	N	SW
553	100	Y	SW-SW
396	100	N	SW
795	100	Y	SW-SW
610	94.14	Y	SW-SW
443	96.94	Y	SW-SW
469	100	Y	SW-SW
36	100	Y	SW-SW
475	77.87	Y	SW-SW
505	100	Y	SW-SW
77	100	Y	SW-SW
850	96.7	Y	SW-SW
214	50.35	Y	SW-SW
213	57.26	Y	SW-SW
244	68.73	Y	SW-SW
258	55.48	Y	SW-SW
74	34.26	N	Not Title I
144	28.57	N	Not Title I
410	92.34	Y	SW-SW
37	18.97	N	Not Title I
222	43.36	N	SW

158	70.85	Y	SW-SW
669	91.39	Y	SW-SW
267	100	Y	SW-SW
493	56.8	N	SW
366	94.57	Y	SW-SW
243	100	Y	SW-SW
290	91.19	Y	SW-SW
760	58.55	N	SW
363	100	Y	SW-SW
306	82.04	Y	SW-SW
402	100	Y	SW-SW
229	44.04	N	SW
466	69.45	N	SW
632	95.61	Y	SW-SW
166	44.86	Y	SW-SW
0	0	N	Not Title I
257	49.33	Y	SW-SW
184	70.23	Y	SW-SW
381	76.51	Y	SW-SW
155	87.08	Y	SW-SW
523	99.62	Y	SW-SW
85	92.39	Y	SW-SW
705	38.21	N	TAS
519	100	Y	SW-SW
949	100	Y	SW-SW
928	100	Y	SW-SW
747	50.54	N	SW
635	100	Y	SW-SW
173	43.14	Y	SW-SW
448	93.53	Y	SW-SW
638	100	Y	SW-SW
461	100	Y	SW-SW
537	100	Y	SW-SW
207	100	Y	SW-SW
148	55.22	N	SW

577	100	Y	SW-SW
339	100	Y	SW-SW
140	57.38	N	SW
120	61.22	Y	SW-SW
580	43.15	N	SW
605	100	Y	SW-SW
957	97.26	Y	SW-SW
362	100	Y	SW-SW
569	50.58	Y	SW-SW
219	96.48	Y	SW-SW
517	78.1	Y	SW-SW
619	83.09	Y	SW-SW
381	63.18	Y	SW-SW
666	100	Y	SW-SW
445	88.12	Y	SW-SW
439	39.98	N	TAS
582	98.48	Y	SW-SW
588	100	Y	SW-SW
642	68.96	Y	SW-SW
171	100	N	SW
226	49.89	Y	SW-SW
267	60.82	Y	SW-SW
430	100	Y	SW-SW
899	76.71	Y	SW-SW
296	100	Y	SW-SW
109	42.08	N	SW
395	100	Y	SW-SW
420	49.82	Y	SW-SW
483	76.91	Y	SW-SW
416	100	Y	SW-SW
506	100	Y	SW-SW
268	100	Y	SW-SW
522	75.54	Y	SW-SW
428	100	Y	SW-SW
273	100	Y	SW-SW

417	56.35	Y	SW-SW
573	87.48	Y	SW-SW
980	62.62	N	SW
373	96.63	Y	SW-SW
128	57.92	N	SW
136	63.55	Y	SW-SW
95	100	N	SW
556	100	Y	SW-SW
608	88.37	Y	SW-SW
270	100	Y	SW-SW
217	55.64	Y	SW-SW
185	44.36	Y	SW-SW
166	75.11	Y	SW-SW
937	70.61	N	SW
641	100	Y	SW-SW
298	100	Y	SW-SW
996	67.62	N	SW
516	100	Y	SW-SW
208	75.64	Y	SW-SW
128	71.91	Y	SW-SW
334	37.83	N	TAS
337	100	Y	SW-SW
718	58.04	N	SW
272	57.51	Y	SW-SW
123	100	N	SW
414	100	Y	SW-SW
571	100	Y	SW-SW
804	100	Y	SW-SW
1146	99.48	Y	SW-SW
596	100	Y	SW-SW
142	27.26	N	Not Title I
101	27.67	N	Not Title I
119	42.2	N	SW
901	84.52	Y	SW-SW
619	95.52	Y	SW-SW

109	40.37	Y	SW-SW	
351	34.34	N	Not Title I	
163	45.15	N	SW	
146	56.59	Y	SW-SW	
220	35.37	Y	TAS-SW	Always SW
56	21.71	N	Not Title I	
31	30.39	N	Not Title I	
124	16.85	N	Not Title I	
172	28.15	N	Not Title I	
143	58.13	Y	SW-SW	
9	23.68	N	Not Title I	
173	54.4	Y	SW-SW	
167	48.83	N	SW	
21	95.45	N	SW	
83	18.49	N	Not Title I	
242	44	Y	SW-SW	
354	53.23	Y	SW-SW	
212	40.38	N	SW	
178	47.34	N	SW	
171	51.35	Y	SW-SW	
208	34.04	N	Not Title I	
257	28.4	N	Not Title I	
159	74.3	Y	SW-SW	
204	34.87	N	Not Title I	
192	68.57	Y	SW-SW	
420	49.01	N	SW	
400	59.79	N	SW	
74	80.43	Y	SW-SW	
295	69.58	Y	SW-SW	
65	76.47	Y	SW-SW	
52	37.68	N	TAS	
224	53.46	Y	SW-SW	
259	66.58	Y	SW-SW	
326	61.28	N	SW	
397	54.01	N	SW	

336	61.54	Y	SW-SW
174	38.16	N	TAS
296	69.98	Y	SW-SW
192	38.71	N	TAS
314	52.25	N	SW
346	42.66	N	SW
231	45.38	N	SW
323	37.34	N	TAS
292	30.83	N	Not Title I
308	43.63	N	SW
270	37.34	N	TAS
254	69.78	Y	SW-SW
188	67.63	Y	SW-SW
193	80.08	Y	SW-SW
403	61.53	Y	SW-SW
392	64.69	Y	SW-SW
265	62.95	Y	SW-SW
335	59.19	N	SW
329	43.35	N	SW
371	59.36	Y	SW-SW
362	51.2	N	SW
70	46.36	N	SW
264	76.08	Y	SW-SW
481	73.21	Y	SW-SW
581	65.8	N	SW
301	74.88	Y	SW-SW
267	85.3	Y	SW-SW
26	81.25	N	SW
293	76.5	Y	SW-SW
357	100	Y	SW-SW
750	100	Y	SW-SW
500	100	Y	SW-SW
592	100	Y	SW-SW
80	13.16	Y	TAS-TAS
16	88.89	Y	SW-SW

Charter School

365	80.04	Y	SW-SW
205	58.4	Y	SW-SW
714	50.78	N	SW
63	60.58	N	SW
21	60	N	SW
362	67.04	Y	SW-SW
219	50.11	N	SW
228	48	Y	SW-SW
127	25	N	Not Title I
358	67.8	N	SW
214	57.99	Y	SW-SW
143	31.57	N	Not Title I
438	52.14	Y	SW-SW
466	58.25	Y	SW-SW
269	52.54	Y	SW-SW
545	72.47	Y	SW-SW
98	47.57	Y	SW-SW
362	41.85	Y	SW-SW
427	54.19	Y	SW-SW
353	60.86	Y	SW-SW
370	55.72	Y	SW-SW
285	47.11	Y	SW-SW
673	61.41	Y	SW-SW
671	60.18	Y	SW-SW
390	48.45	Y	SW-SW
608	97.59	Y	SW-SW
680	88.2	Y	SW-SW
282	98.95	Y	SW-SW
164	41.52	N	SW
399	100	Y	SW-SW
825	39.97	N	TAS
159	35.33	N	TAS
290	55.13	N	SW
534	100	Y	SW-SW
685	89.31	Y	SW-SW

200	58.14	N	SW		
158	40.93	Y	SW-SW		
262	47.64	Y	SW-SW		
538	93.08	Y	SW-SW		
144	91.14	N	SW		
579	34.24	N	Not Title I		
467	89.29	Y	SW-SW		
1299	84.79	N	SW		
382	60.83	Y	SW-SW		
571	90.35	Y	SW-SW		
0	0	N	Not Title I		
344	53.33	Y	SW-SW		
0	0	N	Not Title I		
377	100	Y	SW-SW		
350	94.09	Y	SW-SW		
179	49.86	Y	SW-SW		
130	100	N	SW		
83	27.39	N	Not Title I		
375	100	Y	SW-SW		
221	100	Y	SW-SW		
688	98.29	Y	SW-SW		
93	34.07	Y	TAS-SW	Grandfather Rule	Always SW
134	46.05	Y	SW-SW		
121	27.38	N	Not Title I		
534	98.71	Y	SW-SW		
23	22.33	N	Not Title I		
79	39.9	Y	TAS-SW		Always SW
699	89.27	Y	SW-SW		
801	59.42	N	SW		
454	100	Y	SW-SW		
596	100	Y	SW-SW		
174	45.31	Y	SW-SW		
194	27.83	N	Not Title I		
913	50.05	N	SW		
427	55.82	Y	SW-SW		

278	100	Y	SW-SW		
1117	83.42	N	SW		
332	72.02	Y	SW-SW		
294	45.87	N	SW		
335	50.76	Y	SW-SW		
213	100	Y	SW-SW		
305	60.16	Y	SW-SW		
325	100	Y	SW-SW		
274	100	Y	SW-SW		
0	0	N	Not Title I		
158	63.97	N	SW		
464	74.72	Y	SW-SW		
635	100	Y	SW-SW		
218	100	Y	SW-SW		
156	37.86	Y	TAS-SW	Always SW	
536	76.46	Y	SW-SW		
355	58.68	Y	SW-SW		
373	27.53	Y	TAS-TAS	Charter School	64
225	100	Y	SW-SW		
88	15.66	Y	TAS-TAS	Charter School	55
404	100	Y	SW-SW		
354	90.77	Y	SW-SW		
278	94.88	Y	SW-SW		
77	24.14	Y	TAS-TAS	Charter School	77
479	86.46	Y	SW-SW		
388	69.91	Y	SW-SW		
180	78.95	Y	SW-SW		
62	32.98	N	Not Title I		
171	80.28	Y	SW-SW		
93	72.09	Y	SW-SW		
175	85.78	Y	SW-SW		
208	67.1	N	SW		
251	81.23	Y	SW-SW		
233	76.39	Y	SW-SW		

506	67.29	N	SW
299	79.31	Y	SW-SW
350	70.99	Y	SW-SW
411	73.39	Y	SW-SW
46	65.71	N	SW
904	100	Y	SW-SW
316	84.49	Y	SW-SW
314	26.41	N	Not Title I
299	82.83	Y	SW-SW
234	57.21	Y	SW-SW
290	45.67	N	SW
528	81.99	Y	SW-SW
0	0	N	Not Title I
267	50.38	Y	SW-SW
109	82.58	N	SW
42	75	N	SW
219	28.26	N	Not Title I
519	44.66	N	SW
235	92.89	Y	SW-SW
76	19.39	N	Not Title I
71	24.91	N	Not Title I
731	44.25	N	SW
539	70.37	Y	SW-SW
377	75.7	Y	SW-SW
561	68	Y	SW-SW
395	80.61	Y	SW-SW
460	77.7	Y	SW-SW
879	59.67	Y	SW-SW
396	74.02	Y	SW-SW
24	88.89	Y	SW-SW
446	81.39	Y	SW-SW
440	48.4	N	SW
0	0	N	Not Title I
285	68.67	Y	SW-SW
281	83.63	Y	SW-SW

