

# FAITH FAMILY WORSHIP CHURCH

## LEASE AGREEMENT

This rental agreement, dated September 30, 2018, is between Kingdom Performing Arts Academy (tenant), and Faith Family Worship Church (landlord), for the rental unit located at 137 Meadowcroft Dr., Fayetteville, NC 28311 (7,500 sq. ft., 3.8 acres) for the duration of five years.

Under this rental agreement, the tenant agrees to rent the above-mentioned residence on an annual basis, with a monthly rental amount of \$2,500. The monthly rent will be due and payable on the 1<sup>st</sup> of each month, starting on the first day of July, 2019.

The tenant and the landlord may terminate this agreement with a 30 day written notice to the other party. The agreement shall be binding on all parties.

The tenant acknowledges reading and understanding this agreement. The tenant's signature below indicates acceptance of all terms and conditions of the lease agreement.

Richard A. Pia (Landlord) 9/28/18 (Date)

Medford Brothers (Tenant) 9/28/18 (Date)

**Fayetteville Observer Article**  
**By Steve DeVane Staff writer**

Posted Feb 2, 2017 at 12:01 AM Updated Feb 2, 2017 at 3:53 PM

The dropout rate in Cumberland County Schools increased in the 2015-16 year from the previous year, state records show.

The number of short-term suspensions also increased, but reported crimes in Cumberland County schools decreased, according to the state Department of Public Instruction's Consolidated Data Report.

The dropout rate measures the number and percentage of students who drop out during a single school year, according to a statement released by state officials. Some may return to school the next year and finish high school, while others may drop out several times, the statement said.

The number of dropouts in Cumberland County increased to 418 from 336 the previous year. The dropout rate went from 2.07 to 2.55, the records show.

School Superintendent Frank Till Jr. said that even though the dropout rate was higher last year than the previous year, school officials continue to work on lowering the overall trend in dropout rates.

"One's too many," he said.

The school system's dropout rate was 2.63 in 2011-12 and was below this year's rate in other recent years, state records show.

Till said social workers try to locate students who stop attending schools.

"A lot of times, particularly because of the military, they'll actually be in school somewhere," he said.

Among traditional high schools in Cumberland County, Douglas Byrd's dropout rate of 3.97 was the highest. South View High School had the highest number of students who dropped out with 50.

Jack Britt High School had 24 students to dropout for a rate of 1.2, which were both the lowest among traditional Cumberland County high schools. Cape Fear High School was second in both categories with 27 and 1.72.

Massey Hill and Reid Ross classical high school each had one student dropout. Massey Hill's rate was .29, while Reid Ross' was .31.

The state report measures 16 crimes committed at schools, ranging from murder, rape and kidnapping to possession of a weapon or alcohol. The suspensions are 10 days or less for students in ninth grade or higher.

The number of reported crimes per 1,000 students in Cumberland County Schools decreased from 16.11 in 2014-15 to 14.97, according to the records. The number of suspensions increased from 9,477 to 10,438.

Till said school officials have focused on keeping the crime rate down. He said that even though the number of short-term suspensions have increased, the number of students who are being suspended is lower than previous years. The number of long-term suspensions also has decreased, he said.

Cumberland County had 10 long-term suspensions last year, up from the six the previous year, but down from 15 four years ago.

In the Cape Fear region, the Bladen County school system was one of two in the state on the top 10 list for the largest three-year decreases in crime, short-term suspensions and dropouts. The system had a crime rate of 6.29, 1,100 suspensions and a dropout rate of 1.48.

Bladen County also was among the five school systems in the state with the largest three-year decreases in dropout rates.

The school systems in Robeson and Lee counties were among the 10 systems with the highest crime rates in the state. Robeson also had one of the 10 highest numbers of suspensions.

Whiteville City Schools was among the five school systems with the largest percentage decrease in short-term suspensions over the last three years.

Harnett County's school system had one of the state's 10 highest dropout rates.

Staff writer Steve DeVane can be reached at [devanes@fayobserver.com](mailto:devanes@fayobserver.com) or 486-3572.

# KINGDOM PERFORMING ARTS ACADEMY Charter School Survey

Name: \_\_\_\_\_

Zip Code: \_\_\_\_\_

We are in the process of applying for a charter school in your neighborhood.

1) Do you have children?

Yes \_\_\_\_\_

No \_\_\_\_\_

- (Yes) 98% of the adults surveyed have children
- (No) 2% of the adults surveyed do not have children.

2) Do you think Fayetteville would benefit from a charter school that is focused on improving academic grade levels and introducing them to The Arts?

Yes \_\_\_\_\_

No \_\_\_\_\_

- (Yes) 100% of the adults surveyed

3) If this charter school was available in your area, would you consider sending your children?

Yes \_\_\_\_\_

No \_\_\_\_\_

- (Yes) 99% of the adults surveyed
- (No) 0%
- (N/A) 1% of the adults surveyed

**Warrenwood Elementary**

4618 Rosehill Road  
Fayetteville, NC 28311  
(910)488-6609

Grade Range: PK-5

Regular School

Traditional Calendar

Cumberland County Schools

<http://www.wwes.ccs.k12.nc.us/>

Title I

**2016-2017 SCHOOL PERFORMANCE GRADE**

Achievement Indicators	Score
Reading EOG Proficiency	45
Math EOG Proficiency	46
Science EOG Proficiency	83
Math I Proficiency	.
Biology Proficiency	.

"." = < 5% of students; 95% = ≥ 95%

Growth Status	School Performance Grade
Exceeded	C

	Score	Grade
Achievement	50	
Growth	86.6	
School Performance	57	
EOG Reading	51	D
EOG Math	54	D

**Formula for determining the School Performance Grade:**

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

**A+NG Schools:** A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

**SCHOOL PROFILE**

**School Size:** The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	394
District	460
State	490

**Average Class Size:** The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School	15	18	21	16	17	15			
Our District	18	18	18	19	19	19			
State	19	19	19	19	21	21			

\* Legislation mandates that class sizes for grades 4-12 are not restricted.

**School Attendance:** The average percentage of students who attend school daily.

Our School	94.4%
District	94.5%
State	94.6%

## SCHOOL PERFORMANCE

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 1 ( Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	28.2%	29.2%	11.1%
District	21.1%	25.7%	13.0%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 2 ( Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	27.2%	24.8%	5.6%
District	21.7%	23.5%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 3 ( Sufficient Command** of knowledge and skills)  
*Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	16.8%	13.4%	N/A
District	13.7%	9.0%	10.5%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 4 ( Solid Command** of knowledge and skills)  
*Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	24.3%	26.7%	40.7%
District	34.9%	29.6%	42.0%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 5 ( Superior Command** of knowledge and skills)  
*Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	N/A	5.9%	38.9%
District	8.7%	12.2%	23.1%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

## FIVE ACHIEVEMENT LEVELS

**LEVEL 1: Limited Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 2: Partial Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 3: Sufficient Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 4: Solid Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

**LEVEL 5: Superior Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

### What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

*The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.*

### Summer Program for School Report Cards

This school's report card (School Performance Grades and EOG/EOC results) include test scores from a summer program administered after the conclusion of the school year.

**Annual Participation Requirements:** Schools are required to test at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

Our school met 11 out of 11 targets.

For more information on participation requirements please go to [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).

## TEACHERS AND QUALIFICATIONS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	35	94.3%	25.7%	0	28.6%	22.9%	48.6%	8.8%
District	33	94.8%	23.3%	2	27.5%	28.1%	44.4%	15.4%
State	34	96.3%	29.8%	4	21.5%	27.4%	51.1%	12.9%

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

## SCHOOL ENVIRONMENT

**School Safety:** The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	0.76
District	0.33
State	0.22

**Student Out-of-School Suspensions and Expulsions:** The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	15.23	0	0
District	9.62	0	0
State	7.61	0.01	0

## READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and a Retained Reading label.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School	58	86.6%	.	.
District	3689	90.5%	388	9.5%
State	105098	85.6%	17727	14.4%

"." = < 5% of students; 95% = ≥ 95%



**PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education | Department of Public Instruction

### KEEPING YOU INFORMED

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

**Westarea Elementary**

941 Country Club Drive  
Fayetteville, NC 28301  
(910)488-1705

Grade Range: PK-5

Regular School

Traditional Calendar

Cumberland County Schools

<http://www.waes.ccs.k12.nc.us/>

Title I

**2016-2017 SCHOOL PERFORMANCE GRADE**

Achievement Indicators	Score
Reading EOG Proficiency	46
Math EOG Proficiency	47
Science EOG Proficiency	73
Math I Proficiency	.
Biology Proficiency	.

"." = < 5% of students; 95% = ≥ 95%

Growth Status	School Performance Grade
Met	C

	Score	Grade
Achievement	50	
Growth	84.8	
School Performance	57	
EOG Reading	53	D
EOG Math	54	D

**Formula for determining the School Performance Grade:**

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

**A+NG Schools:** A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

**SCHOOL PROFILE**

**School Size:** The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	547
District	460
State	490

**Average Class Size:** The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School	18	19	22	20	20	15			
Our District	18	18	18	19	19	19			
State	19	19	19	19	21	21			

\* Legislation mandates that class sizes for grades 4-12 are not restricted.

**School Attendance:** The average percentage of students who attend school daily.

Our School	93.1%
District	94.5%
State	94.6%



## SCHOOL PERFORMANCE

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 1 ( Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	34.4%	29.6%	12.7%
District	21.1%	25.7%	13.0%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 2 ( Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	19.4%	23.9%	14.1%
District	21.7%	23.5%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 3 ( Sufficient Command** of knowledge and skills)  
*Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	14.2%	12.6%	5.6%
District	13.7%	9.0%	10.5%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 4 ( Solid Command** of knowledge and skills)  
*Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	27.9%	27.1%	52.1%
District	34.9%	29.6%	42.0%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 5 ( Superior Command** of knowledge and skills)  
*Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	N/A	6.9%	15.5%
District	8.7%	12.2%	23.1%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

## FIVE ACHIEVEMENT LEVELS

**LEVEL 1: Limited Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 2: Partial Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 3: Sufficient Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 4: Solid Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

**LEVEL 5: Superior Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

### What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

*The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.*

### Summer Program for School Report Cards

This school's report card (School Performance Grades and EOG/EOC results) include test scores from a summer program administered after the conclusion of the school year.

**Annual Participation Requirements:** Schools are required to test at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

Our school met 13 out of 13 targets.

For more information on participation requirements please go to [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).

## TEACHERS AND QUALIFICATIONS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	37	89.2%	21.6%	0	32.4%	29.7%	37.8%	14.6%
District	33	94.8%	23.3%	2	27.5%	28.1%	44.4%	15.4%
State	34	96.3%	29.8%	4	21.5%	27.4%	51.1%	12.9%

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

## SCHOOL ENVIRONMENT

**School Safety:** The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	1.1
District	0.33
State	0.22

**Student Out-of-School Suspensions and Expulsions:** The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	12.25	0	0
District	9.62	0	0
State	7.61	0.01	0

## READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and a Retained Reading label.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School	63	67.0%	31	33.0%
District	3689	90.5%	388	9.5%
State	105098	85.6%	17727	14.4%

"." = < 5% of students; 95% = ≥ 95%



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State Board of Education | Department of Public Instruction

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**Teresa C Berrien Elementary**

800 North Street  
Fayetteville, NC 28301  
(910)483-8288

Grade Range: K-5  
Regular School  
Traditional Calendar

Cumberland County Schools

<http://www.tcbes.ccs.k12.nc.us/index.htm>

Title I

**2016-2017 SCHOOL PERFORMANCE GRADE**

Achievement Indicators	Score
Reading EOG Proficiency	40
Math EOG Proficiency	51
Science EOG Proficiency	58
Math I Proficiency	.
Biology Proficiency	.