185	33.15	N	Not Title I
284	35.63	N	TAS
413	66.72	Y	SW-SW
305	42.78	N	SW
216	91.14	Y	SW-SW
500	62.97	Y	SW-SW
7	87.5	Y	SW-SW
448	73.08	Y	SW-SW
326	82.53	Y	SW-SW
148	24.92	N	Not Title I
217	26.18	N	Not Title I
99	72.26	Y	SW-SW
244	29.61	N	Not Title I
229	27.56	N	Not Title I
31	29.25	N	Not Title I
432	79.56	Y	SW-SW
511	77.19	Y	SW-SW
259	61.37	Y	SW-SW
741	51.85	Y	SW-SW
297	41.77	N	SW
751	72	Y	SW-SW
395	85.5	Y	SW-SW
624	70.19	Y	SW-SW
209	51.23	Y	SW-SW
421	73.22	Y	SW-SW
465	67.69	Y	SW-SW
1040	69.89	Y	SW-SW
266	67.86	Y	SW-SW
371	87.5	Y	SW-SW
307	80.79	Y	SW-SW
190	31.83	N	Not Title I
513	24.18	N	Not Title I
822	49.25	Y	SW-SW
273	57.59	Y	SW-SW
319	43.94	N	SW

113	17.52	N	Not Title I		
326	65.73	Y	SW-SW		
439	53.6	Y	SW-SW		
354	74.37	Y	SW-SW		
156	30.53	N	Not Title I		
399	51.02	Y	SW-SW		
13	81.25	N	SW		
286	63.41	Y	SW-SW		
172	22.43	N	Not Title I		
433	63.3	Y	SW-SW		
381	52.41	Y	SW-SW		
399	62.15	Y	SW-SW		
327	62.88	Y	SW-SW		
691	29.69	N	Not Title I		
126	23.29	N	Not Title I		
442	59.09	Y	SW-SW		
297	80.27	Y	SW-SW		
589	92.61	Y	SW-SW		
450	100	Y	SW-SW		
678	89.09	Y	SW-SW		
129	20.81	Y	TAS-SW	Charter School	Always SW
249	100	Y	SW-SW		
413	72.08	Y	SW-SW		
489	61.51	N	SW		
446	72.88	Y	SW-SW		
286	54.68	Y	SW-SW		
352	71.54	Y	SW-SW		
78	44.07	N	SW		
443	83.27	Y	SW-SW		
572	51.07	N	SW		
195	79.27	Y	SW-SW		
254	82.2	Y	SW-SW		
238	57.07	Y	SW-SW		
357	86.86	Y	SW-SW		

346	72.08	N	SW		
325	80.25	Y	SW-SW		
265	74.44	Y	SW-SW		
211	51.97	Y	SW-SW		
98	23.67	Y	TAS-TAS	Charter School	120
138	23	N	Not Title I		
558	24.01	Y	TAS-TAS	Charter School	349
882	76.76	N	SW		
202	29.49	N	Not Title I		
291	39.11	N	TAS		
409	100	Y	SW-SW		
398	83.61	N	SW		
76	53.9	N	SW		
422	100	Y	SW-SW		
127	64.14	Y	SW-SW		
530	99.44	Y	SW-SW		
58	51.79	N	SW		
602	95.1	Y	SW-SW		
175	67.31	Y	SW-SW		
363	100	Y	SW-SW		
283	68.52	N	SW		
250	66.31	Y	SW-SW		
158	100	N	SW		
297	62.26	Y	SW-SW		
405	48.62	N	SW		
322	35.46	N	TAS		
392	53.12	N	SW		
308	100	Y	SW-SW		
141	81.98	N	SW		
473	50.91	N	SW		
496	94.3	Y	SW-SW		
634	100	Y	SW-SW		
133	29.82	N	Not Title I		
115	32.12	N	Not Title I		
559	71.21	N	SW		

829	88.29	N	SW
92	27.46	N	Not Title I
275	67.4	N	SW
201	60.18	Y	SW-SW
506	97.87	Y	SW-SW
407	100	Y	SW-SW
287	71.04	Y	SW-SW
86	48.31	Y	SW-SW
323	59.59	N	SW
162	32.08	N	Not Title I
291	92.09	Y	SW-SW
699	70.25	N	SW
262	54.7	Y	SW-SW
835	95.32	Y	SW-SW
268	53.49	Y	SW-SW
239	58.15	Y	SW-SW
412	80.16	Y	SW-SW
548	100	Y	SW-SW
282	34.81	N	Not Title I
818	98.44	Y	SW-SW
243	75.23	Y	SW-SW
356	53.78	N	SW
308	100	Y	SW-SW
268	42.61	Y	SW-SW
417	68.7	N	SW
479	100	Y	SW-SW
423	100	Y	SW-SW
57	15.08	N	Not Title I
1534	80.44	Y	SW-TAS
654	38.93	Y	TAS-TAS
254	100	Y	SW-SW
360	60.81	Y	SW-SW
139	57.68	Y	SW-SW
190	56.38	N	SW
247	52.78	N	SW

78

409

170	73.59	Y	SW-SW
110	61.11	Y	SW-SW
394	73.64	Y	SW-SW
225	61.81	N	SW
185	71.98	N	SW
323	77.64	Y	SW-SW
377	82.31	Y	SW-SW
295	89.39	Y	SW-SW
65	90.28	N	SW
295	60.82	N	SW
101	44.69	N	SW
446	74.71	N	SW
89	40.09	N	SW
432	77.84	Y	SW-SW
284	57.84	Y	SW-SW
412	83.4	Y	SW-SW
324	48.36	N	SW
266	80.61	Y	SW-SW
209	61.29	Y	SW-SW
395	88.57	Y	SW-SW
144	55.81	Y	SW-SW
346	32.04	Y	TAS-TAS
395	48.59	Y	SW-SW
438	59.35	N	SW
438	64.13	Y	SW-SW
74	49.66	N	SW
233	64.01	Y	SW-SW
280	72.73	Y	SW-SW
244	70.32	Y	SW-SW
0	0	N	Not Title I
239	45.7	N	SW
216	41.46	N	SW
406	100	Y	SW-SW
491	100	Y	SW-SW
290	72.68	Y	SW-SW

Charter School

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605	100	Y	SW-SW
703	100	Y	SW-SW
713	100	Y	SW-SW
382	100	Y	SW-SW
534	99.81	Y	SW-SW
520	100	Y	SW-SW
256	100	Y	SW-SW
509	100	Y	SW-SW
154	48.73	N	SW
204	69.15	Y	SW-SW
32	13.5	N	Not Title I
253	50.91	N	SW
207	34.97	N	Not Title I
480	100	Y	SW-SW
1484	100	Y	SW-SW
788	64.48	Y	SW-SW
144	74.61	Y	SW-SW
457	100	Y	SW-SW
516	100	Y	SW-SW
543	100	Y	SW-SW
356	55.8	N	SW
239	100	Y	SW-SW
318	100	Y	SW-SW
144	100	Y	SW-SW
329	57.52	Y	SW-SW
221	100	Y	SW-SW
174	44.16	N	SW
34	41.98	N	SW
330	61.68	Y	SW-SW
853	44.47	N	SW
18	9.28	N	Not Title I
748	100	Y	SW-SW
288	59.5	Y	SW-SW
79	47.31	N	SW
612	100	Y	SW-SW

149	56.44	N	SW
656	100	Y	SW-SW
1104	99.55	Y	SW-SW
59	53.15	N	SW
121	64.02	Y	SW-SW
533	100	Y	SW-SW
525	96.69	Y	SW-SW
417	100	Y	SW-SW
424	96.8	Y	SW-SW
609	63.97	Y	SW-SW
677	95.35	Y	SW-SW
212	38.27	N	TAS
399	100	Y	SW-SW
595	86.73	Y	SW-SW
253	100	Y	SW-SW
287	37.71	N	TAS
274	100	Y	SW-SW
528	58.28	Y	SW-SW
343	54.7	N	SW
278	57.2	Y	SW-SW
221	100	Y	SW-SW
68	100	Y	SW-SW
73	100	Y	SW-SW
698	72.33	Y	SW-SW
309	91.42	Y	SW-SW
472	100	Y	SW-SW
360	57.23	Y	SW-SW
111	100	Y	SW-SW
259	53.51	N	SW
499	100	Y	SW-SW
522	99.24	Y	SW-SW
303	100	Y	SW-SW
130	49.81	N	SW
86	56.58	N	SW
942	97.01	Y	SW-SW

117	18.48	N	Not Title I
758	96.56	Y	SW-SW
224	28.11	N	Not Title I
328	23.91	N	Not Title I
344	17.2	N	Not Title I
168	24.63	N	Not Title I
158	16.44	N	Not Title I
490	100	Y	SW-SW
394	100	Y	SW-SW
77	10.86	N	Not Title I
535	100	Y	SW-SW
918	52.04	N	SW
256	100	Y	SW-SW
276	100	Y	SW-SW
396	66.22	Y	SW-SW
223	49.67	N	SW
810	59.87	Y	SW-SW
458	90.16	Y	SW-SW
727	100	Y	SW-SW
37	100	Y	SW-SW
23	100	Y	SW-SW
354	64.36	Y	SW-SW
469	100	Y	SW-SW
234	71.78	Y	SW-SW
612	100	Y	SW-SW
1389	100	Y	SW-SW
156	69.33	Y	SW-SW
576	44.86	N	SW
449	53.84	N	SW
200	80.97	Y	SW-SW
708	75.4	Y	SW-SW
274	33.74	N	Not Title I
790	47.14	N	SW
578	52.59	N	SW
49	11.16	N	Not Title I

41	21.81	N	Not Title I			
105	23.13	N	Not Title I			
134	23.51	N	Not Title I			
513	100	Y	SW-SW			
418	100	Y	SW-SW			
103	50.49	N	SW			
532	100	Y	SW-SW			
246	100	Y	SW-SW			
303	100	Y	SW-SW			
58	19.66	N	Not Title I			
430	100	Y	SW-SW			
864	59.67	Y	SW-SW			
207	100	Y	SW-SW			
82	10.7	Y	TAS-TAS	Charter School		273
450	89.82	Y	SW-SW			
58	4.61	Y	TAS-SW	Charter School	Always SW	
1238	100	Y	SW-SW			
185	13.75	N	Not Title I			
731	84.12	Y	SW-SW			
127	16.39	Y	TAS-TAS	Charter School		294
246	60.74	Y	SW-SW			
574	83.92	Y	SW-SW			
419	100	Y	SW-SW			
57	16.29	N	Not Title I			
56	7.79	N	Not Title I			
408	72.08	Y	SW-SW			
141	100	Y	SW-SW			
150	100	Y	SW-SW			
214	100	Y	SW-SW			
245	100	Y	SW-SW			
164	100	Y	SW-SW			
199	100	Y	SW-SW			
318	100	Y	SW-SW			
141	100	Y	SW-SW			

207	100	Y	SW-SW		
274	100	Y	SW-SW		
109	87.9	Y	SW-SW		
464	86.89	Y	SW-SW		
425	68.44	N	SW		
452	59.47	N	SW		
402	67.22	Y	SW-SW		
54	45.76	N	SW		
83	67.48	Y	SW-SW		
246	100	Y	SW-SW		
119	100	Y	SW-SW		
185	100	Y	SW-SW		
577	100	Y	SW-SW		
366	90.15	Y	SW-SW		
317	59.81	Y	SW-SW		
229	71.12	Y	SW-SW		
349	35.47	Y	TAS-SW	Always SW	
316	60.19	Y	SW-SW		
104	45.61	Y	SW-SW		
410	61.65	Y	SW-SW		
337	56.26	N	SW		
278	68.47	N	SW		
390	69.27	Y	SW-SW		
36	28.35	N	Not Title I		
622	80.36	Y	SW-SW		
90	68.7	N	SW		
598	44.86	N	SW		
503	49.41	N	SW		
325	69	Y	SW-SW		
397	43.25	Y	SW-SW		
436	50.82	N	SW		
198	33.33	Y	TAS-SW	Grandfather Rule	Always SW
52	50.49	Y	SW-SW		
415	65.25	Y	SW-SW		
219	67.18	Y	SW-SW		

421	44.69	Y	SW-SW
354	44.98	N	SW
621	34.1	N	Not Title I
223	50.11	Y	SW-SW
637	54.49	N	SW
560	43.72	N	SW
68	57.63	N	SW
352	43.19	N	SW
82	53.25	Y	SW-SW
255	48.57	Y	SW-SW
104	44.26	N	SW
252	54.9	N	SW
49	72.06	N	SW
302	58.08	Y	SW-SW
80	43.72	Y	SW-SW
59	34.5	N	Not Title I
296	61.92	Y	SW-SW
189	53.69	Y	SW-SW
209	47.39	Y	SW-SW
100	49.5	Y	SW-SW
173	55.63	Y	SW-SW
391	44.58	N	SW
368	41.82	N	SW
382	52.91	N	SW
278	40	Y	SW-SW
565	69.5	N	SW
145	45.89	Y	SW-SW
282	63.66	Y	SW-SW
331	69.54	Y	SW-SW
325	85.08	Y	SW-SW
564	62.46	N	SW
316	74.18	Y	SW-SW
161	52.44	Y	SW-SW
509	72.1	N	SW

264	57.14	Y	SW-SW	
107	32.72	N	Not Title I	
329	43.58	N	SW	
270	52.73	N	SW	
349	74.57	Y	SW-SW	
174	30.21	N	Not Title I	
227	38.15	Y	TAS-SW	Always SW
658	62.79	N	SW	
327	40.67	N	SW	
102	70.83	N	SW	
362	85.18	Y	SW-SW	
352	84.21	Y	SW-SW	
359	34.39	N	Not Title I	
93	47.21	N	SW	
39	19.7	N	Not Title I	
357	68.65	Y	SW-SW	
223	100	Y	SW-SW	
589	100	Y	SW-SW	
544	100	Y	SW-SW	
559	100	Y	SW-SW	
104	61.9	Y	SW-SW	
348	100	Y	SW-SW	
64	86.49	Y	SW-SW	
485	70.91	Y	SW-SW	
1501	77.81	N	SW	
301	100	Y	SW-SW	
565	99.3	Y	SW-SW	
542	86.17	Y	SW-SW	
363	100	Y	SW-SW	
602	75.53	Y	SW-SW	
475	97.14	Y	SW-SW	
230	37.34	N	TAS	
98	100	N	SW	
595	82.18	Y	SW-SW	
552	95.17	Y	SW-SW	

493	77.64	Y	SW-SW
230	53	N	SW
294	100	Y	SW-SW
109	71.24	Y	SW-SW
29	85.29	Y	SW-SW
93	36.76	N	TAS
125	22.85	N	Not Title I
16	13.22	N	Not Title I
373	73.57	Y	SW-SW
187	48.45	Y	SW-SW
205	29.12	N	Not Title I
356	77.22	Y	SW-SW
75	33.78	N	Not Title I
228	60.64	Y	SW-SW
24	80	N	SW
533	77.7	Y	SW-SW
289	80.73	N	SW
265	75.93	Y	SW-SW
49	36.57	N	TAS
324	16.77	N	Not Title I
132	19.16	N	Not Title I
210	30.48	N	Not Title I
219	36.2	N	TAS
58	9.19	N	Not Title I
387	100	Y	SW-SW
419	47.24	N	SW
182	37.14	N	TAS
234	78.26	Y	SW-SW
316	56.94	N	SW
147	100	N	SW
348	88.1	N	SW
669	79.74	N	SW
99	39.6	N	TAS
148	62.18	Y	SW-SW
335	45.45	Y	SW-SW

566	34.1	N	Not Title I	
489	92.79	Y	SW-SW	
391	54.16	Y	SW-SW	
221	53.51	N	SW	
131	59.01	Y	SW-SW	
495	62.9	N	SW	
373	69.07	N	SW	
81	13.32	N	Not Title I	
270	43.34	Y	SW-SW	
0	0	N	Not Title I	
244	36.47	Y	TAS-SW	Always SW
232	35.2	N	TAS	
647	33.35	N	Not Title I	
190	43.98	Y	SW-SW	
121	30.1	N	Not Title I	
283	43.34	N	SW	
191	51.48	Y	SW-SW	
413	50.06	Y	SW-SW	
92	100	Y	SW-SW	
57	2.97	N	Not Title I	
888	58.12	Y	SW-SW	
363	57.99	Y	SW-SW	
97	76.38	N	SW	
424	68.17	Y	SW-SW	
444	56.78	Y	SW-SW	
134	79.29	Y	SW-SW	
42	42.86	N	SW	
70	100	N	SW	
326	70.56	Y	SW-SW	
276	79.54	Y	SW-SW	
458	54.72	N	SW	
170	56.67	Y	SW-SW	
37	62.71	Y	SW-SW	
558	86.24	Y	SW-SW	
413	83.43	Y	SW-SW	

118	74.68	N	SW
561	29.5	N	Not Title I
99	50.51	N	SW
507	66.02	Y	SW-SW
628	34.43	N	Not Title I
237	27.09	N	Not Title I
374	39.79	N	TAS
355	73.2	Y	SW-SW
384	66.55	Y	SW-SW
486	22.63	N	Not Title I
347	55.08	N	SW
320	60.38	Y	SW-SW
837	78.22	Y	SW-SW
395	82.46	Y	SW-SW
350	83.93	Y	SW-SW
462	77.26	Y	SW-SW
395	82.29	Y	SW-SW
550	59.33	Y	SW-SW
400	52.22	N	SW
437	73.08	Y	SW-SW
568	45.95	N	SW
402	69.43	N	SW
86	32.21	N	Not Title I
510	85.14	N	SW
280	73.68	Y	SW-SW
140	21.91	N	Not Title I
566	76.8	Y	SW-SW
627	62.02	N	SW
362	37.28	N	TAS
325	38.83	N	TAS
442	46.19	N	SW
138	60.53	N	SW
440	55.84	N	SW
765	96.84	Y	SW-SW
370	100	Y	SW-SW

448	100	Y	SW-SW		
474	92.94	Y	SW-SW		
1098	76.78	N	SW		
883	70.14	N	SW		
442	95.05	Y	SW-SW		
586	41.24	N	SW		
427	79.22	Y	SW-SW		
510	48.71	N	SW		
397	52.51	N	SW		
357	61.34	Y	SW-SW		
552	54.28	N	SW		
131	15.16	Y	TAS-TAS	Charter School	60
310	45.12	Y	SW-TAS		431
667	35.73	Y	TAS-TAS		417
69	65.71	Y	SW-SW		
70	70.71	Y	SW-SW		
90	77.59	Y	SW-SW		
112	80.58	Y	SW-SW		
330	62.26	Y	SW-SW		
373	76.75	Y	SW-SW		
66	100	Y	SW-SW		
479	100	Y	SW-SW		
461	95.45	Y	SW-SW		
394	73.92	Y	SW-SW		
108	100	N	SW		
536	96.93	Y	SW-SW		
121	42.61	N	SW		
908	60.45	N	SW		
488	89.54	Y	SW-SW		
574	70.95	Y	SW-SW		
736	62.53	N	SW		
257	48.22	Y	SW-SW		
347	85.47	Y	SW-SW		
434	71.38	Y	SW-SW		
578	100	Y	SW-SW		

160	30.59	Y	TAS-TAS
395	83.69	Y	SW-SW
130	48.51	Y	SW-SW
266	60.18	Y	SW-SW
557	66.31	Y	SW-SW
311	57.27	Y	SW-SW
543	75.73	Y	SW-SW
326	67.78	Y	SW-SW
93	43.66	N	SW
42	68.85	Y	SW-SW
243	62.63	Y	SW-SW
506	51.63	Y	SW-SW
364	86.05	Y	SW-SW
380	79.83	Y	SW-SW
268	60.77	Y	SW-SW
387	83.59	Y	SW-SW
368	47.79	Y	SW-SW
176	90.72	Y	SW-SW
136	55.97	Y	SW-SW
329	56.82	Y	SW-SW
157	100	Y	SW-SW
46	100	N	SW
391	100	Y	SW-SW
133	24.23	N	Not Title I
402	99.75	Y	SW-SW
239	23.25	N	Not Title I
216	28.95	N	Not Title I
338	88.02	Y	SW-SW
0	0	N	Not Title I
419	52.05	N	SW
549	97.51	Y	SW-SW
293	97.99	Y	SW-SW
363	87.68	Y	SW-SW
338	92.86	Y	SW-SW
223	21.34	N	Not Title I

Charter School

181	58.77	Y	SW-SW		
179	56.83	Y	SW-SW		
179	23.1	N	Not Title I		
116	17.47	N	Not Title I		
264	91.99	Y	SW-SW		
156	23.67	N	Not Title I		
243	72.75	Y	SW-SW		
318	43.86	N	SW		
470	85.92	Y	SW-SW		
637	28	Y	TAS-SW	Charter School	Always SW
205	48.01	Y	SW-SW		
210	60	Y	SW-SW		
330	91.92	Y	SW-SW		
517	52.17	N	SW		
124	35.53	Y	TAS-SW		Always SW
286	75.66	Y	SW-SW		
56	49.12	N	SW		
355	59.17	Y	SW-SW		
393	68.35	Y	SW-SW		
67	78.82	Y	SW-SW		
357	75.8	Y	SW-SW		
14	38.89	N	TAS		
113	100	N	SW		
172	49.86	Y	SW-SW		
102	72.34	Y	SW-SW		
94	40.17	N	SW		
176	44	N	SW		
225	49.89	N	SW		
235	47.19	Y	SW-SW		
7	77.78	N	SW		
376	100	Y	SW-SW		
274	100	Y	SW-SW		
316	100	Y	SW-SW		
176	84.21	Y	SW-SW		
199	100	Y	SW-SW		

224	100	Y	SW-SW
163	73.76	Y	SW-SW
437	100	Y	SW-SW
372	100	Y	SW-SW
309	68.82	Y	SW-SW
219	85.55	Y	SW-SW
369	79.18	N	SW
269	67.76	Y	SW-SW
254	76.05	Y	SW-SW
59	53.15	N	SW
96	42.48	N	SW
0	0	N	Not Title I
819	61.35	N	SW
245	75.85	Y	SW-SW
147	73.87	Y	SW-SW
216	75	Y	SW-SW
179	62.15	Y	SW-SW
245	70.81	Y	SW-SW
417	67.59	N	SW
93	48.95	N	SW
736	94.48	Y	SW-SW
880	92.53	Y	SW-SW
557	15.82	N	Not Title I
616	78.47	Y	SW-SW
192	16.98	N	Not Title I
669	84.58	Y	SW-SW
306	51.43	N	SW
273	100	Y	SW-SW
348	100	Y	SW-SW
570	22.91	N	Not Title I
346	25.96	N	Not Title I
290	36.52	N	TAS
354	71.37	Y	SW-SW
674	92.97	Y	SW-SW
766	94.92	Y	SW-SW

413	90.97	Y	SW-SW
160	25.52	N	Not Title I
902	54.5	N	SW
325	40.98	N	SW
573	85.78	Y	SW-SW
456	42.3	N	SW
117	58.21	N	SW
262	76.16	Y	SW-SW
51	16.61	N	Not Title I
402	82.38	Y	SW-SW
798	87.79	Y	SW-SW
374	48.32	N	SW
286	19.22	N	Not Title I
221	37.78	N	TAS
237	72.7	Y	SW-SW
587	95.14	Y	SW-SW
622	94.96	Y	SW-SW
472	48.07	N	SW
165	14.03	N	Not Title I
1045	57.99	N	SW
721	100	Y	SW-SW
110	74.32	N	SW
502	91.61	Y	SW-SW
372	100	Y	SW-SW
67	23.76	N	Not Title I
498	100	Y	SW-SW
600	80	Y	SW-SW
279	100	Y	SW-SW
1597	68.93	N	SW
149	43.19	N	SW
741	88.64	Y	SW-SW
109	15.22	N	Not Title I
125	14.19	N	Not Title I
398	95.44	Y	SW-SW
250	34.39	N	Not Title I