"." = < 5% of students; 95% = ≥ 95%

Growth Status	School Performance Grade
Met	D

	Score	Grade
Achievement	47	
Growth	81.0	
School Performance	54	
EOG Reading	47	D
EOG Math	57	C

**Formula for determining the School Performance Grade:**

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

**A+NG Schools:** A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

**SCHOOL PROFILE**

**School Size:** The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	228
District	460
State	490

**Average Class Size:** The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School	19	21	18	17	17	11			
Our District	18	18	18	19	19	19			
State	19	19	19	19	21	21			

\* Legislation mandates that class sizes for grades 4-12 are not restricted.

**School Attendance:** The average percentage of students who attend school daily.

Our School	99.6%
District	94.5%
State	94.6%

## SCHOOL PERFORMANCE

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 1** ( **Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	34.2%	24.6%	22.5%
District	21.1%	25.7%	13.0%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 2** ( **Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	26.3%	24.6%	20.0%
District	21.7%	23.5%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 3** ( **Sufficient Command** of knowledge and skills)  
*Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	14.0%	14.0%	22.5%
District	13.7%	9.0%	10.5%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 4** ( **Solid Command** of knowledge and skills)  
*Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	24.6%	30.7%	32.5%
District	34.9%	29.6%	42.0%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 5** ( **Superior Command** of knowledge and skills)  
*Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	N/A	6.1%	N/A
District	8.7%	12.2%	23.1%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

## FIVE ACHIEVEMENT LEVELS

**LEVEL 1: Limited Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 2: Partial Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 3: Sufficient Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 4: Solid Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

**LEVEL 5: Superior Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

### What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

*The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.*

### Summer Program for School Report Cards

This school's report card (School Performance Grades and EOG/EOC results) include test scores from a summer program administered after the conclusion of the school year.

**Annual Participation Requirements:** Schools are required to test at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

Our school met 9 out of 9 targets.

For more information on participation requirements please go to [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).

## TEACHERS AND QUALIFICATIONS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	15	93.3%	20.0%	3	33.3%	20.0%	46.7%	29.4%
District	33	94.8%	23.3%	2	27.5%	28.1%	44.4%	15.4%
State	34	96.3%	29.8%	4	21.5%	27.4%	51.1%	12.9%

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

## SCHOOL ENVIRONMENT

**School Safety:** The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	0
District	0.33
State	0.22

**Student Out-of-School Suspensions and Expulsions:** The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	26.32	0	0
District	9.62	0	0
State	7.61	0.01	0

## READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and a Retained Reading label.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School	31	83.8%	.	.
District	3689	90.5%	388	9.5%
State	105098	85.6%	17727	14.4%

"." = < 5% of students; 95% = ≥ 95%



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State Board of Education | Department of Public Instruction

### KEEPING YOU INFORMED

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**Reid Ross Classical Middle**

3200 Ramsey Street  
Fayetteville, NC 28301  
(910)488-8415

Grade Range: 6-8  
Regular School  
Year-Round Calendar

Cumberland County Schools  
<http://www.rres.ccs.k12.nc.us/>

**2016-2017 SCHOOL PERFORMANCE GRADE**

Achievement Indicators	Score
Reading EOG Proficiency	65
Math EOG Proficiency	48
Science EOG Proficiency	88
Math I Proficiency	95
Biology Proficiency	.

"." = < 5% of students; 95% = ≥ 95%

Growth Status	School Performance Grade
Met	C

	Score	Grade
Achievement	62	
Growth	77.4	
School Performance	65	
EOG Reading	67	C
EOG Math	54	D

**Formula for determining the School Performance Grade:**

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

**A+NG Schools:** A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

**SCHOOL PROFILE**

**School Size:** The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	335
District	594
State	629

**Average Class Size:** The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School							26	30	26
Our District							23	23	24
State							22	21	22

\* Legislation mandates that class sizes for grades 4-12 are not restricted.

**School Attendance:** The average percentage of students who attend school daily.

Our School	95.8%
District	94.4%
State	94.6%

## SCHOOL PERFORMANCE

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 1 ( Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	10.5%	23.2%	N/A
District	21.1%	25.7%	13.0%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 2 ( Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	24.7%	28.5%	7.7%
District	21.7%	23.5%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 3 ( Sufficient Command** of knowledge and skills)  
*Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	13.6%	10.2%	16.3%
District	13.7%	9.0%	10.5%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 4 ( Solid Command** of knowledge and skills)  
*Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	41.7%	26.9%	47.1%
District	34.9%	29.6%	42.0%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 5 ( Superior Command** of knowledge and skills)  
*Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	9.6%	11.1%	24.0%
District	8.7%	12.2%	23.1%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

## FIVE ACHIEVEMENT LEVELS

**LEVEL 1: Limited Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 2: Partial Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 3: Sufficient Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 4: Solid Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

**LEVEL 5: Superior Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

### What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

*The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.*

### Summer Program for School Report Cards

This school's report card (School Performance Grades and EOG/EOC results) include test scores from a summer program administered after the conclusion of the school year.

**Annual Participation Requirements:** Schools are required to test at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

Our school met 15 out of 15 targets.

For more information on participation requirements please go to [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).

## TEACHERS AND QUALIFICATIONS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	15	93.3%	6.7%	0	26.7%	20.0%	53.3%	.
District	39	91.3%	22.5%	1	26.1%	23.4%	50.5%	15.0%
State	41	91.5%	28.1%	5	22.7%	26.0%	51.3%	14.7%

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

## SCHOOL ENVIRONMENT

**School Safety:** The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	0.6
District	1.28
State	0.79

**Student Out-of-School Suspensions and Expulsions:** The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	10.45	0.6	0
District	32.25	0.02	0
State	20.63	0.05	0

## READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and a Retained Reading label.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School				
District				
State				

"." = < 5% of students; 95% = ≥ 95%

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**Pine Forest Middle**

6901 Ramsey Street  
Fayetteville, NC 28311  
(910)488-2711

Grade Range: 6-8  
Regular School  
Traditional Calendar

Cumberland County Schools  
<http://www.pfms.ccs.k12.nc.us/>

**2016-2017 SCHOOL PERFORMANCE GRADE**

Achievement Indicators	Score
Reading EOG Proficiency	74
Math EOG Proficiency	57
Science EOG Proficiency	93
Math I Proficiency	95
Biology Proficiency	.

"." = < 5% of students; 95% = ≥ 95%

Growth Status	School Performance Grade
Exceeded	B

	Score	Grade
Achievement	70	
Growth	85.3	
School Performance	73	
EOG Reading	76	B
EOG Math	61	C

**Formula for determining the School Performance Grade:**

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

**A+NG Schools:** A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

**SCHOOL PROFILE**

**School Size:** The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	757
District	594
State	629

**Average Class Size:** The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School							26	31	25
Our District							23	23	24
State							22	21	22

\* Legislation mandates that class sizes for grades 4-12 are not restricted.

**School Attendance:** The average percentage of students who attend school daily.

Our School	94.7%
District	94.4%
State	94.6%

## SCHOOL PERFORMANCE

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 1 ( Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	8.2%	21.3%	N/A
District	21.1%	25.7%	13.0%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 2 ( Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	17.9%	21.5%	N/A
District	21.7%	23.5%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 3 ( Sufficient Command** of knowledge and skills)  
*Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	13.7%	8.9%	8.0%
District	13.7%	9.0%	10.5%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 4 ( Solid Command** of knowledge and skills)  
*Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	44.4%	30.0%	38.5%
District	34.9%	29.6%	42.0%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 5 ( Superior Command** of knowledge and skills)  
*Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	15.9%	18.3%	46.5%
District	8.7%	12.2%	23.1%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

## FIVE ACHIEVEMENT LEVELS

**LEVEL 1: Limited Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 2: Partial Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 3: Sufficient Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 4: Solid Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

**LEVEL 5: Superior Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

### What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

*The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.*

### Summer Program for School Report Cards

This school's report card (School Performance Grades and EOG/EOC results) include test scores from a summer program administered after the conclusion of the school year.

**Annual Participation Requirements:** Schools are required to test at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

Our school met 23 out of 23 targets.

For more information on participation requirements please go to [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).

## TEACHERS AND QUALIFICATIONS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	45	97.8%	28.9%	2	22.2%	26.7%	51.1%	13.3%
District	39	91.3%	22.5%	1	26.1%	23.4%	50.5%	15.0%
State	41	91.5%	28.1%	5	22.7%	26.0%	51.3%	14.7%

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

## SCHOOL ENVIRONMENT

**School Safety:** The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	0.53
District	1.28
State	0.79

**Student Out-of-School Suspensions and Expulsions:** The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	8.72	0	0
District	32.25	0.02	0
State	20.63	0.05	0

## READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and a Retained Reading label.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School				
District				
State				

"." = < 5% of students; 95% = ≥ 95%

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### KEEPING YOU INFORMED

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**Luther Nick Jeralds Middle**

2517 Ramsey Street  
Fayetteville, NC 28301  
(910)822-2570

Grade Range: 6-8  
Regular School  
Traditional Calendar

Cumberland County Schools  
<http://www.lnjms.ccs.k12.nc.us/>  
Title I

**2016-2017 SCHOOL PERFORMANCE GRADE**

Achievement Indicators	Score
Reading EOG Proficiency	38
Math EOG Proficiency	26
Science EOG Proficiency	65
Math I Proficiency	89
Biology Proficiency	.

"." = < 5% of students; 95% = ≥ 95%

Growth Status	School Performance Grade
Not Met	D

	Score	Grade
Achievement	38	
Growth	57.1	
School Performance	42	
EOG Reading	44	D
EOG Math	32	F

**Formula for determining the School Performance Grade:**

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

**A+NG Schools:** A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

**SCHOOL PROFILE**

**School Size:** The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	502
District	594
State	629

**Average Class Size:** The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School							19	18	20
Our District							23	23	24
State							22	21	22

\* Legislation mandates that class sizes for grades 4-12 are not restricted.

**School Attendance:** The average percentage of students who attend school daily.

Our School	91.4%
District	94.4%
State	94.6%

## SCHOOL PERFORMANCE

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 1 ( Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	32.1%	43.6%	20.8%
District	21.1%	25.7%	13.0%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 2 ( Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	30.2%	30.9%	14.1%
District	21.7%	23.5%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 3 ( Sufficient Command** of knowledge and skills)  
*Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	10.6%	7.1%	16.1%
District	13.7%	9.0%	10.5%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 4 ( Solid Command** of knowledge and skills)  
*Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	24.2%	15.9%	38.5%
District	34.9%	29.6%	42.0%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 5 ( Superior Command** of knowledge and skills)  
*Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	N/A	N/A	10.4%
District	8.7%	12.2%	23.1%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

## FIVE ACHIEVEMENT LEVELS

**LEVEL 1: Limited Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 2: Partial Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 3: Sufficient Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 4: Solid Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

**LEVEL 5: Superior Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

### What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

*The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.*

### Summer Program for School Report Cards

This school's report card (School Performance Grades and EOG/EOC results) include test scores from a summer program administered after the conclusion of the school year.