232	81.69	Y	SW-SW
109	17.99	N	Not Title I
576	53.09	N	SW
1483	86.88	Y	SW-SW
541	92.16	Y	SW-SW
744	59.33	N	SW
42	27.1	N	Not Title I
1184	100	Y	SW-SW
181	22.68	N	Not Title I
827	100	Y	SW-SW
358	87.75	Y	SW-SW
672	100	Y	SW-SW
216	46.65	N	SW
978	99.8	Y	SW-SW
85	26.98	N	Not Title I
403	100	Y	SW-SW
1024	59.95	N	SW
595	99.83	Y	SW-SW
382	87.02	Y	SW-SW
246	27.55	N	Not Title I
571	67.41	N	SW
859	92.27	Y	SW-SW
427	91.04	Y	SW-SW
1302	66.74	N	SW
718	96.25	Y	SW-SW
678	94.04	Y	SW-SW
213	15.94	N	Not Title I
638	90.24	Y	SW-SW
202	24.46	N	Not Title I
715	74.4	N	SW
74	36.27	N	TAS
507	81.38	Y	SW-SW
274	28.57	N	Not Title I
347	60.03	N	SW
440	100	Y	SW-SW

507	83.8	Y	SW-SW
670	73.14	N	SW
50	23.26	N	Not Title I
402	84.81	Y	SW-SW
1386	65.32	N	SW
526	96.34	Y	SW-SW
350	43.05	N	SW
901	90.83	Y	SW-SW
221	38.04	N	TAS
901	83.81	Y	SW-SW
155	30.27	N	Not Title I
578	89.2	Y	SW-SW
253	100	Y	SW-SW
554	59.83	N	SW
1291	86.47	Y	SW-SW
390	74.29	Y	SW-SW
88	100	Y	SW-SW
816	96.68	Y	SW-SW
613	94.45	Y	SW-SW
315	50.64	N	SW
1411	40.13	N	SW
820	100	Y	SW-SW
496	77.5	Y	SW-SW
737	100	Y	SW-SW
242	75.39	Y	SW-SW
626	98.12	Y	SW-SW
486	84.23	Y	SW-SW
1483	71.02	N	SW
1032	94.59	Y	SW-SW
494	48.01	N	SW
581	85.69	Y	SW-SW
515	90.03	Y	SW-SW
475	100	Y	SW-SW
406	79.92	Y	SW-SW
349	100	Y	SW-SW

1053	63.43	N	SW
157	23.29	N	Not Title I
106	21.2	N	Not Title I
466	49.73	N	SW
642	87.11	Y	SW-SW
1067	74.72	N	SW
579	53.81	N	SW
63	100	Y	SW-SW
1093	84.73	Y	SW-SW
597	76.34	Y	SW-SW
510	85	Y	SW-SW
562	100	Y	SW-SW
37	6.13	N	Not Title I
346	17.12	N	Not Title I
899	76.77	Y	SW-SW
523	91.75	Y	SW-SW
589	52.4	N	SW
848	100	Y	SW-SW
748	100	Y	SW-SW
912	89.94	Y	SW-SW
332	100	Y	SW-SW
872	86.68	Y	SW-SW
94	25.13	N	Not Title I
352	69.57	Y	SW-SW
683	90.34	Y	SW-SW
146	22.09	N	Not Title I
277	56.3	N	SW
136	18.81	N	Not Title I
486	40.1	N	SW
379	58.22	N	SW
1866	57.42	N	SW
200	24.48	N	Not Title I
942	66.95	N	SW
371	79.61	Y	SW-SW
487	100	Y	SW-SW

389	82.24	Y	SW-SW
574	78.2	Y	SW-SW
590	100	Y	SW-SW
360	50.92	N	SW
118	24.43	N	Not Title I
611	100	Y	SW-SW
264	100	Y	SW-SW
797	97.79	Y	SW-SW
117	39.93	N	TAS
96	48.24	N	SW
158	39.9	N	TAS
356	100	Y	SW-SW
1521	100	Y	SW-SW
457	100	Y	SW-SW
1142	92.85	Y	SW-SW
570	22.91	N	Not Title I
383	100	Y	SW-SW
757	94.51	Y	SW-SW
424	84.13	Y	SW-SW
330	48.1	N	SW
584	86.14	Y	SW-SW
490	66.76	N	SW
1997	90.32	Y	SW-SW
136	92.52	Y	SW-SW
70	35.53	N	TAS
462	79.66	Y	SW-SW
274	86.71	Y	SW-SW
75	27.27	N	Not Title I
78	100	Y	SW-SW
1588	100	Y	SW-SW
18	0.81	N	Not Title I
348	44.73	Y	SW-SW
131	8.33	N	Not Title I
533	61.62	Y	SW-SW

115	66.47	Y	SW-SW		
934	100	Y	SW-SW		
50	4	Y	TAS-SW	Charter School	Always SW
138	100	Y	SW-TAS		138
1006	66.23	Y	SW-SW		
376	100	Y	SW-SW		
58	10.09	Y	TAS-SW	Charter School	Always SW
142	100	Y	SW-SW		
133	63.94	Y	SW-SW		
145	67.76	Y	SW-SW		
147	63.91	Y	SW-SW		
139	61.23	Y	SW-SW		
150	63.83	Y	SW-SW		
50	44.25	N	SW		
249	52.75	N	SW		
43	14.33	N	Not Title I		
151	59.92	Y	SW-SW		
354	100	Y	SW-SW		
370	37.07	Y	TAS-SW		Always SW
576	87.8	Y	SW-SW		
130	81.25	Y	SW-SW		
898	98.79	Y	SW-SW		
397	52.37	Y	SW-SW		
256	46.21	Y	SW-SW		
630	100	Y	SW-SW		
174	32.83	Y	TAS-TAS	Charter School	109
117	74.05	Y	SW-SW		
242	30.25	Y	TAS-SW	Charter School	Always SW
469	95.71	Y	SW-SW		
46	67.65	N	SW		
228	69.94	Y	SW-SW		
268	60.91	N	SW		
168	65.12	Y	SW-SW		
146	76.04	Y	SW-SW		
137	60.09	Y	SW-SW		

158	61	Y	SW-SW
151	58.53	Y	SW-SW
164	53.25	N	SW
87	31.99	N	Not Title I
479	54.49	N	SW
66	40.74	Y	SW-SW
587	76.43	Y	SW-SW
382	100	Y	SW-SW
48	10.21	N	Not Title I
411	40.49	Y	SW-SW
115	100	Y	SW-SW
71	71.72	Y	SW-SW
482	74.96	Y	SW-SW
151	65.94	Y	SW-SW
197	59.88	Y	SW-SW
291	52.15	Y	SW-SW
180	86.54	Y	SW-SW
110	27.36	N	Not Title I
114	44.53	Y	SW-SW
116	18.21	N	Not Title I
84	82.35	N	SW
201	31.36	N	Not Title I
377	65	N	SW
744	35.34	N	TAS
113	18.11	N	Not Title I
337	93.87	Y	SW-SW
326	56.01	Y	SW-SW
340	56.95	Y	SW-SW
471	33.88	N	Not Title I
200	45.45	Y	SW-SW
144	33.26	N	Not Title I
183	46.68	Y	SW-SW
203	29.85	N	Not Title I
162	60	Y	SW-SW

0	0	N	Not Title I
269	56.75	N	SW
321	40.07	Y	SW-SW
134	56.78	Y	SW-SW
289	100	Y	SW-SW
542	100	Y	SW-SW
320	100	Y	SW-SW
588	100	Y	SW-SW
359	63.2	N	SW
365	59.74	Y	SW-SW
376	100	Y	SW-SW
577	100	Y	SW-SW
416	100	Y	SW-SW
418	100	Y	SW-SW
258	100	Y	SW-SW
427	100	Y	SW-SW
342	100	Y	SW-SW
138	100	Y	SW-SW
0	0	N	Not Title I
112	100	Y	SW-SW
576	60.95	N	SW
181	47.63	N	SW
698	100	Y	SW-SW
611	56.78	N	SW
522	63.66	N	SW
379	62.23	Y	SW-SW
1070	100	N	SW
541	67.37	N	SW
584	55.2	N	SW
388	100	Y	SW-SW
258	100	Y	SW-SW
551	100	Y	SW-SW
722	77.8	Y	SW-SW
145	40.17	Y	SW-SW
146	32.81	N	Not Title I

238	56.13	Y	SW-SW
306	34.73	N	Not Title I
286	96.62	Y	SW-SW
324	71.05	Y	SW-SW
248	40	Y	SW-SW
196	69.01	Y	SW-SW
317	46.69	Y	SW-SW
903	41.63	N	SW
668	35.31	N	TAS
277	78.69	Y	SW-SW
160	25.68	N	Not Title I
232	45.67	Y	SW-SW
219	39.18	N	TAS
88	20.71	N	Not Title I
40	17.94	N	Not Title I
250	56.95	Y	SW-SW
624	29.56	N	Not Title I
421	49.3	Y	SW-SW
47	94	N	SW
262	66.33	Y	SW-SW
259	46.75	Y	SW-SW
210	33.28	N	Not Title I
364	55.15	Y	SW-SW
707	50.5	N	SW
130	29.89	N	Not Title I
53	85.48	N	SW
63	51.64	N	SW
107	16.56	N	Not Title I
199	42.61	Y	SW-SW
282	33.29	N	Not Title I
112	26.17	N	Not Title I
278	70.56	Y	SW-SW
100	16.98	N	Not Title I
353	88.25	Y	SW-SW
496	73.7	Y	SW-SW

86	35.1	N	TAS		
82	36.28	N	TAS		
168	57.34	Y	SW-SW		
348	74.52	Y	SW-SW		
23	8.68	N	Not Title I		
31	7.6	Y	TAS-SW	Charter School	Always SW
65	68.42	Y	SW-SW		
125	100	Y	SW-SW		
69	7.47	Y	TAS-TAS	Charter School	43
296	80	Y	SW-SW		
155	77.11	Y	SW-SW		
193	100	Y	SW-SW		
290	100	Y	SW-SW		
302	100	Y	SW-SW		
312	100	Y	SW-SW		
239	100	Y	SW-SW		
149	87.65	Y	SW-SW		
26	100	Y	SW-SW		
1282	100	Y	SW-SW		
54	29.19	N	Not Title I		
409	73.56	Y	SW-SW		
344	72.42	Y	SW-SW		
342	51.12	Y	SW-SW		
341	59.41	Y	SW-SW		
237	72.92	Y	SW-SW		
267	32.92	N	Not Title I		
250	34.29	N	Not Title I		
382	41.21	Y	SW-SW		
377	35.17	N	TAS		
447	68.66	Y	SW-SW		
536	58.01	Y	SW-SW		
408	75.42	Y	SW-SW		
633	46.75	N	SW		
660	68.04	Y	SW-SW		

341	63.5	Y	SW-SW
379	56.65	Y	SW-SW
205	43.16	Y	SW-SW
253	72.29	Y	SW-SW
615	58.91	N	SW
360	50.35	Y	SW-SW
374	55.08	Y	SW-SW
291	55.11	Y	SW-SW
277	54	Y	SW-SW
333	52.77	Y	SW-SW
390	42.25	N	SW
345	58.77	Y	SW-SW
333	53.28	Y	SW-SW
421	58.64	Y	SW-SW
379	57.51	N	SW
346	67.32	Y	SW-SW
337	70.35	Y	SW-SW
248	42.98	Y	SW-SW
241	35.65	N	TAS
426	43.92	Y	SW-SW
417	39.08	N	TAS
394	48.11	Y	SW-SW
571	50.4	N	SW
221	53.51	N	SW
78	79.59	Y	SW-SW
394	59.88	N	SW
197	35.69	N	TAS
475	44.19	N	SW
230	76.16	Y	SW-SW
214	40.53	N	SW
391	73.77	Y	SW-SW
236	54.76	N	SW
248	60.49	Y	SW-SW
76	17.8	N	Not Title I
412	75.74	Y	SW-SW

529	41.14	N	SW		
33	80.49	Y	SW-SW		
193	61.08	Y	SW-SW		
205	48.24	Y	SW-SW		
180	34.62	Y	TAS-TAS	125% Rule	35
257	29.68	N	Not Title I		
403	25.64	N	Not Title I		
220	29.41	N	Not Title I		
150	30.74	N	Not Title I		
145	35.8	Y	TAS-TAS		35
112	31.55	Y	TAS-TAS	125% Rule	49
316	21.91	N	Not Title I		
219	40.86	Y	SW-SW		
84	19.53	N	Not Title I		
240	35.66	N	TAS		
189	30.53	N	Not Title I		
167	32.24	Y	TAS-TAS	125% Rule	35
0	0	N	Not Title I		
120	29.56	N	Not Title I		
98	23.17	N	Not Title I		
200	45.25	Y	SW-SW		
189	24.55	N	Not Title I		
38	88.37	N	SW		
0	0	N	Not Title I		
43	5.52	N	Not Title I		
20	5.6	Y	TAS-TAS	Charter School	20
146	87.43	Y	SW-SW		
224	85.17	Y	SW-SW		
196	45.58	N	SW		
296	98.34	Y	SW-SW		
403	83.78	Y	SW-SW		
259	78.72	Y	SW-SW		
485	97.19	Y	SW-SW		
12	100	N	SW		
349	84.1	Y	SW-SW		

373	100	Y	SW-SW
578	86.66	Y	SW-SW
259	100	Y	SW-SW
493	83.14	Y	SW-SW
346	100	Y	SW-SW
451	97.62	Y	SW-SW
320	100	Y	SW-SW
66	65.35	N	SW
154	75.49	Y	SW-SW
332	45.11	Y	SW-SW
437	79.74	Y	SW-SW
184	70.23	Y	SW-SW
348	62.48	Y	SW-SW
252	55.14	Y	SW-SW
414	59.65	N	SW
144	22.89	N	Not Title I
392	75.82	Y	SW-SW
388	61.59	N	SW
53	26.77	N	Not Title I
303	60.97	Y	SW-SW
49	52.69	N	SW
309	73.57	Y	SW-SW
310	17.92	N	Not Title I
88	13.9	N	Not Title I
133	16.2	N	Not Title I
162	27.84	N	Not Title I
137	75.69	Y	SW-SW
204	24.55	N	Not Title I
126	18	N	Not Title I
251	74.26	Y	SW-SW
214	54.31	Y	SW-SW
239	45.01	N	SW
246	68.14	Y	SW-SW
238	45.51	N	SW
164	93.18	Y	SW-SW

113	67.66	Y	SW-SW		
291	64.38	Y	SW-SW		
82	36.94	N	TAS		
53	48.62	N	SW		
535	52.76	N	SW		
230	63.36	Y	SW-SW		
285	74.22	Y	SW-SW		
268	52.96	N	SW		
36	49.32	N	SW		
106	46.29	N	SW		
194	54.96	Y	SW-SW		
82	12.17	Y	TAS-SW	Charter School	Always SW
60	89.55	Y	SW-SW		
717	84.25	Y	SW-SW		
615	100	Y	SW-SW		
358	89.5	Y	SW-SW		
512	79.01	N	SW		
344	100	Y	SW-SW		
259	100	Y	SW-SW		
613	100	Y	SW-SW		
619	100	Y	SW-SW		
581	62.14	Y	SW-SW		
941	56.52	N	SW		
256	100	Y	SW-SW		
782	100	Y	SW-SW		
647	100	Y	SW-SW		
421	96.12	Y	SW-SW		
629	100	Y	SW-SW		
731	97.21	N	SW		
367	100	Y	SW-SW		
524	100	Y	SW-SW		
380	100	Y	SW-SW		
530	59.09	N	SW		
1203	83.48	N	SW		
798	100	Y	SW-SW		

782	100	N	SW
339	100	Y	SW-SW
584	100	Y	SW-SW
17	100	N	SW
581	79.48	Y	SW-SW
595	98.67	Y	SW-SW
89	100	N	SW
372	100	Y	SW-SW
1490	94.01	N	SW
275	100	Y	SW-SW
213	93.83	Y	SW-SW
404	100	Y	SW-SW
408	100	Y	SW-SW
486	59.2	Y	SW-SW
539	73.94	Y	SW-SW
230	72.1	Y	SW-SW
165	78.95	Y	SW-SW
21	53.85	N	SW
407	66.72	Y	SW-SW
117	100	Y	SW-SW
188	52.96	Y	SW-SW
181	56.04	Y	SW-SW
32	51.61	N	SW
244	43.96	N	SW
246	51.04	N	SW
57	41.01	Y	SW-SW
78	62.9	Y	SW-SW
277	77.37	Y	SW-SW
330	62.38	N	SW
202	77.39	Y	SW-SW
415	68.03	N	SW
108	49.32	Y	SW-SW
226	70.63	Y	SW-SW
268	59.69	Y	SW-SW
355	50.64	Y	SW-SW

211	53.55	Y	SW-SW
256	61.99	Y	SW-SW
301	77.38	Y	SW-SW
246	63.57	Y	SW-SW
292	60.33	N	SW
322	51.11	N	SW
330	100	Y	SW-SW
413	79.12	Y	SW-SW
473	57.26	N	SW
556	67.89	N	SW
161	46.26	N	SW
237	69.3	Y	SW-SW
390	77.53	Y	SW-SW
466	56.14	N	SW
375	69.7	Y	SW-SW
296	62.71	N	SW
229	75.33	Y	SW-SW
212	64.63	Y	SW-SW
296	66.52	Y	SW-SW
260	51.69	N	SW
342	53.44	N	SW
289	62.42	N	SW
59	62.11	N	SW
293	44.94	N	SW
1091	83.35	N	SW
512	98.27	Y	SW-SW
674	100	Y	SW-SW
321	100	Y	SW-SW
302	100	Y	SW-SW
448	98.46	Y	SW-SW
403	87.42	Y	SW-SW
468	100	Y	SW-SW
1360	63.55	Y	SW-SW
380	70.76	Y	SW-SW
126	56	Y	SW-SW

395	77	Y	SW-SW
331	78.25	Y	SW-SW
327	65.14	Y	SW-SW
101	84.17	Y	SW-SW
263	66.75	Y	SW-SW
334	77.49	Y	SW-SW
887	65.22	N	SW
141	47.32	N	SW
364	72.95	N	SW
418	65.72	Y	SW-SW
214	80.75	Y	SW-SW
247	80.72	Y	SW-SW
355	86.8	Y	SW-SW
432	100	Y	SW-SW
606	100	Y	SW-SW
890	100	Y	SW-SW
327	100	Y	SW-SW
335	100	Y	SW-SW
546	100	Y	SW-SW
743	100	Y	SW-SW
474	100	Y	SW-SW
948	100	Y	SW-SW
2165	96.95	Y	SW-SW
898	91.45	Y	SW-SW
306	100	Y	SW-SW
305	100	Y	SW-SW
701	100	Y	SW-SW
773	100	Y	SW-SW
731	100	Y	SW-SW
599	100	Y	SW-SW
505	100	Y	SW-SW
902	100	Y	SW-SW
134	58.52	Y	SW-SW
955	92.54	Y	SW-SW
386	100	Y	SW-SW

651	100	Y	SW-SW
398	100	Y	SW-SW
468	100	Y	SW-SW
777	100	Y	SW-SW
1229	100	Y	SW-SW
727	100	Y	SW-SW
379	97.93	Y	SW-SW
213	100	Y	SW-SW
283	100	Y	SW-SW
501	100	Y	SW-SW
352	100	Y	SW-SW
443	100	Y	SW-SW
1690	91.75	Y	SW-SW
468	100	Y	SW-SW
69	62.16	Y	SW-SW
192	69.82	Y	SW-SW
251	54.57	Y	SW-SW
560	100	Y	SW-SW
582	85.34	Y	SW-SW
333	100	Y	SW-SW
382	99.74	Y	SW-SW
603	100	Y	SW-SW
403	100	Y	SW-SW
304	100	Y	SW-SW
389	88.81	Y	SW-SW
759	100	Y	SW-SW
326	100	Y	SW-SW
261	96.31	Y	SW-SW
726	100	Y	SW-SW
616	100	Y	SW-SW
563	67.51	N	SW
162	51.92	N	SW
533	70.6	N	SW
423	100	Y	SW-SW

403	100	Y	SW-SW
32	76.19	N	SW
504	96.55	Y	SW-SW
370	74.45	Y	SW-SW
477	100	Y	SW-SW
652	100	Y	SW-SW
120	100	Y	SW-SW
88	100	Y	SW-SW
167	49.7	N	SW
497	65.05	N	SW
311	100	Y	SW-SW
458	73.4	Y	SW-SW
290	53.8	N	SW
380	78.84	N	SW
605	61.67	N	SW
540	100	Y	SW-SW
322	65.71	Y	SW-SW
411	73	Y	SW-SW
456	100	Y	SW-SW
421	100	Y	SW-SW
520	100	Y	SW-SW
605	55.76	N	SW
509	89.14	Y	SW-SW
589	100	Y	SW-SW
296	52.02	Y	SW-SW
209	72.82	Y	SW-SW
141	53.01	Y	SW-SW
430	100	Y	SW-SW
459	79.69	N	SW
432	100	Y	SW-SW
296	56.27	Y	SW-SW
157	67.67	N	SW
716	79.12	N	SW
412	74.1	N	SW
569	64	N	SW

405	69.23	Y	SW-SW
688	65.21	N	SW
434	65.26	N	SW
0	0	N	Not Title I
336	58.33	Y	SW-SW
281	44.67	N	SW
251	51.43	N	SW
147	69.01	Y	SW-SW
370	74.3	Y	SW-SW
304	48.03	N	SW
330	60.11	N	SW
384	64.65	Y	SW-SW
246	64.06	Y	SW-SW
277	63.1	Y	SW-SW
170	69.11	Y	SW-SW
149	61.83	Y	SW-SW
294	51.76	N	SW
345	47.78	N	SW
59	31.22	N	Not Title I
92	100	N	SW
224	57.58	Y	SW-SW
253	71.88	Y	SW-SW
100	55.87	Y	SW-SW
1235	93.07	Y	SW-SW
317	76.76	Y	SW-SW
290	80.56	Y	SW-SW
202	61.77	Y	SW-SW
119	53.13	Y	SW-SW
254	71.75	Y	SW-SW
261	57.87	Y	SW-SW
267	65.12	Y	SW-SW
276	57.74	Y	SW-SW
319	68.6	Y	SW-SW
272	54.84	Y	SW-SW
337	45.11	Y	SW-SW

288	50.62	Y	SW-SW
174	47.03	Y	SW-SW
302	71.56	Y	SW-SW
283	70.93	Y	SW-SW
336	77.06	Y	SW-SW
322	78.35	Y	SW-SW
282	73.25	Y	SW-SW
292	64.18	Y	SW-SW
446	100	Y	SW-SW
733	90.49	N	SW
404	100	Y	SW-SW
646	100	Y	SW-SW
710	100	Y	SW-SW
510	76.23	Y	SW-SW
87	93.55	N	SW
521	77.76	Y	SW-SW
936	68.82	N	SW
98	44.14	N	SW
464	74.96	Y	SW-SW
533	76.69	Y	SW-SW
410	81.03	Y	SW-SW
269	78.65	Y	SW-SW
334	72.77	Y	SW-SW
325	85.53	Y	SW-SW
368	88.25	Y	SW-SW
219	55.87	Y	SW-SW
296	67.43	Y	SW-SW
546	99.64	Y	SW-SW
192	53.19	Y	SW-SW
326	100	Y	SW-SW
205	41.75	Y	SW-SW
126	64.29	Y	SW-SW
253	53.04	N	SW
289	49.15	N	SW
245	70.81	Y	SW-SW