**Annual Participation Requirements:** Schools are required to test at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

Our school met 18 out of 18 targets.

For more information on participation requirements please go to [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).

## TEACHERS AND QUALIFICATIONS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	41	90.1%	22.0%	0	22.0%	26.8%	51.2%	12.8%
District	39	91.3%	22.5%	1	26.1%	23.4%	50.5%	15.0%
State	41	91.5%	28.1%	5	22.7%	26.0%	51.3%	14.7%

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

## SCHOOL ENVIRONMENT

**School Safety:** The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	1.59
District	1.28
State	0.79

**Student Out-of-School Suspensions and Expulsions:** The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	66.33	0	0
District	32.25	0.02	0
State	20.63	0.05	0

## READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and a Retained Reading label.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School				
District				
State				

"." = < 5% of students; 95% = ≥ 95%

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**R Max Abbott Middle**

590 Winding Creek Road  
Fayetteville, NC 28305  
(910)323-2201

Grade Range: 6-8  
Regular School  
Traditional Calendar

Cumberland County Schools  
<http://www.mams.ccs.k12.nc.us/>

**2016-2017 SCHOOL PERFORMANCE GRADE**

Achievement Indicators	Score
Reading EOG Proficiency	59
Math EOG Proficiency	42
Science EOG Proficiency	73
Math I Proficiency	95
Biology Proficiency	.

"." = < 5% of students; 95% = ≥ 95%

Growth Status	School Performance Grade
Met	C

	Score	Grade
Achievement	55	
Growth	73.5	
School Performance	59	
EOG Reading	63	C
EOG Math	46	D

**Formula for determining the School Performance Grade:**

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

**A+NG Schools:** A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

**SCHOOL PROFILE**

**School Size:** The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	774
District	594
State	629

**Average Class Size:** The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School							18	20	24
Our District							23	23	24
State							22	21	22

\* Legislation mandates that class sizes for grades 4-12 are not restricted.

**School Attendance:** The average percentage of students who attend school daily.

Our School	95.5%
District	94.4%
State	94.6%

## SCHOOL PERFORMANCE

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 1 ( Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	17.2%	35.1%	17.2%
District	21.1%	25.7%	13.0%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 2 ( Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	23.8%	23.3%	9.7%
District	21.7%	23.5%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 3 ( Sufficient Command** of knowledge and skills)  
*Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	10.5%	7.7%	9.3%
District	13.7%	9.0%	10.5%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 4 ( Solid Command** of knowledge and skills)  
*Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	37.2%	22.0%	34.8%
District	34.9%	29.6%	42.0%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 5 ( Superior Command** of knowledge and skills)  
*Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	11.3%	11.8%	29.0%
District	8.7%	12.2%	23.1%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

## FIVE ACHIEVEMENT LEVELS

**LEVEL 1: Limited Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 2: Partial Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 3: Sufficient Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 4: Solid Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

**LEVEL 5: Superior Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

### What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

*The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.*

### Summer Program for School Report Cards

This school's report card (School Performance Grades and EOG/EOC results) include test scores from a summer program administered after the conclusion of the school year.

**Annual Participation Requirements:** Schools are required to test at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

Our school met 26 out of 26 targets.

For more information on participation requirements please go to [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).



## TEACHERS AND QUALIFICATIONS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	53	90.6%	13.2%	1	30.2%	26.4%	43.4%	18.9%
District	39	91.3%	22.5%	1	26.1%	23.4%	50.5%	15.0%
State	41	91.5%	28.1%	5	22.7%	26.0%	51.3%	14.7%

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

## SCHOOL ENVIRONMENT

**School Safety:** The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	1.55
District	1.28
State	0.79

**Student Out-of-School Suspensions and Expulsions:** The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	21.19	0	0
District	32.25	0.02	0
State	20.63	0.05	0

## READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and a Retained Reading label.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School				
District				
State				

"." = < 5% of students; 95% = ≥ 95%



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**Margaret Willis Elementary**

1412 Belvedere Avenue  
Fayetteville, NC 28305  
(910)484-9064

Grade Range: PK-5

Regular School

Traditional Calendar

Cumberland County Schools

<http://www.mwes.ccs.k12.nc.us/>

Title I

**2016-2017 SCHOOL PERFORMANCE GRADE**

Achievement Indicators	Score
Reading EOG Proficiency	48
Math EOG Proficiency	52
Science EOG Proficiency	82
Math I Proficiency	.
Biology Proficiency	.

"." = < 5% of students; 95% = ≥ 95%

Growth Status	School Performance Grade
Met	C

	Score	Grade
Achievement	55	
Growth	77.9	
School Performance	59	
EOG Reading	54	D
EOG Math	56	C

**Formula for determining the School Performance Grade:**

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

**A+NG Schools:** A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

**SCHOOL PROFILE**

**School Size:** The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	318
District	460
State	490

**Average Class Size:** The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School	15	22	15	16	12	17			
Our District	18	18	18	19	19	19			
State	19	19	19	19	21	21			

\* Legislation mandates that class sizes for grades 4-12 are not restricted.

**School Attendance:** The average percentage of students who attend school daily.

Our School	94.7%
District	94.5%
State	94.6%

## SCHOOL PERFORMANCE

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 1 ( Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	23.4%	18.6%	11.1%
District	21.1%	25.7%	13.0%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 2 ( Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	29.0%	29.7%	7.4%
District	21.7%	23.5%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 3 ( Sufficient Command** of knowledge and skills)  
*Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	13.8%	10.3%	11.1%
District	13.7%	9.0%	10.5%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 4 ( Solid Command** of knowledge and skills)  
*Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	30.3%	31.0%	46.3%
District	34.9%	29.6%	42.0%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 5 ( Superior Command** of knowledge and skills)  
*Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	N/A	10.3%	24.1%
District	8.7%	12.2%	23.1%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

## FIVE ACHIEVEMENT LEVELS

**LEVEL 1: Limited Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 2: Partial Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 3: Sufficient Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 4: Solid Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

**LEVEL 5: Superior Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

### What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

*The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.*

### Summer Program for School Report Cards

This school's report card (School Performance Grades and EOG/EOC results) include test scores from a summer program administered after the conclusion of the school year.

**Annual Participation Requirements:** Schools are required to test at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

Our school met 9 out of 9 targets.

For more information on participation requirements please go to [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).

## TEACHERS AND QUALIFICATIONS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	26	96.2%	23.1%	1	7.7%	26.9%	65.4%	4.0%
District	33	94.8%	23.3%	2	27.5%	28.1%	44.4%	15.4%
State	34	96.3%	29.8%	4	21.5%	27.4%	51.1%	12.9%

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

## SCHOOL ENVIRONMENT

**School Safety:** The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	0
District	0.33
State	0.22

**Student Out-of-School Suspensions and Expulsions:** The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	13.52	0	0
District	9.62	0	0
State	7.61	0.01	0

## READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and a Retained Reading label.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School	44	86.3%	.	.
District	3689	90.5%	388	9.5%
State	105098	85.6%	17727	14.4%

"." = < 5% of students; 95% = ≥ 95%

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### KEEPING YOU INFORMED

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**Lucile Souders Elementary**

128 Hillview Avenue  
Fayetteville, NC 28301  
(910)488-6705

Grade Range: PK-5

Regular School

Traditional Calendar

Cumberland County Schools

<http://www.lses.ccs.k12.nc.us/>

Title I

**2016-2017 SCHOOL PERFORMANCE GRADE**

Achievement Indicators	Score
Reading EOG Proficiency	51
Math EOG Proficiency	49
Science EOG Proficiency	76
Math I Proficiency	.
Biology Proficiency	.

"." = < 5% of students; 95% = ≥ 95%

Growth Status	School Performance Grade
Not Met	C

	Score	Grade
Achievement	54	
Growth	68.0	
School Performance	56	
EOG Reading	55	C
EOG Math	54	D

**Formula for determining the School Performance Grade:**

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

**A+NG Schools:** A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

**SCHOOL PROFILE**

**School Size:** The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	462
District	460
State	490

**Average Class Size:** The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School	14	19	17	18	22	19			
Our District	18	18	18	19	19	19			
State	19	19	19	19	21	21			

\* Legislation mandates that class sizes for grades 4-12 are not restricted.

**School Attendance:** The average percentage of students who attend school daily.

Our School	94.6%
District	94.5%
State	94.6%

## SCHOOL PERFORMANCE

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 1 ( Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	25.9%	24.6%	14.1%
District	21.1%	25.7%	13.0%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 2 ( Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	22.8%	26.8%	9.9%
District	21.7%	23.5%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 3 ( Sufficient Command** of knowledge and skills)  
*Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	16.1%	8.0%	15.5%
District	13.7%	9.0%	10.5%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 4 ( Solid Command** of knowledge and skills)  
*Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	28.1%	33.9%	53.5%
District	34.9%	29.6%	42.0%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 5 ( Superior Command** of knowledge and skills)  
*Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	7.1%	6.7%	7.0%
District	8.7%	12.2%	23.1%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

## FIVE ACHIEVEMENT LEVELS

**LEVEL 1: Limited Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 2: Partial Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 3: Sufficient Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 4: Solid Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

**LEVEL 5: Superior Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

### What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

*The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.*

### Summer Program for School Report Cards

This school's report card (School Performance Grades and EOG/EOC results) include test scores from a summer program administered after the conclusion of the school year.

**Annual Participation Requirements:** Schools are required to test at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

Our school met 9 out of 9 targets.

For more information on participation requirements please go to [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).

## TEACHERS AND QUALIFICATIONS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	32	90.6%	12.5%	0	34.4%	37.5%	28.1%	20.7%
District	33	94.8%	23.3%	2	27.5%	28.1%	44.4%	15.4%
State	34	96.3%	29.8%	4	21.5%	27.4%	51.1%	12.9%

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

## SCHOOL ENVIRONMENT

**School Safety:** The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	0.22
District	0.33
State	0.22

**Student Out-of-School Suspensions and Expulsions:** The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	5.84	0	0
District	9.62	0	0
State	7.61	0.01	0

## READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and a Retained Reading label.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School	.	95.0%	.	.
District	3689	90.5%	388	9.5%
State	105098	85.6%	17727	14.4%

"." = < 5% of students; 95% = ≥ 95%



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### KEEPING YOU INFORMED

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<http://www.fayobserver.com/news/20170928/cumberland-county-sees-record-graduation-rate>

By [Steve DeVane](#)  
Staff writer

Posted Sep 28, 2017 at 5:20 PM

Cumberland County Schools had the school system's highest graduation rate ever last year, school officials said.

Associate Superintendent Ron Phipps told school board members about the graduation rate at the board's Curriculum Committee meeting on Thursday. The system's rate of 82.12 percent during the 2016-17 school year is .2 percent higher than the previous year, he said.

The rate measures the graduation percentage of freshmen who stay in the school system four years and students who transferred in during that time.

The graduation rate in Cumberland County was initially reported to be lower than 2015-16, but the 2016-17 rate was revised after school officials identified some students who should not have been counted among those who had not graduated.

Phipps also talked about the school system's test scores, which had been previously announced. The overall proficiency went up for the fourth year in a row, he said.

School officials should celebrate the accomplishments, but also realize where the school system could improve, Phipps said.

The number of low-performing schools increased to 13 from 11 the previous year, Phipps said. One Cumberland County school, Ferguson-Easley Elementary, received a grade of F, while none had gotten that grade in 2015-16.

School board members questioned staff members about Ferguson-Easley during a presentation on new initiatives intended to support schools.

Interim Superintendent Tim Kinlaw said he was taking personal responsibility for the school. He said it would get the support it needed.

Central office staff members are meeting weekly with Mary Hales, Ferguson-Easley's principal. Kinlaw said he told Hales to call him if she isn't getting the support she needs.



A monthly report will update board members on the school's progress, Kinlaw said.

"Everyone should understand exactly what's happening at Ferguson-Easley," he said.

Kinlaw said he wants the school system's central office staff to move from a supervisory to a supportive role in their relationship with principals and teachers.

"That's just a model I believe in," he said.

After the meeting, Kinlaw said that in previous years, staff members spent about 80 percent of their efforts supervising schools and 20 percent providing support. He said he wants to reverse those percentages.

Principals should ask for the support they need, rather than being told what they need, Kinlaw said.

"The principals know what their schools need," he said.

Staff writer Steve DeVane can be reached at [sdevane@fayobserver.com](mailto:sdevane@fayobserver.com) or 486-3572.

**Ferguson-Easley Elementary**

1857 Seabrook Road  
Fayetteville, NC 28301  
(910)483-4883

Grade Range: K-5  
Regular School  
Traditional Calendar

Cumberland County Schools  
<http://www.fe.es.ccs.k12.nc.us/>

Title I

**2016-2017 SCHOOL PERFORMANCE GRADE**

Achievement Indicators	Score
Reading EOG Proficiency	32
Math EOG Proficiency	26
Science EOG Proficiency	30
Math I Proficiency	.
Biology Proficiency	.

"." = < 5% of students; 95% = ≥ 95%

Growth Status	School Performance Grade
Met	F

	Score	Grade
Achievement	29	
Growth	77.1	
School Performance	39	
EOG Reading	41	D
EOG Math	37	F

**Formula for determining the School Performance Grade:**

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

**A+NG Schools:** A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

**SCHOOL PROFILE**

**School Size:** The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	286
District	460
State	490

**Average Class Size:** The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School	16	12	15	12	26	21			
Our District	18	18	18	19	19	19			
State	19	19	19	19	21	21			

\* Legislation mandates that class sizes for grades 4-12 are not restricted.

**School Attendance:** The average percentage of students who attend school daily.

Our School	94.8%
District	94.5%
State	94.6%

## SCHOOL PERFORMANCE

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 1 ( Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	47.6%	40.6%	37.2%
District	21.1%	25.7%	13.0%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 2 ( Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	20.3%	33.6%	32.6%
District	21.7%	23.5%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 3 ( Sufficient Command** of knowledge and skills)  
*Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	11.9%	N/A	14.0%
District	13.7%	9.0%	10.5%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 4 ( Solid Command** of knowledge and skills)  
*Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	18.9%	18.9%	11.6%
District	34.9%	29.6%	42.0%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 5 ( Superior Command** of knowledge and skills)  
*Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	N/A	N/A	N/A
District	8.7%	12.2%	23.1%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

## FIVE ACHIEVEMENT LEVELS

**LEVEL 1: Limited Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 2: Partial Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 3: Sufficient Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 4: Solid Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

**LEVEL 5: Superior Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

### What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

*The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.*

### Summer Program for School Report Cards

This school's report card (School Performance Grades and EOG/EOC results) include test scores from a summer program administered after the conclusion of the school year.

**Annual Participation Requirements:** Schools are required to test at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

Our school met 9 out of 9 targets.

For more information on participation requirements please go to [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).

## TEACHERS AND QUALIFICATIONS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	24	87.5%	16.7%	1	37.5%	33.3%	29.2%	22.2%
District	33	94.8%	23.3%	2	27.5%	28.1%	44.4%	15.4%
State	34	96.3%	29.8%	4	21.5%	27.4%	51.1%	12.9%

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

## SCHOOL ENVIRONMENT

**School Safety:** The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	0
District	0.33
State	0.22

**Student Out-of-School Suspensions and Expulsions:** The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	17.83	0	0
District	9.62	0	0
State	7.61	0.01	0

## READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and a Retained Reading label.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School	37	78.7%	10	21.3%
District	3689	90.5%	388	9.5%
State	105098	85.6%	17727	14.4%

"." = < 5% of students; 95% = ≥ 95%

 **PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education | Department of Public Instruction

### KEEPING YOU INFORMED

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

**College Lakes Elementary**

4963 Rosehill Road  
Fayetteville, NC 28311  
(910)488-6650

Grade Range: PK-5

Regular School

Traditional Calendar

Cumberland County Schools

<http://www.cles.ccs.k12.nc.us/>

Title I

**2016-2017 SCHOOL PERFORMANCE GRADE**

Achievement Indicators	Score
Reading EOG Proficiency	62
Math EOG Proficiency	75
Science EOG Proficiency	78
Math I Proficiency	.
Biology Proficiency	.

"." = < 5% of students; 95% = ≥ 95%

Growth Status	School Performance Grade
Met	B

	Score	Grade
Achievement	70	
Growth	71.4	
School Performance	70	
EOG Reading	64	C
EOG Math	75	B

**Formula for determining the School Performance Grade:**

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

**A+NG Schools:** A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

**SCHOOL PROFILE**

**School Size:** The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	465
District	460
State	490

**Average Class Size:** The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School	20	17	19	19	21	18			
Our District	18	18	18	19	19	19			
State	19	19	19	19	21	21			

\* Legislation mandates that class sizes for grades 4-12 are not restricted.

**School Attendance:** The average percentage of students who attend school daily.

Our School	93.8%
District	94.5%
State	94.6%

## SCHOOL PERFORMANCE

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 1 ( Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	15.6%	8.8%	10.0%
District	21.1%	25.7%	13.0%
State	21.6%	23.1%	14.7%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 2 ( Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	22.0%	16.6%	11.7%
District	21.7%	23.5%	11.4%
State	20.9%	21.5%	12.5%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 3 ( Sufficient Command** of knowledge and skills)  
*Students performing at Level 3 are performing at grade level.*

LEVEL 3	Reading	Math	Science
Our School	21.0%	12.2%	13.3%
District	13.7%	9.0%	10.5%
State	12.0%	7.8%	10.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 4 ( Solid Command** of knowledge and skills)  
*Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 4	Reading	Math	Science
Our School	33.7%	47.3%	46.7%
District	34.9%	29.6%	42.0%
State	34.6%	30.0%	41.2%

N/A = < 5% of students; 95% = ≥ 95%

**Performance of Students on the NC End-of-Grade Tests:** Percentage of Students at **Level 5 ( Superior Command** of knowledge and skills)  
*Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.*

LEVEL 5	Reading	Math	Science
Our School	7.8%	15.1%	18.3%
District	8.7%	12.2%	23.1%
State	10.9%	17.6%	21.4%

N/A = < 5% of students; 95% = ≥ 95%

## FIVE ACHIEVEMENT LEVELS

**LEVEL 1: Limited Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 2: Partial Command** of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 3: Sufficient Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

**LEVEL 4: Solid Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

**LEVEL 5: Superior Command** of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

### What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

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Our school met 13 out of 13 targets.

For more information on participation requirements please go to [www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting).

## TEACHERS AND QUALIFICATIONS

	Total Number of Classroom Teachers*	Fully Licensed Teachers	Teachers with Advanced Degrees	National Board Certified Teachers*	Years of Teaching Experience			Teacher Turnover Rate
					0-3 years	4-10 years	10+ years	
Our School	36	97.2%	22.2%	1	13.9%	44.4%	41.7%	15.2%
District	33	94.8%	23.3%	2	27.5%	28.1%	44.4%	15.4%
State	34	96.3%	29.8%	4	21.5%	27.4%	51.1%	12.9%

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

## SCHOOL ENVIRONMENT

**School Safety:** The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

Our School	0.22
District	0.33
State	0.22

**Student Out-of-School Suspensions and Expulsions:** The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Short-Term Suspensions	Long-Term Suspensions	Expulsions
Our School	1.94	0	0
District	9.62	0	0
State	7.61	0.01	0

## READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and a Retained Reading label.

	PROMOTED TO GRADE 4		RETAINED	
	# of students	Percentage	# of Students	Percentage
Our School	77	93.9%	.	.
District	3689	90.5%	388	9.5%
State	105098	85.6%	17727	14.4%

"." = < 5% of students; 95% = ≥ 95%



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State Board of Education | Department of Public Instruction

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## SCHOOLS IN OUR DISTRICT THAT WE WILL BE TARGETING

Kingdom Performing Arts Academy will serve students in the following areas:

CUMBERLAND COUNTY ELEMENTARY SCHOOLS	READING EOG	MATH EOG	*PERCENTAGE OF ECONOMICALLY DISADVANTAGED
College Lakes Elementary	62	75	63.5%
Ferguson-Easley Elementary	32	26	86.0%
Lucile Souders Elementary	51	49	70.6%
Margaret Willis Elementary	48	52	81.7%
Teresa C Berrien Elementary	40	51	91.3%
Warrenwood Elementary	45	46	70.6%
Westarea Elementary	46	47	80.9%

CUMBERLAND COUNTY MIDDLE SCHOOLS	READING EOG	MATH EOG	*PERCENTAGE OF ECONOMICALLY DISADVANTAGED
Luther Nick Jeralds Middle	38	26	75.2%
Pine Forest Middle	74	57	48.7%
R Max Abbott Middle	59	42	76.6%
Reid Ross Middle	65	48	71.0%

***RANGE: 48% - 91.3% of Students at these school are economically disadvantaged.  
49.2% of Students across the state are economically disadvantaged.***

### **\*Economically Disadvantaged**

**This measure shows the percentage of students in our area that we will be serving who are economically disadvantaged. Students from economically disadvantaged families face additional challenges.**



## **KINGDOM PERFORMING ARTS ACADEMY NEEDS ASSESSMENT**

Cumberland County, the fifth largest metropolitan community of 332,546; *formerly* classified as the largest ‘low-wealth county’ in 2010, we currently have a poverty rate of 18.8%; more than 62,519 people are affected. The median family income is \$44,810, per capita income of \$23,148. More than sixty percent of single-parent households contribute to this workforce and 42.9 of single mothers live in poverty; 51% are below the poverty level. Of Cumberland County’s residents, 82.12% graduated high school; however, last year there were 418 dropouts—and increase from the previous year of 336, Only 24.1% holds a bachelor’s degree or higher. (Note: Dropout rates are recorded for high school students only; however, we noticed that there is a deficiency in headcount in students transferring from middle school into high school—this may be an indication that students are dropping out prior to than 9<sup>th</sup> grade.)

Cumberland County Schools (CCS) has the fifth largest public-school system; has 87 schools; serves more than 51,480 students; in which 58.49% receive free/reduced lunch; and 14.24% receive EC Services. There are at least 40% of the student population that has been designated as disadvantaged, and which least 75% of the student population has been designated as economically disadvantaged receives Title I according to CCS website. Sixty-one (61) of CCS 87 schools receive Title I funding. The county’s child poverty rate is 27.6%, and according to Pathways for Prosperity, 1 in 4 children live in poverty, and 18<sup>th</sup> out of 2,478, our county in comparison to U.S. counties, is one of the worse in helping poor children come up the income ladder.