168	49.12	Y	SW-SW
182	57.59	Y	SW-SW
265	42	N	SW
213	48.52	N	SW
197	56.13	N	SW
226	55.39	Y	SW-SW
59	32.07	N	Not Title I
58	38.67	N	TAS
107	61.14	N	SW
271	34.97	N	Not Title I
10	71.43	N	SW
336	52.01	N	SW
100	55.56	Y	SW-SW
162	51.59	Y	SW-SW
302	69.27	Y	SW-SW
57	47.11	Y	SW-SW
72	93.51	Y	SW-SW
84	71.79	Y	SW-SW
150	53.38	N	SW
68	66.02	Y	SW-SW
134	60.36	N	SW
110	66.27	Y	SW-SW
288	59.02	Y	SW-SW
118	73.75	Y	SW-SW
250	63.13	N	SW
268	52.45	N	SW
145	74.36	Y	SW-SW
195	73.86	Y	SW-SW
346	47.33	N	SW
53	37.59	N	TAS
335	100	Y	SW-SW
351	70.77	N	SW
233	100	Y	SW-SW
315	97.22	Y	SW-SW

259	44.97	N	SW
176	100	Y	SW-SW
452	100	Y	SW-SW
227	62.19	N	SW
345	100	Y	SW-SW
166	100	Y	SW-SW
509	62.3	N	SW
315	93.47	Y	SW-SW
257	56.48	N	SW
324	100	Y	SW-SW
181	78.02	Y	SW-SW
426	64.55	N	SW
44	49.44	N	SW
171	58.76	N	SW
154	100	Y	SW-SW
302	96.79	Y	SW-SW
311	51.66	Y	SW-SW
160	41.45	N	SW
95	49.74	N	SW
0	0	N	Not Title I
227	57.61	Y	SW-SW
190	53.52	Y	SW-SW
286	49.4	N	SW
218	52.53	N	SW
71	10.44	N	Not Title I
53	64.63	Y	SW-SW
0	0	N	Not Title I
291	54.6	N	SW
329	66.33	Y	SW-SW
253	72.49	Y	SW-SW
397	100	Y	SW-SW
88	50.29	Y	SW-SW
367	61.47	Y	SW-SW
344	46.93	N	SW
307	58.14	N	SW

320	66.67	Y	SW-SW
58	84.06	N	SW
252	71.39	Y	SW-SW
138	57.5	N	SW
142	66.98	N	SW
85	68.55	Y	SW-SW
336	81.36	Y	SW-SW
165	86.84	Y	SW-SW
107	100	Y	SW-SW
171	100	Y	SW-SW
80	9.09	N	Not Title I
39	6.31	N	Not Title I
422	90.56	Y	SW-SW
64	8.22	N	Not Title I
395	100	Y	SW-SW
392	75.1	Y	SW-SW
559	83.56	N	SW
137	10.1	N	Not Title I
166	8.61	N	Not Title I
150	35.71	N	TAS
814	87.81	N	SW
609	71.82	N	SW
165	34.74	N	Not Title I
310	49.28	N	SW
102	9.75	N	Not Title I
345	81.75	Y	SW-SW
27	3.47	N	Not Title I
816	80.95	N	SW
80	33.61	N	Not Title I
352	49.65	N	SW
608	34.7	N	Not Title I
531	40.47	N	SW
460	43.98	N	SW
362	43.46	N	SW
262	35.65	N	TAS

409	33.42	N	Not Title I
413	41.89	N	SW
411	91.74	Y	SW-SW
183	49.73	N	SW
40	6.44	N	Not Title I
353	70.18	Y	SW-SW
296	48.21	N	SW
215	29.17	N	Not Title I
577	41.27	N	SW
472	47.06	N	SW
272	45.64	N	SW
199	71.84	Y	SW-SW
124	100	N	SW
133	16.4	N	Not Title I
114	36.89	N	TAS
214	33.13	N	Not Title I
479	100	Y	SW-SW
284	42.51	N	SW
37	5.26	N	Not Title I
118	6.52	N	Not Title I
100	6.76	N	Not Title I
121	15.32	N	Not Title I
224	39.86	N	TAS
343	85.96	Y	SW-SW
48	3.5	N	Not Title I
72	65.45	N	SW
74	3.59	N	Not Title I
915	43	Y	SW-SW
0	0	N	Not Title I
560	52.78	Y	SW-SW
90	57.69	Y	SW-SW
75	32.89	Y	TAS-TAS
269	68.97	Y	SW-SW
110	82.71	Y	SW-SW
283	79.05	Y	SW-SW

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311	80.15	Y	SW-SW
711	86.29	Y	SW-SW
97	83.62	Y	SW-SW
145	79.23	Y	SW-SW
206	77.74	Y	SW-SW
282	85.45	Y	SW-SW
186	86.11	Y	SW-SW
166	83.42	N	SW
806	84.75	N	SW
176	85.02	Y	SW-SW
253	73.98	Y	SW-SW
108	45.96	N	SW
154	61.6	Y	SW-SW
954	100	Y	SW-SW
1320	100	Y	SW-SW
497	70.5	Y	SW-SW
254	31.55	N	Not Title I
273	49.1	Y	SW-SW
288	28.97	N	Not Title I
138	12.56	N	Not Title I
185	29.6	N	Not Title I
298	19.24	N	Not Title I
216	23.03	N	Not Title I
46	5.6	N	Not Title I
165	11.96	N	Not Title I
508	20.64	N	Not Title I
274	10.19	N	Not Title I
905	44.49	N	SW
280	73.49	Y	SW-SW
33	100	Y	SW-SW
292	41.6	N	SW
226	60.75	Y	SW-SW
230	30.91	N	Not Title I
129	25.49	N	Not Title I
724	100	Y	SW-SW

55	13.06	N	Not Title I
550	75.86	Y	SW-SW
239	38.86	N	TAS
276	70.59	Y	SW-SW
157	34.13	N	Not Title I
328	52.65	Y	SW-SW
220	48.57	Y	SW-SW
625	29.8	N	Not Title I
302	42.72	N	SW
187	23.46	N	Not Title I
229	100	Y	SW-SW
269	32.14	N	Not Title I
212	31.55	N	Not Title I
528	60.48	Y	SW-SW
316	71.98	Y	SW-SW
197	40.79	N	SW
826	39.67	N	TAS
136	16.92	N	Not Title I
323	63.33	Y	SW-SW
253	40.48	N	SW
232	42.8	N	SW
91	100	Y	SW-SW
500	100	Y	SW-SW
5	3.91	N	Not Title I
366	33.39	N	Not Title I
63	7.3	N	Not Title I
123	12.42	N	Not Title I
452	62.26	Y	SW-SW
501	51.07	Y	SW-SW
217	39.1	N	TAS
372	56.88	Y	SW-SW
499	65.14	Y	SW-SW
306	39.79	N	TAS
223	35.74	N	TAS
512	98.65	Y	SW-SW

853	72.35	Y	SW-SW
566	74.67	Y	SW-SW
690	74.84	Y	SW-SW
986	63.33	Y	SW-SW
661	26.84	N	Not Title I
411	76.54	Y	SW-SW
228	35.46	N	TAS
332	70.79	Y	SW-SW
128	33.07	N	Not Title I
294	55.89	Y	SW-SW
236	37.11	N	TAS
351	29.32	N	Not Title I
488	26.24	N	Not Title I
269	30.02	N	Not Title I
811	49.39	N	SW
122	5.99	N	Not Title I
50	100	Y	SW-SW
77	12.13	N	Not Title I
371	66.85	Y	SW-SW
174	8.68	N	Not Title I
199	30.85	N	Not Title I
56	7.32	N	Not Title I
148	14.48	N	Not Title I
463	25.97	N	Not Title I
369	69.23	Y	SW-SW
164	17.41	N	Not Title I
170	26.86	N	Not Title I
126	15.63	N	Not Title I
251	25.38	N	Not Title I
417	46.7	Y	SW-SW
125	23.95	N	Not Title I
82	13.46	N	Not Title I
195	29.91	N	Not Title I
262	12.63	N	Not Title I
164	30.26	N	Not Title I

105	11.23	N	Not Title I
161	16.75	N	Not Title I
82	11.52	N	Not Title I
192	46.94	Y	SW-SW
437	74.83	Y	SW-SW
1074	63.81	Y	SW-SW
135	16.69	N	Not Title I
166	23.85	N	Not Title I
187	30.91	N	Not Title I
189	50.53	Y	SW-SW
282	35.56	N	TAS
273	30.61	N	Not Title I
556	21.86	N	Not Title I
355	53.06	Y	SW-SW
226	35.37	N	TAS
357	73.01	Y	SW-SW
330	32.04	N	Not Title I
278	55.49	Y	SW-SW
263	27.4	N	Not Title I
219	32.83	N	Not Title I
433	26.93	N	Not Title I
438	80.07	Y	SW-SW
841	35.11	N	TAS
96	13.52	N	Not Title I
103	6.33	N	Not Title I
77	11.22	N	Not Title I
143	23.95	N	Not Title I
71	100	Y	SW-SW
554	56.7	Y	SW-SW
225	38.79	N	TAS
293	39.28	N	TAS
102	29.91	N	Not Title I
182	27.91	N	Not Title I
155	15.93	N	Not Title I
208	33.28	N	Not Title I

101	10.26	N	Not Title I
96	35.16	N	TAS
99	36.13	N	TAS
360	14.86	N	Not Title I
155	17.36	N	Not Title I
96	75	Y	SW-SW
225	25.37	N	Not Title I
173	35.16	N	TAS
115	19.49	N	Not Title I
160	58.18	Y	SW-SW
286	46.2	Y	SW-SW
154	50.33	Y	SW-SW
181	47.76	Y	SW-SW
347	58.22	Y	SW-SW
211	39	N	TAS
189	35.73	N	TAS
403	37.84	N	TAS
1101	48.72	N	SW
726	96.16	Y	SW-SW
166	34.73	N	Not Title I
832	74.82	Y	SW-SW
175	23.4	N	Not Title I
216	19.89	N	Not Title I
645	39.67	N	TAS
229	35.12	N	TAS
397	59.88	Y	SW-SW
68	8.38	N	Not Title I
202	22.9	N	Not Title I
364	68.42	Y	SW-SW
1150	65.34	Y	SW-SW
1006	72.06	Y	SW-SW
383	100	Y	SW-SW
170	32.08	N	Not Title I
147	38.38	N	TAS
143	17.79	N	Not Title I

262	60.79	Y	SW-SW
139	19.77	N	Not Title I
117	30.08	N	Not Title I
137	33.41	N	Not Title I
405	71.3	Y	SW-SW
158	47.45	N	SW
79	30.62	N	Not Title I
130	40	N	SW
197	56.13	Y	SW-SW
82	30.83	N	Not Title I
106	30.99	N	Not Title I
18	14.75	N	Not Title I
541	26.45	N	Not Title I
512	52.46	Y	SW-SW
259	51.49	Y	SW-SW
244	27.02	N	Not Title I
709	35.17	N	TAS
153	31.03	N	Not Title I
433	72.9	Y	SW-SW
246	34.45	N	Not Title I
501	95.07	Y	SW-SW
281	65.35	Y	SW-SW
502	69.15	Y	SW-SW
231	26.22	N	Not Title I
181	27.93	N	Not Title I
358	40.18	N	SW
415	39.71	N	TAS
31	3.78	N	Not Title I
590	91.9	Y	SW-SW
443	82.19	Y	SW-SW
171	43.29	N	SW
217	30.48	N	Not Title I
456	30.85	N	Not Title I
300	57.47	Y	SW-SW
180	40.91	N	SW

429	72.84	Y	SW-SW		
483	68.12	Y	SW-SW		
178	40.83	Y	SW-SW		
0	0	N	Not Title I		
270	44.12	Y	SW-SW		
36	2.22	N	Not Title I		
542	44.17	Y	SW-SW		
616	86.88	Y	SW-SW		
0	0	N	Not Title I		
77	14	N	Not Title I		
156	23.35	Y	TAS-TAS	Charter School	12
38	4.87	N	Not Title I		
550	44.21	Y	SW-SW		
25	6.6	N	Not Title I		
280	40.4	Y	SW-SW		
365	52.29	Y	SW-SW		
34	4.64	Y	TAS-TAS	Charter School	34
275	82.09	Y	SW-SW		
264	83.28	Y	SW-SW		
127	76.51	Y	SW-SW		
330	77.83	Y	SW-SW		
293	78.34	Y	SW-SW		
55	49.11	Y	SW-SW		
137	100	Y	SW-SW		
488	100	Y	SW-SW		
241	100	Y	SW-SW		
106	13.78	Y	TAS-TAS	Charter School	101
294	46.37	Y	SW-SW		
84	11.91	Y	TAS-TAS	Charter School	84
54	19.57	Y	TAS-TAS	Charter School	54
480	61.62	Y	SW-SW		
185	37	Y	TAS-TAS		63
267	44.13	Y	SW-SW		