The National Center for Children in Poverty reports that childhood poverty is directly associated with lower academic achievement, decreased lifetime earnings, and reduced overall economic productivity. Data collection from various stakeholders compile gages of how students in poverty fare:

- 1) Low Academic Performance: The National Institution of Mental Health reports that based on a student’s background characteristics, influences and school performance, the success and failure of a student can be determined by third grade. The 2016-17 school district reports indicate the district’s reading average is 57.3 for grades 3-8%; and math average is 50.8%. for grades 3-8.

Comparing the difference of Cumberland County's Reading and Math Averages  
in 2016-17 and 2008-09

**Proficiency Composite Scores  
2016-17**

The Reading proficiency composite in **Grades 3-8** decreased by 0.6% to 57.3% in 2016-17. The Reading composite for **all elementary schools** decreased by 0.5% to **58.8%**. The Reading composite for all middle schools decreased by 0.2% to 55.9%.

**The Math proficiency composite** in **Grades 3-8** increased by 0.9% to **50.8%** in 2016-17. The Math composite for **all elementary schools** increased by 0.2% to **58.6%**. The Math composite for **all middle schools** increased by 1.6% to **42.5%**.

**2008-2009**

The **2008/09** school reports indicate the district's reading average was **65.0%** and math was **73.%** lower in comparison to the state's average of reading **67.6%** and math **80.6%**.

Surveying Cumberland County's Parent and Community:

Kingdom Performing Arts Academy conducted a survey in Fayetteville's northern regional area within a 5-mile radius and the response was positive. We received very encouraging feedback:

- 100% of the people that we surveyed agreed that a charter school is needed and will be welcomed here.
- 100% of the of the parents would send their child to our school.

Many parents expressed their concern about the state of the education system and they are very hopeful.

Fayetteville has two charter schools: Capital Encore Academy (5.1 miles away) and Alpha Academy (15.1 miles away). There are no charter schools located in the northern region of Fayetteville and the closest one is more than 5 miles away.

Attachments:

- Chart showing Reading and Math EOG scores and the percentage of economically disadvantaged students in the schools in areas that we wish to serve.
- Attached are 11 school report cards representing the surrounding area schools.

- An article from the Fayetteville Observer regarding Ferguson-Easley Elementary receiving an 'F' grade.
- Survey Response percentages from neighboring communities.

Kingdom Performing Arts Academy believes that working together, we need to make a difference in the lives of these students to receive a hopeful and rewarding future. Our schools are in dire need for change and the time is now to intervene.

Thank you for giving us an opportunity to apply for the accelerated application.

**KINGDOM PERFORMING ARTS ACADEMY  
CURRICULUM MAP**

**4<sup>TH</sup> GRADE – ENGLISH LANGUAGE ARTS**

	<b>MODULE 1</b>	<b>MODULE 2</b>
<b>FOCUS</b>	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others
<b>MODULE TITLE</b>	Oral Tradition, Symbolism, and Building Community	Interdependent Roles in Colonial Times
<b>DESCRIPTION</b>	Module 1 focuses on building community by making connections between visual imagery, oral accounts, poetry and written texts of various cultures	Students learn about what life was like in Colonial America, focusing on how colonists were interdependent on one another.

**8<sup>TH</sup> GRADE – ENGLISH LANGUAGE ARTS**

<b>ASSESSMENT</b>	<b>LEARNING OUTCOME</b>
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Student can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Student can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). Student can analyze the impact of word choice on meaning and tone (analogies or allusions).
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Student can compare and contrast the structure of multiple texts. Student can analyze how different structures impact meaning and style of a text.

**KINGDOM PERFORMING ARTS ACADEMY  
CURRICULUM MAP**

DRAFT

# KINGDOM PERFORMING ARTS ACADEMY

## 2019/20 School Calendar

August 2019						
Su	Mo	Tu	We	Th	Fr	Sa
				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

September 2019						
Su	Mo	Tu	We	Th	Fr	Sa
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					

October 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		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		

November 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					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

December 2019						
Su	Mo	Tu	We	Th	Fr	Sa
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 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			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 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						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

March 2020						
Su	Mo	Tu	We	Th	Fr	Sa
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 2020						
Su	Mo	Tu	We	Th	Fr	Sa
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May 2020						
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June 2020						
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July 2020						
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26	27	28	29	30	31	

### Federal holidays 2019/20

Sep 2, 2019	Labor Day	Nov 28, 2019	Thanksgiving Day	Jan 1, 2020	New Year's Day	May 25, 2020	Memorial Day
Oct 14, 2019	Columbus Day	Dec 25, 2019	Christmas Day	Jan 20, 2020	Martin Luther King Day	Jul 3, 2020	Independ. Day (obs.)
Nov 11, 2019	Veterans Day			Feb 17, 2020	Presidents' Day	Jul 4, 2020	Independence Day

**Teacher Workdays** – No School for students unless used for inclement weather make-up day.

**Leave Days** – No school for students and 10-month staff unless used for inclement weather make-up day.

**Professional Development Day (Prof. Dev. Day)** – 3-hour early release for students with professional development staff.

**Holidays** – No school for students and all staff.

**Make-up days may be Teacher Workdays, Leave Days or Intersession Days.** Additional days to be determined as the need arises.

Legend		
*	First Day for Students	August 26
H	Holiday	9/2, 11/11, 11/28-29, 12/24-27, 1/1, 1/20, 4/10, 5/25
W	Teacher Workday	8/19-23, 10/7, 1/2, 1/21-22, 2/17, 3/16, 6/10-12
L	Leave Day	11/27, 12/23, 12/27-31, 4/13-17
PD	Prof Dev Day	8/23, 9/19, 10/17, 11/8, 2/13
IE	Interim Reports - Elementary	9/26, 2/25, 5/7
IM	Interim Reports – Middle School	9/16, 11/20, 12/16, 4/27, 5/18
G	End Grading Period	10/29
R	Report Cards Home	1/29
**	Last Day for Students	6/9
E	Exams	5/19-21

DRAFT

# KINGDOM PERFORMING ARTS ACADEMY

## 2019/20 School Calendar

August 2019						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
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September 2019						
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29	30					

October 2019						
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November 2019						
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December 2019						
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January 2020						
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February 2020						
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March 2020						
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April 2020						
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Su	Mo	Tu	We	Th	Fr	Sa
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July 2020						
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**Professional Development Day (Prof. Dev. Day)** – 2-hour early release for students with professional development staff.

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**Make-up days may be Teacher Workdays, Leave Days or Intersession Days.** Additional days to be determined as the need arises.

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**	Last Day for Students	6/9
E	Exams	5/19-20

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAY 31 2006**

KINGDOM LIVING CDC INC  
241A LAW ROAD  
FAYETTEVILLE, NC 28311

Employer Identification Number:  
20-2973291  
DLN:  
17053208009005  
Contact Person:  
DANIEL F FRISCH ID# 95116  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes(b)(1)(A)(vi)  
Effective Date of Exemption:  
June 23, 2005  
Contribution Deductibility:  
Yes  
Advance Ruling Ending Date:  
December 31, 2009

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)



KINGDOM LIVING CDC INC

Sincerely,

A handwritten signature in cursive script that reads "Lois G. Lerner". The signature is written in dark ink and is positioned above the typed name.

Lois G. Lerner  
Director, Exempt Organizations  
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)  
Statute Extension

KINGDOM LIVING CDC INC

INFORMATION FOR ORGANIZATIONS EXEMPT UNDER SECTION 501(c)(3)

WHERE TO GET FORMS AND HELP

Forms and instructions may be obtained by calling toll free 1-800-829-3676, through the Internet Web Site at [www.irs.gov](http://www.irs.gov), and also at local tax assistance centers.

Additional information about any topic discussed below may be obtained through our customer service function by calling toll free 1-877-829-5500.

NOTIFY US ON THESE MATTERS

If you change your name, address, purposes, operations or sources of financial support, please inform our TE/GE EO Determinations Office at the following address: Internal Revenue Service, P.O. Box 2508, Cincinnati, Ohio 45201. If you amend your organizational document or by-laws, or dissolve, provide the EO Determinations Office with a copy of the amended documents. Please use your employer identification number on all returns you file and in all correspondence with the Internal Revenue Service.

FILING REQUIREMENTS

In your exemption letter we indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. Form 990 (or Form 990-EZ) is filed with the Ogden Submission Processing Center, Ogden UT 84201-0027.

You are required to file a Form 990 only if your gross receipts are normally more than \$25,000.

If your gross receipts are normally between \$25,000 and \$100,000, and your total assets are less than \$250,000, you may file Form 990-EZ. If your gross receipts are over \$100,000, or your total assets are over \$250,000, you must file the complete Form 990. The Form 990 instructions show how to compute your "normal" receipts.

Form 990 Schedule A is required for both Form 990 and Form 990-EZ.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. There are penalties for failing to timely file a complete return. For additional information on penalties, see Form 990 instructions or call our toll free number.

If your receipts are below \$25,000, and we send you a Form 990 Package, follow the instructions in the package on how to complete the limited return to advise us that you are not required to file.

If your exemption letter states that you are not required to file Form 990, you are exempt from these requirements.

KINGDOM LIVING CDC INC

#### UNRELATED BUSINESS INCOME TAX RETURN

If you receive more than \$1,000 annually in gross receipts from a regular trade or business you may be subject to Unrelated Business Income Tax and required to file Form 990-T, Exempt Organization Business Income Tax Return. There are several exceptions to this tax.

1. Income you receive from the performance of your exempt activity is not unrelated business income.
2. Income from fundraisers conducted by volunteer workers, or where donated merchandise is sold, is not unrelated business income.
3. Income from routine investments such as certificates of deposit, savings accounts, or stock dividends is usually not unrelated business income.

There are special rules for income derived from real estate or other investments purchased with borrowed funds. This income is called "debt financed" income. For additional information regarding unrelated business income tax see Publication 598, Tax on Unrelated Business Income of Exempt Organizations, or call our toll free number shown above.

#### PUBLIC INSPECTION OF APPLICATION AND INFORMATION RETURN

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return, or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

#### FUNDRAISING

Contributions to you are deductible only to the extent that they are gifts and no consideration is received in return. Depending on the circumstances, ticket purchases and similar payments in conjunction with fundraising events may not qualify as fully deductible contributions.

#### CONTRIBUTIONS OF \$250 OR MORE

Donors must have written substantiation from the charity for any charitable contribution of \$250 or more. Although it is the donor's responsibility to obtain written substantiation from the charity, you can assist donors by providing a written statement listing any cash contribution or describing any

KINGDOM LIVING CDC INC

donated property.

This written statement must be provided at the time of the contribution. There is no prescribed format for the written statement. Letters, postcards and electronic (e-mail) or computer-generated forms are acceptable.

The donor is responsible for the valuation of donated property. However, your written statement must provide a sufficient description to support the donor's contribution. For additional information regarding donor substantiation, see Publication 1771, Charitable Contributions - Substantiation and Disclosure Requirements. For information about the valuation of donated property, see Publication 561, Determining the Value of Donated Property.

#### CONTRIBUTIONS OF MORE THAN \$75 AND CHARITY PROVIDES GOODS OR SERVICES

You must provide a written disclosure statement to donors who receive goods or services from you in exchange for contributions in excess of \$75.

Contribution deductions are allowable to donors only to the extent their contributions exceed the value of the goods or services received in exchange. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fundraising events such as benefit dinners, shows, membership drives, etc., where something of value is received, you are required to provide a written statement informing donors of the fair market value of the specific items or services you provided in exchange for contributions of more than \$75.

You should provide the written disclosure statement in advance of any event, determine the fair market value of any benefit received, determine the amount of the contribution that is deductible, and state this information in your fundraising materials such as solicitations, tickets, and receipts. The amount of the contribution that is deductible is limited to the excess of any money (and the value of any property other than money) contributed by the donor less the value of goods or services provided by the charity. Your disclosure statement should be made, no later than, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fundraising circumstances where each complete payment, including the contribution portion, exceeds \$75. For additional information, see Publication 1771 and Publication 526, Charitable Contributions.

#### EXCESS BENEFIT TRANSACTIONS

Excess benefit transactions are governed by section 4958 of the Code. Excess benefit transactions involve situations where a section 501(c)(3) organization provides an unreasonable benefit to a person who is in a position to exercise substantial influence over the organization's affairs. If you believe there may be an excess benefit transaction involving your organization, you should report the transaction on Form 990 or 990-EZ. Additional information can be found in the instructions for Form 990 and Form 990-EZ, or you may call our

KINGDOM LIVING CDC INC

toll free number to obtain additional information on how to correct and report this transaction.

#### EMPLOYMENT TAXES

If you have employees, you are subject to income tax withholding and the social security taxes imposed under the Federal Insurance Contribution Act (FICA). You are required to withhold Federal income tax from your employee's wages and you are required to pay FICA on each employee who is paid more than \$100 in wages during a calendar year. To know how much income tax to withhold, you should have a Form W-4, Employee's Withholding Allowance Certificate, on file for each employee. Organizations described in section 501(c)(3) of the Code are not required to pay Federal Unemployment Tax (FUTA).

Employment taxes are reported on Form 941, Employer's Quarterly Federal Tax Return. The requirements for withholding, depositing, reporting and paying employment taxes are explained in Circular E, Employer's Tax Guide, (Publication 15), and Employer's Supplemental Tax Guide, (Publication 15-A). These publications explain your tax responsibilities as an employer.

#### CHURCHES

Churches may employ both ministers and church workers. Employees of churches or church-controlled organizations are subject to income tax withholding, but may be exempt from FICA taxes. Churches are not required to pay FUTA tax. In addition, although ministers are generally common law employees, they are not treated as employees for employment tax purposes. These special employment tax rules for members of the clergy and religious workers are explained in Publication 517, Social Security and Other Information for Members of the Clergy and Religious Workers. Churches should also consult Publications 15 and 15-A. Publication 1828, Tax Guide for Churches and Religious Organizations, also discusses the various benefits and responsibilities of these organizations under Federal tax law.

#### PUBLIC CHARITY STATUS

Every organization that qualifies for tax-exemption as an organization described in section 501(c)(3) is a private foundation unless it falls into one of the categories specifically excluded from the definition of that term [referred to in section 509(a)(1), (2), (3), or (4)]. In effect, the definition divides these organizations into two classes, namely private foundations and public charities.

Public charities are generally those that either have broad public support or actively function in a supporting relationship to those organizations.

Public charities enjoy several advantages over private foundations. There are certain excise taxes that apply to private foundations but not to public charities. A private foundation must also annually file Form 990-PF, Return of Private Foundation, even if it had no revenue or expenses.

KINGDOM LIVING CDC INC

The Code section under which you are classified as a public charity is shown in the heading of your exemption letter. This determination is based on the information you provided and the request you made on your Form 1023 application. Please refer to Publication 557 for additional information about public charity status.

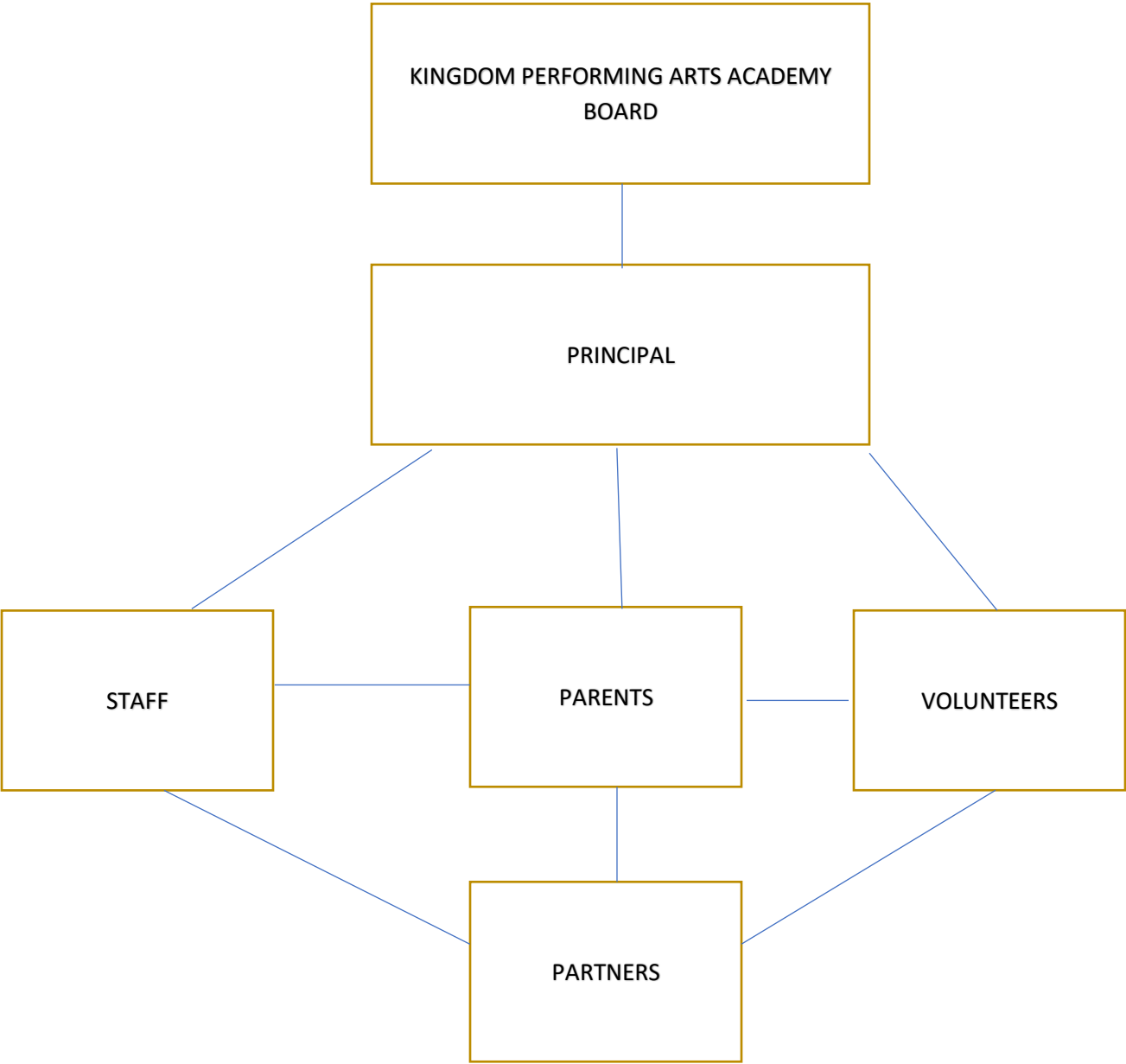
#### GRANTS TO INDIVIDUALS

The following information is provided for organizations that make grants to individuals. If you begin an individual grant program that was not described in your exemption application, please inform us about the program.

Funds you distribute to an individual as a grant must be made on a true charitable basis in furtherance of the purposes for which you are organized. Therefore, you should keep adequate records and case histories that demonstrate that grants to individuals serve your charitable purposes. For example, you should be in a position to substantiate the basis for grants awarded to individuals to relieve poverty or under a scholarship or education loan program. Case histories regarding grants to individuals should show names, addresses, purposes of grants, manner of selection, and relationship (if any) to members, officers, trustees, or donors of funds to you.

For more information on the exclusion of scholarships from income by an individual recipient, see Publication 520, Scholarships and Fellowships.

KINGDOM PERFORMING ARTS ACADEMY  
BOARD OF DIRECTORS



**Appendix F:**

**Charter School Board Member Information Form**

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed 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.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve: Kingdom Performing Arts Academy

2. Full name: Renee Gowans-Boyd

Home Address: 315 Barcelona Drive, Fayetteville, NC 28303

Business Name and Address:

Telephone No.: (910) 273-7223

E-mail address: rgb577@aol.com

3. Brief educational and employment history.

Elementary Education/Special Education, BS Hampton University, VA

Employment: Behavior Support Specialist, Cumberland County Schools, Fayetteville, NC

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited because of the position I served at Behavior Support Specialist and for the years of serving Exceptional Children.

6. What is your understanding of the appropriate role of a public charter school board member?

To oversee and make sure the overall functions of the board are operated appropriately.

7. 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 have the capability to be an effective board member.



I have served as a Girl Scout Leader, Youth Ministry Leader, and an active member of the Community Collaborative through the Alliance Behavioral Health.

8. Describe the specific knowledge and experience that you would bring to the board.  
My expertise in working with children with special needs and communications skill bridging the gap between students and teachers.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To provide a safe environment and equip young children with a quality education.
2. What is your understanding of the school's proposed educational program?  
To provide programs to meet the students' needs as well as the whole family and educate them to be productive citizens.
3. What do you believe to be the characteristics of a successful school?  
To carry out its mission and monitor the budget.
4. How will you know that the school is succeeding (or not) in its mission?  
Through enrollment, through testing scores and managing the budget.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
We will make sure the school carries out the mission it was assigned and to sure we follow the guidelines.
2. How will you know if the school is successful at the end of the first year of operation?  
The measured outcomes will show the success of the school.
3. How will you know at the end of five years of the schools is successful?  
By enrollment, grades and the budget.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Great planning and financial strategies
5. 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 gather all information that concerns the matter and call for a meeting to settle the situation.

\*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

\*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 taken and the license validity.

**Certification**

I, Renee Gowans-Boyd, 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 Kingdom Performing Arts Academy Charter School is true and correct in every respect.

*Renee Gowans-Boyd*

*09-28-18*

Signature

Date

**Appendix F:**

**Charter School Board Member Information Form**

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed 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.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve: Kingdom Performing Arts Academy

2. Full name: Judge Cheri Siler-Mack

Home Address: P.O. Box 703, Fayetteville, NC 28302

Business Name and Address:

Telephone No.: 910-494-6130

E-mail address: akaklaw90@me.com

3. Brief educational and employment history.

J.D. - Law; Certified Juvenile Court Judge

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:       Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by the Lead Administrator of Kingdom Performing Arts Academy; I wish to serve on the board of the proposed charter school to encourage overall government relations and community outreach.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to advocate on behalf of the school, the students, and parents to ensure overall career development.