97	80.83	Y	SW-SW
377	87.27	Y	SW-SW
202	79.84	Y	SW-SW
174	78.38	Y	SW-SW
39	50.65	N	SW
92	42.01	Y	SW-SW
84	68.85	Y	SW-SW
67	49.63	Y	SW-SW
83	19.17	N	Not Title I
149	50.17	Y	SW-SW
188	63.51	Y	SW-SW
359	41.5	Y	SW-SW
103	66.45	Y	SW-SW
228	34.49	N	Not Title I
156	44.96	Y	SW-SW
0	0	N	Not Title I
397	32.59	N	Not Title I
78	31.45	N	Not Title I
75	45.73	Y	SW-SW
438	71.1	Y	SW-SW
581	74.2	Y	SW-SW
390	71.96	Y	SW-SW
397	87.83	Y	SW-SW
389	38.59	N	TAS
267	82.66	Y	SW-SW
371	69.87	Y	SW-SW
462	58.93	N	SW
290	63.18	Y	SW-SW
38	66.67	N	SW
123	50.83	Y	SW-SW
343	82.85	N	SW
271	61.17	Y	SW-SW
196	60.31	Y	SW-SW
222	54.55	Y	SW-SW
348	48.07	Y	SW-SW

238	64.32	Y	SW-SW
426	47.81	Y	SW-SW
350	54.43	Y	SW-SW
193	42.7	N	SW
158	48.77	Y	SW-SW
576	57.54	N	SW
491	59.73	Y	SW-SW
388	57.14	N	SW
387	62.42	Y	SW-SW
346	60.81	Y	SW-SW
495	91.5	Y	SW-SW
385	53.55	Y	SW-SW
340	46.45	Y	SW-SW
103	84.43	Y	SW-SW
97	44.09	N	SW
25	20.33	N	Not Title I
105	25	N	Not Title I
252	100	Y	SW-SW
416	44.78	Y	SW-SW
86	53.42	Y	SW-SW
95	75.4	Y	SW-SW
136	50	Y	SW-SW
220	67.28	Y	SW-SW
306	53.5	N	SW
186	39.91	N	TAS
181	49.18	N	SW
390	53.28	Y	SW-SW
135	54.66	Y	SW-SW
115	49.78	Y	SW-SW
311	63.21	Y	SW-SW
276	65.09	Y	SW-SW
284	49.31	N	SW
220	53.27	N	SW
222	73.27	Y	SW-SW
102	57.63	Y	SW-SW

146	45.77	Y	SW-SW
50	63.29	Y	SW-SW
238	40.89	N	SW
213	46	N	SW
344	47.91	N	SW
173	46.88	Y	SW-SW
67	26.91	N	Not Title I
99	87.61	N	SW
258	87.16	Y	SW-SW
342	78.26	Y	SW-SW
410	61.75	Y	SW-SW
223	63.53	Y	SW-SW
200	46.4	N	SW
528	51.26	N	SW
425	63.91	Y	SW-SW
131	55.27	Y	SW-SW
521	48.38	N	SW
360	68.7	Y	SW-SW
110	67.48	Y	SW-SW
233	62.97	Y	SW-SW
348	86.78	Y	SW-SW
287	86.45	Y	SW-SW
158	36.16	N	TAS
175	37.15	N	TAS
163	54.52	Y	SW-SW
202	46.12	N	SW
128	66.32	Y	SW-SW
338	69.83	Y	SW-SW
200	61.92	Y	SW-SW
94	45.63	N	SW
81	33.89	N	Not Title I
21	41.18	N	SW
1160	100	Y	SW-SW
529	52.9	Y	SW-SW
221	64.81	Y	SW-SW

143	64.71	Y	SW-SW
156	74.64	Y	SW-SW
130	54.85	Y	SW-SW
54	26.47	N	Not Title I
375	59.34	N	SW
350	46.05	N	SW
233	83.51	Y	SW-SW
341	64.58	N	SW
298	56.55	N	SW
322	71.88	Y	SW-SW
84	41.18	N	SW
421	76.41	Y	SW-SW
45	78.95	N	SW
208	58.92	Y	SW-SW
190	70.37	Y	SW-SW
99	51.83	Y	SW-SW
158	62.2	Y	SW-SW
119	63.3	Y	SW-SW
317	50.24	N	SW
73	67.59	Y	SW-SW

Grades Served TAS	Served 1st Year	Served 1st Year Comment
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Charter School Required Signature Certification

***Note:** Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.*

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

I. School Information	
Name of charter school	The BH2 STREAM School

II. Selected Board Attorney	
<p>❖ The selected Board Attorney has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.</p> <p>No: <input type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input checked="" type="checkbox"/></p>	Name of Selected Board Attorney: Not Applicable
	Business/Law Firm Name: Not Applicable
	Business Address: Not Applicable
	Telephone No.: Not Applicable
	E-mail address: Not Applicable

III. Selected Board Auditor

❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

No: Yes: Not yet identified:

Name of Selected Board Auditor:

Not Applicable

Business/Firm Name: Not Applicable

Business Address: Not Applicable

Telephone No.: Not Applicable

Email address: Not Applicable

IV. Selected CMO/EMO

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

No: Yes: Not yet identified:

Name of Selected Management Organization:

Not Applicable

Business Address: Not Applicable

Telephone No.: Not Applicable

Email address: Not Applicable

V. Selected Financial Management Service Provider

❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

Name of Selected Financial Management Service Provider:


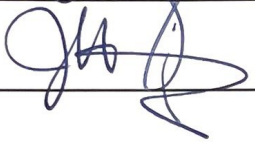
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No: <input type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input checked="" type="checkbox"/>	Business Address: Not Applicable
	Telephone No.: Not Applicable
	Email address: Not Applicable

VI. Selected Infinite Campus Service Provider

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool, that service provider has reviewed all of the financial processes and services provided. No: <input type="checkbox"/> Yes: <input checked="" type="checkbox"/> Not yet identified: <input type="checkbox"/>	Name of Selected PS or IC Service Provider: Lotterease
	Business Address: 130006 Cross Creek Boulevard, #197 Tampa, Florida 33647
	Telephone No.: 888.414.3777
	Email address: advisor@easysuite.software

VII. Signatures of All Charter Board Members

1. J. Banyan	2. Michele W. Cherry
3. 	4. Hassan Kingley
5. 	6. Daniel Lind Crocker
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.

VIII. Certification of Board Chair

I, Michele Cherry, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as The BH2 STREAM School Charter School is true and correct in every respect.

Signature 

Date 4/3/25

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match the

If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of 3 LEAs. The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any part

LEA #1:

What percentage of students from

LEA #2:

What percentage of students from

LEA #3:

What percentage of students from

Grade	Year 1			Year 2			
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
	330			330			330
Kindergarten	40			40			40
Grade 1	40			40			40
Grade 2	40			40			40
Grade 3	40			40			40
Grade 4	40			40			40
Grade 5	40			40			40
Grade 6	40			40			40
Grade 7				40			40
Grade 8							40
Grade 9							
Grade 10							
Grade 11							
Grade 12							
LEA Totals:	280	0	0	320	0	0	360

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



ects to enroll. In addition,
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imum of three LEAs.
icular level.

the LEA selected above will qualify for EC funding? 13%

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Year 3		Year 4			Year 5		
LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
		330			330		
		40			40		
		40			40		
		40			40		
		40			40		
		40			40		
		40			40		
		40			40		
		40			40		
0	0	360	0	0	360	0	0

et forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		330-Edgecombe		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$7,764.66	280	\$2,174,104.80	
Local Funds	\$1,291.13	280	\$361,516.40	
State EC Funds	\$5,365.09	35	\$187,778.15	
Federal EC Funds	\$1,514.35	35	\$53,002.25	
Total:			\$2,776,401.60	

LEA #2:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds		0		
Local Funds		0		
State EC Funds		0		
Federal EC Funds		0		
Total:			\$0.00	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				
Local Funds				
State EC Funds				
Federal EC Funds				

Total:

\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants may need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 2,174,105	\$ 2,484,691	\$ 2,795,278	\$ 2,795,278
Local Per Pupil Funds	\$ 361,516	\$ 413,162	\$ 464,807	\$ 464,807
State EC Funds	\$ 187,778	\$ 214,604	\$ 241,429	\$ 241,429
Federal EC Funds	-	\$ 53,002	\$ 68,146	\$ 68,146
Other Funds*	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000
Working Capital*				
TOTAL REVENUE:	\$ 2,973,399	\$ 3,415,459	\$ 3,819,659	\$ 3,819,659

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the op provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of t figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appenc



on federal funding in

Year 5	
\$	2,795,278
\$	464,807
\$	241,429
\$	68,146
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\$	3,819,659

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Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000	1	\$ 100,000	\$ 100,000
Assistant Administrator	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Finance Officer	1	\$ 75,000	\$ 75,000	1	\$ 75,000	\$ 75,000	1	\$ 75,000	\$ 75,000	1	\$ 75,000	\$ 75,000	1	\$ 75,000	\$ 75,000
Clerical	1	\$ 50,124	\$ 50,124	1	\$ 50,124	\$ 50,124	1	\$ 50,124	\$ 50,124	1	\$ 50,124	\$ 50,124	1	\$ 50,124	\$ 50,124
Food Service Staff	2	\$ 26,000	\$ 52,000	2	\$ 26,000	\$ 52,000	2	\$ 26,000	\$ 52,000	2	\$ 26,000	\$ 52,000	2	\$ 26,000	\$ 52,000
Custodians	2	\$ 34,800	\$ 69,600	2	\$ 34,800	\$ 69,600	2	\$ 34,800	\$ 69,600	2	\$ 34,800	\$ 69,600	2	\$ 34,800	\$ 69,600
Transportation Staff	3	\$ 3,240	\$ 9,720	3	\$ 3,240	\$ 9,720	3	\$ 3,240	\$ 9,720	3	\$ 3,240	\$ 9,720	3	\$ 3,240	\$ 9,720
Office Manager/Bookkeeper	1	\$ 50,124	\$ 50,124	1	\$ 50,124	\$ 50,124	1	\$ 50,124	\$ 50,124	1	\$ 50,124	\$ 50,124	1	\$ 50,124	\$ 50,124
Dean of Students	1	\$ 72,000	\$ 72,000	1	\$ 72,000	\$ 72,000	1	\$ 72,000	\$ 72,000	1	\$ 72,000	\$ 72,000	1	\$ 72,000	\$ 72,000
Office Assistant	1	\$ 26,000	\$ 26,000	1	\$ 26,000	\$ 26,000	1	\$ 26,000	\$ 26,000	1	\$ 26,000	\$ 26,000	1	\$ 26,000	\$ 26,000
Nutrition Site Manager	1	\$ 34,800	\$ 34,800	1	\$ 34,800	\$ 34,800	1	\$ 34,800	\$ 34,800	1	\$ 34,800	\$ 34,800	1	\$ 34,800	\$ 34,800
	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Total Admin and Support:	14		\$ 539,368	14		\$ 539,368	14		\$ 539,368	14		\$ 539,368	14		\$ 539,368
Instructional Personnel															
Core Content Teacher(s)	14	\$ 44,750	\$ 626,500	16	\$ 44,750	\$ 716,000	18	\$ 44,750	\$ 805,500	18	\$ 44,750	\$ 805,500	18	\$ 44,750	\$ 805,500
Electives/Specialty Teacher(s)	8	\$ 44,750	\$ 358,000	8	\$ 44,750	\$ 358,000	8	\$ 44,750	\$ 358,000	8	\$ 44,750	\$ 358,000	8	\$ 44,750	\$ 358,000
Exceptional Children Teacher(s)	1	\$ 44,750	\$ 44,750	1	\$ 44,750	\$ 44,750	1	\$ 44,750	\$ 44,750	1	\$ 44,750	\$ 44,750	1	\$ 44,750	\$ 44,750
Instructional Support	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Teacher Assistants	5	\$ 27,000	\$ 135,000	5	\$ 27,000	\$ 135,000	5	\$ 27,000	\$ 135,000	5	\$ 27,000	\$ 135,000	5	\$ 27,000	\$ 135,000
ESL Teacher(s)	1	\$ 44,750	\$ 44,750	1	\$ 44,750	\$ 44,750	1	\$ 44,750	\$ 44,750	1	\$ 44,750	\$ 44,750	1	\$ 44,750	\$ 44,750
Intercession Remediation - Teachers	5	\$ 4,200	\$ 21,000	5	\$ 4,200	\$ 21,000	5	\$ 4,200	\$ 21,000	5	\$ 4,200	\$ 21,000	5	\$ 4,200	\$ 21,000
Intercession Remediation - IAs	3	\$ 3,000	\$ 9,000	3	\$ 3,000	\$ 9,000	3	\$ 3,000	\$ 9,000	3	\$ 3,000	\$ 9,000	3	\$ 3,000	\$ 9,000
*** Edit text as needed. ***	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
*** Edit text as needed. ***	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Total Instructional Personnel:	37		\$ 1,239,000	39		\$ 1,328,500	41		\$ 1,418,000	41		\$ 1,418,000	41		\$ 1,418,000
Total Admin, Support and Instructional Personnel:	51		\$ 1,778,368	53		\$ 1,867,868	55		\$ 1,957,368	55		\$ 1,957,368.00	55		\$ 1,957,368