7. 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 have the capability to be an effective board member.

I don't have previous school board service, however working within the justice system and teaching criminal justice in higher education affords an opportunity to educate students and parents on overall civic and law practices.

8. Describe the specific knowledge and experience that you would bring to the board.  
Criminal Justice Professor (Fayetteville State University); Certified Juvenile Court Judge

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To assist students in overall career development.
2. What is your understanding of the school's proposed educational program?  
Integrating the arts into core curriculum and professional/career development of students
3. What do you believe to be the characteristics of a successful school?  
Accountability & Community Outreach based
4. How will you know that the school is succeeding (or not) in its mission?  
Standardized test achievement and community relations

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Ensuring fiscal and governance progress
2. How will you know if the school is successful at the end of the first year of operation?  
Standardized test progression and student enrichment
3. How will you know at the end of five years of the schools is successful?  
Student enhancement and professional development in personal goals and professional outcomes
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Overall staff and parental involvement
5. 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?  
Alert the Board/Lead Administrator and begin grievance protocol if appropriate.

\*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

\*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 taken and the license validity.

**Certification**

I, Cheri Siler-Mack 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 Kingdom Performing Arts Academy Charter School is true and correct in every respect.

*Cheri Siler-Mack*

9/30/18

Signature

Date

# TAMARA HOLMES BROTHERS, PH.D.

EXECUTIVE-LEVEL DIRECTOR,  
FUNDRAISING ADMINISTRATOR,  
CURRICULUM DESIGNER, & ARTS & CULTURE SPECIALIST

910-578-9277 • [tholmesart@gmail.com](mailto:tholmesart@gmail.com)

Innovative, results-driven and program-centered senior management executive with over 17 years of experience in fundraising activity, curriculum development, special programs and events, transformed success through a passion for culture, history, the arts, and sport management. Influentially lead, inspire and strengthen various teams and committees, ensuring the program integrity and the reach of mission objectives for multiple programs and campaigns, while impacting the overall environment, history and culture of various institutions in education, consulting, not-for-profit, entertainment and cultural heritage, under the establishment of project and program initiatives aimed at growth and longevity. Identify strengths and weaknesses in each campaign and course curriculum, increasing program effectiveness, improving quality and seizing opportunity, on behalf of the university and/or institution.

## **Areas of Expertise include:**

- |                                     |  |                              |
|-------------------------------------|--|------------------------------|
| ✓ Strategic & Operational Planning  | ✓ Historic Preservation & Art Conservation | ✓ Program Development        |
| ✓ Executive Leadership              | ✓ Curatorial Leadership & Acquisitions     | ✓ Curriculum Development     |
| ✓ Communications & Public Relations | ✓ Business Process & Strategy Development  | ✓ Funding & Stewardship      |
| ✓ Interdisciplinary Concepts        | ✓ Consultant Engagement & Assessment       | ✓ Marketing & Special Events |
| ✓ Finance & Budget Management       | ✓ Program & Project Management             | ✓ Youth Programs & Events    |
| ✓ Sport Management                  |  |                              |

## EXPERIENCE & NOTABLE CONTRIBUTIONS

### **NORTH CAROLINA ARTS COUNCIL FOUNDATION BOARD** • Raleigh, North Carolina • 2017 to Present

*A Division of the Department of Natural and Cultural Resources created to bring awareness of the importance of arts to all citizens.*

### **BOARD MEMBER** • 2017 to Present

Proficient community and arts enthusiast devoted to the execution of an innovative vision for arts development that touches all 100 counties in the state of North Carolina. Committed to creating a strong legacy to build upon and position the state as the most successful and attractive in the nation. Invested in strengthening the North Carolina Arts Council to help ensure that the arts can continue to build vibrant communities for future generations.

### **KEY ACCOMPLISHMENTS:**

- Catalyzed growth and fosters sustainability of exemplary arts organizations.
- Established corporate and foundation partnerships for funding support.
- Collaborated to strengthen the artist workforce across the state.
- Assisted in A+ Schools Program initiatives in establishing a whole-school reform model that views the arts as fundamental to teaching and learning in all subjects.
- Encouraged a diverse and economic infrastructure of arts organizations.

### **NORTH CAROLINA AFRICAN AMERICAN HERITAGE COMMISSION** • Raleigh, North Carolina • 2008 to Present

*A Division of the Department of Natural and Cultural Resources created to assist the Secretary of Cultural Resources in preservation, interpretation, and promotion of African American history, arts, and culture.*

### **ADVISORY BOARD MEMBER/COMMISSIONER** • 2008 to Present

Experienced community and cultural advocate committed to the conservancy, understanding, and advancement of various activities to transform and enrich people and communities by sharing North Carolina's African American history, art, and culture. Facilitated and provided related training; served on appropriate committees and work groups; consulted on program development with various universities and institutions; assisted with student curricula related initiatives; and presented information and cultural outreach to local and state educational consortiums and legislature.

**KEY ACCOMPLISHMENTS:**

- Effectively communicated mission and organizational vision to heritage practitioners and community stakeholders.
- Coordinated with university partners diversity in the arts, public history, and museum studies.
- Established corporate and foundation partnerships for funding support.
- Planned and implemented resources educators, heritage practitioners, students, and artists.

**FAYETTEVILLE STATE UNIVERSITY • Fayetteville, North Carolina • 2007 to Present**

*A regional university, promoting the educational, social, cultural and economic transformation of Southeastern North Carolina.*

**CURRICULUM DEVELOPMENT SPECIALIST • 2017 to Present**

Qualified professional in planning, organizing, and promoting various activities necessary for the implementation of the university curriculum frameworks; developed, facilitated, and provided related training; served on appropriate committees and work groups; consulted on curriculum development, material selection, and alignment with University College (Freshman Seminar) and College of Business & Economics; assisted with student performance assessment and testing; acted as an advocate for appropriate curricular changes and modifications; and presented information and cultural outreach to local, state, and national educational groups and legislature.

**KEY ACCOMPLISHMENTS:**

- Effectively communicated knowledge and skills to university faculty and administrators.
- Coordinated with campus partners the care, maintenance, display of collections, and other art/curatorial needs.
- Managed curriculum alignment, set priorities, and evaluated progress toward learning outcomes.
- Integrated university artifacts into degree emphasized courses.
- Advised faculty and administration on curriculum design

**DIRECTOR OF CORPORATE & FOUNDATION RELATIONS | PROMOTED FROM SENIOR DEVELOPMENT OFFICER • 2009 to Present**

Experienced advancement leader in securing financial collateral and providing as a valuable resource to the chancellor's office and university constituents, as a key player and administrator directly reporting to the vice chancellor for institutional advancement and university chancellor. Provided strategic planning and organization to centralized corporate programming and foundational fundraising initiatives, developing, directing and customizing meaningful activities within the university. Facilitated and co-curated an exhibition of the second university principal, reflecting local and national influence on behalf of the university and instilling pride upon the campus grounds; hosted, coordinated and contributed to tours and restoration projects, including the African American Heritage Tour in collaboration with the Fayetteville Area Transportation & Local History Museum. Creator and curator of Two-Rivers Classic Student Exhibition for university football tournament.

**KEY ACCOMPLISHMENTS:**

- Actively supports the Rosenthal Art Gallery Director in regard to mission, fundraising, and sustain relationships within the university, community, and beyond.
- Created and offered lectures, gallery talks, and participated in outreach efforts of the Rosenthal Art Gallery.
- Proposed and negotiated arts/culture partnerships.
- Expanded institutional programs providing development training and networking systems with local and corporate opportunities for education and connectivity.
- Provided strategic leadership and translated the vision into measurable actions that advanced the mission and goals of the university.
- Worked with university and foundation board trustees/members to ensure that the university set and achieved its contributed goals.
- Created and authored Collection Management Policy Manual for the Rosenthal Art Gallery and University Collections.
- Executed and designed major gift fundraising programs, including the assembly of volunteer base, fundraising appeals, donor research, and planning boards.
- Created and advised innovative partnership opportunities.
- Prepared and maintained sponsorship and endowment reports.
- Managed Development, Major Gift, & Planned Giving Directors.
- Increased corporate and foundation dollars by 24% (donors by 23%) during the annual comprehensive capital campaign FY2017.

- Increased corporate and foundation dollars by 39% (donors by 27%) during the annual comprehensive capital campaign FY2016.
- Oversaw the coordination and planning of funding development strategically facilitating corporate sponsors, foundational partnerships, members of the alumni and proceeds at the state and federal level.
- Identified potential donors, contributing to prospecting efforts and growing funding for campus wide initiatives.
- Interfaced within the university and acted from within as a point of contact and liaison to the community, representing the vice chancellor for institutional advancement and university chancellor and strengthening relationships between Fayetteville State University, business and private philanthropic organizations; impacted overall support of university's mission for state and national transformation.
- Facilitated the art acquisitions while developing essential policy and procedure for handling and developing an empowering and impactful collection of art; defined standards and performance metrics to enhance departmental objectives, while embracing history and inspiring the next generation of student and faculty.
- Collaborated with the Cape Fear Regional Theater to integrate art-centered programming into course curriculum.
- Prepared students for a successful career in the global workforce, collaborating with career services to build and attain a sector-specific portfolio of activities, services and resources in developing and grooming future leaders of tomorrow; directed student body to channels that matched students to career goals while obtaining employment to reflect sector hiring needs and opportunities for growth in their chosen industry.
- Instituted College of Business and Economics as well as the College of Education Advisory Boards, managing and directing implementation strategies to strengthen each program and grow campus adoption; improved operations and relations between university, corporate, foundational and academic alliances.
- Instrumental to the stewardship of donor relations and fundraising campaigns, reporting on all fiscal accountability of corporate and foundational operations; promoted institutional awareness and increased donor recognition through widely received special events and programs.
- Trusted advisor to stewardship coordinator, advancement services, alumni affairs, public relations and major gifts teams.
- Cultivated philanthropic support from alumni chapters, prospective corporate and foundation donors to increase giving, while aligning engagement activities to providing hands-on experiences for the student body and enriched student learning projects.
- Hand-picked key members for the development of advisory boards and committees, dedicated to the development of educational and cultural-based programs, while making major contribution to the success of public relations strategies, combatting challenges and sustain of premier programming.
- Leveraged experiential learning opportunity that taught youth entrepreneurial development and operations, impacting underserved communities through mentorship and community outreach.
- Collaborated with career services and alumni affairs on student employment progress, ensuring continued university relations within the professional industry and identified workforce development opportunities, supporting academic achievement and experiential learning.
- Supported programming and philanthropic development sustenance, promoting awareness of STEM education and career opportunities amongst disadvantaged and at-risk middle and high school students.
- Facilitated university and community outreach efforts both locally and nationally in direct support of the university fine arts series and other organizational events brought to the community; opened doors to solicitation through planned events.
- Facilitated interactive learning opportunities via distance education, providing open access of digital learning via assessment evaluations to measure learning and participation outcomes.
- Provided lifelong learning beyond traditional instruction, while acting as a catalyst for innovative thinking; increased communication among students, improving technological interaction and encouraging students to combine to adopt new ways of thinking and develop a solid foundation for learning.