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	10	\$ 8,106	\$ 81,065	10	\$ 8,106	\$ 81,065	10	\$ 8,106	\$ 81,065	10	\$ 8,106	\$ 81,065	10	\$ 8,106	\$ 81,065
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other			\$ -			\$ -			\$ -			\$ -			\$ -
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare			\$ -			\$ -			\$ -			\$ -			\$ -
Social Security	11	\$ 3,751	\$ 41,262	11	\$ 3,751	\$ 41,262	11	\$ 3,751	\$ 41,262	11	\$ 3,751	\$ 41,262	11	\$ 3,751	\$ 41,262
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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Total Admin and Support Benefits:			\$ 122,326			\$ 122,326			\$ 122,326			\$ 122,326			\$ 122,326
Instructional Personnel Benefits															
Health Insurance	29	\$ 8,106	\$ 235,088	31	\$ 8,106	\$ 251,301	33	\$ 8,106	\$ 267,514	33	\$ 8,106	\$ 267,514	33	\$ 8,106	\$ 267,514
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other			\$ -			\$ -			\$ -			\$ -			\$ -
Social Security	29	\$ 3,268	\$ 94,784	31	\$ 3,278	\$ 101,630	33	\$ 3,287	\$ 108,476	33	\$ 3,287	\$ 108,476	33	\$ 3,287	\$ 108,476
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare			\$ -			\$ -			\$ -			\$ -			\$ -
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel Benefits:			\$ 329,872			\$ 352,931			\$ 375,990			\$ 375,990			\$ 375,990
Total Personnel Benefits:			\$ 452,198			\$ 475,258			\$ 498,316			\$ 498,316			\$ 498,316
Total Admin & Support Personnel (Salary & Benefits):	14		\$ 661,694	14		\$ 661,694	14		\$ 661,694	14		\$ 661,694.46	14		\$ 661,694
Total Instructional Personnel (Salary & Benefits):	37		\$ 1,568,872	39		\$ 1,681,431	41		\$ 1,793,990	41		\$ 1,793,990	41		\$ 1,793,990
TOTAL PERSONNEL:	51		\$ 2,230,566	53		\$ 2,343,126	55		\$ 2,455,684	55		\$ 2,455,684	55		\$ 2,455,684

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Paper	\$ 706.04	\$ 800.18	\$ 894.32
Computers & Software	\$ -		
Communications & Telephone	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Copier leases	\$ 3,750.00	\$ 3,750.00	\$ 3,750.00
Other (Tables)	\$ -		
Admin Computers	\$ -		
Office and Admin Chairs	\$ -		
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel			
Student Accounting			
Financial/CPA Contracts	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Student Accounting (Lottrease)	\$ 4,908.94	\$ 4,908.94	\$ 4,908.94
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 91,056.00	\$ 91,056.00	\$ 91,056.00
Maintenance			
Custodial Supplies	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Custodial Contract			
Insurance (pg19)	\$ 21,192.00	\$ 21,192.00	\$ 21,192.00
Other			
Facilities Use Agreement	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00
Utilities			
Electric	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00
Gas	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Water/Sewer	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Trash	\$ 500.00	\$ 500.00	\$ 500.00
Other			

*** Insert rows and edit text as needed. ***

Transportation

Buses	\$ 49,500.00	\$ 16,500.00	\$ -
Gas	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Oil/Tires & Maintenance	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00
Other (Bus Boss ROUTEpatrol)	\$ 4,550.00	\$ 1,440.00	\$ 1,440.00

*** Insert rows and edit text as needed. ***

Other

Marketing	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Child nutrition (equipment)	\$ -	\$ -	\$ -
Travel	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Contingency/Reserve	\$ 194,348.11	\$ 256,792.80	\$ 286,079.40

*** Insert rows and edit text as needed. ***

Total Administrative & Support Operations:	\$ 454,011.09	\$ 480,439.92	\$ 493,320.66
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OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Chromebooks	\$ 41,644.40	\$ 10,113.64	\$ 10,708.56
Software (LMS, SIS, etc.)	\$ 4,348.48	\$ 4,562.48	\$ 4,776.48
Other (Teacher Computers)	\$ -	\$ 1,604.95	\$ 1,604.95
Other (iReady)	\$ -	\$ 19,312.84	\$ 19,312.84
Instructional Contract			
Staff Development	\$ -	\$ -	
Incentives (Teacher/Student Performance)	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Curriculum/Texts	\$ 5,755.53		
Copy Paper	\$ 706.04	\$ 800.18	\$ 894.32
Encore Materials	\$ 23,385.31	\$ 3,000.00	\$ 3,000.00
Other (Interactive Panels/Smartboards)	\$ -	\$ 10,580.26	\$ 10,580.26
Other (Student/Teacher Desks)	\$ -	\$ 9,897.30	\$ 11,597.87
Teachers and Assistants Chairs		\$ 213.96	\$ 213.96
Total Instructional Operations:	\$ 105,839.76	\$ 90,085.61	\$ 92,689.24
TOTAL OPERATIONS:	\$ 559,850.85	\$ 570,525.53	\$ 586,009.90

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	1,500.00	\$	1,500.00
\$	894.32	\$	894.32
\$	3,000.00	\$	3,000.00
\$	3,750.00	\$	3,750.00
\$	10,000.00	\$	10,000.00
\$	4,908.94	\$	4,908.94
\$	91,056.00	\$	91,056.00
\$	2,000.00	\$	2,000.00
\$	21,192.00	\$	21,192.00
\$	18,000.00	\$	18,000.00
\$	4,500.00	\$	4,500.00
\$	3,000.00	\$	3,000.00
\$	2,000.00	\$	2,000.00
\$	500.00	\$	500.00

\$ -	\$ -
\$ 15,000.00	\$ 15,000.00
\$ 16,500.00	\$ 16,500.00
\$ 1,440.00	\$ 1,440.00
\$ 5,000.00	\$ 5,000.00
\$ -	\$ -
\$ 3,000.00	\$ 3,000.00
\$ 286,079.40	\$ 286,079.40
\$ 493,320.66	\$ 493,320.66

Year 4		Year 5	
\$	10,708.56	\$	10,708.56
\$	4,776.48	\$	4,776.48
\$	1,604.95	\$	1,604.95
\$	19,312.84	\$	19,312.84
\$	20,000.00	\$	20,000.00
\$	10,000.00	\$	10,000.00
\$	894.32	\$	894.32
\$	3,000.00	\$	3,000.00
\$	10,580.26	\$	10,580.26
\$	11,597.87	\$	11,597.87
\$	213.96	\$	213.96
\$	92,689.24	\$	92,689.24

\$	586,009.90	\$	586,009.90
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 2,230,565.98	\$ 2,343,125.74	\$ 2,455,684.25	\$ 2,455,684.25	\$ 2,455,684.25
Total Operations	M	\$ 559,850.85	\$ 570,525.53	\$ 586,009.90	\$ 586,009.90	\$ 586,009.90
Total Expenditures	N = J + M	\$ 2,790,416.83	\$ 2,913,651.27	\$ 3,041,694.15	\$ 3,041,694.15	\$ 3,041,694.15
Total Revenue	Z	\$ 2,973,399.35	\$ 3,415,458.65	\$ 3,819,659.20	\$ 3,819,659.20	\$ 3,819,659.20
Surplus / (Deficit)	= Z - N	\$ 182,982.52	\$ 501,807.38	\$ 777,965.05	\$ 777,965.05	\$ 777,965.05

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Signatures of all Board Members must be provided in Section VII. The Board Chair must certify and provide signature in Section VIII. Any section 'Not Applicable' to the proposed charter school, indicate below with N/A and provide a brief explanation for providing such response in the corresponding text boxes.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

I. School Information	
Name of charter school	The BH2 STREAM School

II. Selected Board Attorney	
<p>❖ The selected Board Attorney has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.</p> <p>No: <input type="checkbox"/> Yes: <input type="checkbox"/> Not yet identified: <input checked="" type="checkbox"/></p>	<p>Name of Selected Board Attorney:</p> <p>Not Applicable</p> <hr/> <p>Business/Law Firm Name: Not Applicable</p> <hr/> <p>Business Address: Not Applicable</p> <hr/> <p>Telephone No.: Not Applicable</p> <hr/> <p>E-mail address: Not Applicable</p>

III. Selected Board Auditor

❖ The selected Board Auditor has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

No: Yes: Not yet identified:

Name of Selected Board Auditor:

Not Applicable

Business/Firm Name: Not Applicable

Business Address: Not Applicable

Telephone No.: Not Applicable

Email address: Not Applicable

IV. Selected CMO/EMO

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

No: Yes: Not yet identified:

Name of Selected Management Organization:

Not Applicable

Business Address: Not Applicable

Telephone No.: Not Applicable

Email address: Not Applicable

V. Selected Financial Management Service Provider

❖ If contracting with a financial management service provider, the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

Name of Selected Financial Management Service Provider:

Not Applicable

VII. Signatures of All Charter Board Members

1. <i>J. Barron</i>	2. <i>Michele W. Cherry</i>
3. <i>[Signature]</i>	4. <i>Haason Kingdley</i>
5. <i>[Signature]</i>	6. <i>Daniel Lind Crocker</i>
7. <i>[Signature]</i>	8. <small>DocuSigned by:</small> <i>Carlton Bryant</i> <small>CA00E2FFC8B348D...</small>
9. <small>Signed by:</small> <i>Janice Bryant Howroyd</i> <small>A73F2B6F80D845A...</small>	10.
11.	12.
13.	14.
15.	16.

VIII. Certification of Board Chair

I, Michele Cherry, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina Charter Schools Review Board as The BH2 STREAM School Charter School is true and correct in every respect.

Signature *Michele W. Cherry*

Date *4/3/25*

Appendix P

Required Signed and Notarized Documents

BH2 STREAM School



Signature Page

The foregoing application is submitted on behalf of the Board of Directors of the BH2 STREAM School. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Michele Cherry
Board Position: Chair
Signature: Michele Cherry
Date: 4-15-25

Sworn to and subscribed before me this 15 day of April, 2025.

Notary Public: Karen Bean

Official Seal:

My commission expires: December 16, 2029.