**HAMPTON UNIVERSITY ARCHIVES • Hampton, Virginia • 2015 to 2016**

*The nation's largest and most comprehensive collection on African American and Native American history and culture.*

**GRADUATE CONSULTANT | EDUCATION PROGRAM FACILITATOR**

Instrumental in the facilitation of research, planning and development of the educational program; structure and design programs and curriculums that bring history to life through the University Archives program initiative. Evaluate curriculum alignment with university artifacts, identifying key elements for implementation into program structure and strengthening program objectives. Take charge of outreach efforts within the university,



collaborating with university faculty and constitutes, while leading and directing interns through those initiatives; provided on-going professional development, coaching, mentorship and empowerment to undergraduate students.

**KEY ACCOMPLISHMENTS:**

- Investigated strategic partners and donors for foundational support for continued program development, department operations and archival preservation.
- Conducted an assessment survey of the University Archives collection, hosted and moderated faculty meetings, while researching and evaluating syllabi for curriculum alignment; developed revised curriculums, based on learning outcomes and received approval, further resulting in art integration and implementation.
- Defined program needs, assessing impact and opportunity within curriculum integrations and gathering perspectives that provide growth, measure limitation and enrich student experiences, while preserving history and showcasing it to the world; developed curriculum alignment program for University Archives to include powerful slave narratives, a ministers conference of 100 years, glass plate negatives and glass lantern slides, further leading to a syndicated radio show with historical programming and made available to the public.
- Negotiated the acquisition and inclusion of North Carolina's Lumbee Indian artifacts within the Hampton University Museum of Native American Art, while representing over 65 local tribes, coordinating logistics and arranging delivery for these highly-revered indigenous works of art.
- Developed and maintained a detailed database of relevant information about corporate and foundation supporters and potential patrons of the university, analyzing and assessing information in fostering program implementation for further involvement and commitment from the identified supporters.
- Presented program initiatives at international conference, implementing current pedagogical approaches and exploring novel strategies for innovative learning.

**ASSISTANT ATHLETIC DIRECTOR OF DEVELOPMENT & MARKETING • 2007 to 2009**

Served on the senior management team for the athletic department, cultivating funding and enhancing ten areas of sport, further driving awareness and loyalty through marketing initiatives; resulted in enhanced university, alumni, and community support. Oversaw division for sports information, coordinating and developing the volunteer program, while monitoring and managing department activities per relation to sponsor solicitations, marketing endeavors, game-day operations and campus engagement, ensuring continued financial support and sustainability.

**KEY ACCOMPLISHMENTS:**

- Served as liaison between athletic department and institutional advancement office, ensuring enriched donor cultivation and influencing comprehensive stewardship.
- Cultivated and harvested relations between alumni, prospects, media and the local community, drawing in close ties and support for the department by implementing outreach efforts, ensuring university inclusiveness.
- Established student-athlete development program, providing enriching academic and professional success, meshed with enhanced student experience, while encouraging athletic performance both on the field and off.
- Developed and designed the student-athlete handbook, which became one of the most important tools utilized by a student athlete during their collegiate career regarding rights, responsibilities, and conduct for students.
- Managed and served as an auctioneer for the Felton J. Capel, Sr. Celebrity Golf Classic and Auction supporting and raising funds for student scholarships and special events, continuing engagement between communities, the university and student athletes.

**\*\* \*\*\* \*\***

***Previously earned a reputation for excellence in the following positions:***

**SALES MANAGER** – Fayetteville Area Convention & Visitors Bureau

**CURATORIAL & EDUCATION INTERN** – National Baseball Hall of Fame & Museum

**CURATORIAL INTERN** - Hampton University Museum

**CURATORIAL & ART CONSERVATION INTERN** – To Conserve a Legacy Internship & Traveling Exhibition

**EDUCATION & TRAINING**

**Certificate of Completion**

DUKE UNIVERSITY | Durham, North Carolina | 2018

*Nonprofit Management*

**Certificate of Completion**

SOTHEBY'S INSTITUTE OF ART | New York, New York | 2017

*Art as an Alternative Investment*

## **Doctor of Philosophy in Educational Management of Higher Education**

HAMPTON UNIVERSITY | Hampton, Virginia | 2016

*\*Dissertation: "The Examination of Critical Thinking Skills in Museum Art Integration Courses at a North Carolina Public University."*

## **Certificate in Historic Preservation**

UNIVERSITY OF NORTH CAROLINA | Greensboro, North Carolina | 2010

*\*\* Research: "The Historic Preservation of HBCU Architecture"*

United Way Multicultural Development Leadership Program – Fayetteville, North Carolina, 2009

## **Master of Science in Sports Management**

WEST VIRGINIA UNIVERSITY | Morgantown, West Virginia | 2002

## **Bachelor of Art in Liberal Arts**

HAMPTON UNIVERSITY | Hampton, Virginia | 1999

## **Diploma in Auctioneering**

WORLD WIDE COLLEGE OF AUCTIONEERING | Mason City, Iowa | 1998

## **TECHNICAL PROFICIENCIES**

Microsoft Office: Word/Excel/PowerPoint/Outlook, Banner, Wealth Engine, Blackboard, SPSS

## **AWARDS & HONORS**

Hampton University Forty Under 40 Honoree - 2017

Fayetteville Observer's 40 Under 40 Honoree - 2017

Golden Key International Honour Society - 2016

Higher Education Leadership Foundation | H.E.L.F. Leadership Institute – Fellow, 2015

Eisenhower Fellowship | Xhi-Xing China Fellowship – Fellow Finalist, 2015

State Employees Combined Campaign Increased Giving/Donor Awards, 2011

## **PRESENTATIONS**

Why Didn't I Think of That? Best Practices for Corporate & Foundation Relations: UNC General Administration Advancement Symposium, Asheville, NC (May 16-17, 2017)

Practices for Foundation Strategic Partnerships, Cabinet Presentation, Fayetteville State University (Jan. 6, 2017)

Southeastern Museum Conference, Charlotte, NC, Presentation, HBCU Curriculum Alignment Project: The Hampton University Archives Case Study (Oct. 10-12, 2016)

LYRASIS & HBCU Library Alliance, Atlanta, GA, Presentation/Webinar, HBCU Curriculum Alignment Project: The Hampton University Archives Case Study (Oct. 12, 2016; June 24, 2016)

National Association of African American Studies, Baton Rouge, LA, "HBCU Curriculum Alignment," (Feb. 11, 2016)

National Association of African American Studies, Baton Rouge, LA, "Transforming Young Women into Social Justice Leaders," (Feb. 11, 2016)

Exhibition Development and Museum Career Choices Workshop, NC African American Heritage Commission, Fayetteville State University, Fayetteville, NC (Apr. 21, 2015)

NC African American Heritage Commission, Speaker, Gathering Place Project Partner (2014-Present)

City of Fayetteville, NC 225<sup>th</sup> Anniversary Celebration of the Constitutional Ratification, 2014

St. Joseph's Episcopal Church 150<sup>th</sup> Anniversary, Fayetteville, NC (2014)

NC African American Heritage Commission – Gathering Place Project Pre-Conference, "Gathering, Growing, & Gleaning Vital Resources for Our African American Museum Spaces," Association of African American Museums Conference, Harvey B. Gantt Center for African American Arts & Culture (Aug. 7, 2013)

Alpha Phi Alpha Fraternity, Inc., Fayetteville State University, "Fundraising 101," Fayetteville, NC (Feb. 3, 2013)

United Way of Cumberland County, Multicultural Leadership Development Program Speaker, "Nonprofit Marketing & Communication," Fayetteville, NC (2012 - Present)

Duke University-Fuqua School of Business, Major Gifts Officer Panel, Duke University, Durham, NC (Mar. 30, 2012)

Fayetteville State University National Alumni Association Quarterly Meeting, "Onward and Upward," Hampton, VA (Mar. 17, 2012)

College Access Programs Winter College Expo, "Project Runway: Building the Brand," Grace Place, Fayetteville, NC (Feb. 4, 2012)

The Belk Professional Development Center, "Exploring the Vast Assortment of Career Paths in Communication," St. Augustine's College, Raleigh, NC (Nov. 16, 2011)

College Access Programs AmeriCorps VISTA Project, "Major Gifts Liaison Network," Fayetteville State University, Fayetteville, NC (Nov. 15, 2011)

Fayetteville State University National Alumni Association Convention, "Onward and Upward," Hilton Atlanta Airport Hotel, Atlanta, Georgia (Jun. 24, 2011)

## **PROFESSIONAL AFFILIATIONS**

Fayetteville Police Foundation – Board Member, 2018 to Present

Museum Hue – National Advisory Board, 2018 to Present

United Way of Cumberland County – Board of Directors, 2018 to Present

North Carolina African American Heritage Commission – Commissioner, 2018 to Present

Partnership for Children of Cumberland County - NC Pre-Kindergarten Planning Committee, 2017 to Present

Partnership for Children of Cumberland County – Board of Directors, 2017 to Present

Chemours Fayetteville Community Advisory Board – Board Member, 2017 to Present

North Carolina Arts Council Foundation – Board Member, 2017 to Present

Hampton University Museum Foundation – President of the Advisory Board, 2012 to Present

National Baseball Hall of Fame & Museum | Frank & Peggy Steele Leadership Program –Advisory Council, 2016

Art to End Hurt, Southeastern Family Violence Center – Exhibition Juror, 2015 to 2016

North Carolina African American Heritage Commission Grant Advisory Board – Member, 2011 to Present

Council for Advancement and Support of Education (CASE) – Member, 2009 to Present

Cape Fear Regional Theater Community Outreach Committee – Member, 2013 to Present

Ellington-White Community Development Corporation Board Member – Vice President, 2012 to 2015

City of Fayetteville Historic Resources Commission – Member, 2012 to 2015

Orange Street School Historical and Restoration Association Board – Member, 2011 to 2015

West Fayetteville Rotary Club – Member, 2004 to 2015

Association of Fundraising Professionals (AFP) – Member, 2010 to 2013

West Fayetteville Rotary Club – Former President, 2011 to 2012

Second Harvest Food Bank of Southeast NC – Advisory Board Member, 2008 to 2012

The Arts Council of Fayetteville/Cumberland County and Friends of African & African American Art, 2008 to 2012

# RENEE GOWANS-BOYD

315 Barcelona Dr. Fayetteville, NC 28303 · 910-273-7223

[Rgb577@aol.com](mailto:Rgb577@aol.com)

To replace this text with your own, just click it and start typing. Briefly state your career objective, or summarize what makes you stand out. Use language from the job description as keywords.

## EXPERIENCE

**AUGUST 15, 1980 – JUNE 6, 1992**

**TEACHER**, CHARLESTON COUNTY SCHOOL SYSTEM AND CUMBERLAND COUNTY SCHOOL SYSTEM

Responsible for education students identified as Educable Mentally Disabled at the middle school level for 2 years, taught Academically Gifted students for 2 years, followed by teaching Specifically Learning Disabled students at the elementary level in a resource setting

**AUGUST 15, 1992 – PRESENT**

**BEHAVIOR SUPPORT SPECIALIST**, CUMBERLAND COUNTY SCHOOLS

Initially, I completed diagnostic educational evaluations for students referred for possible support through the Exceptional Children's Program. Next, I was responsible for case management of all students receiving services in the Exceptional Children's Program and currently I serve as a specialist providing support to students in an out-of-home setting or those students needing significant/specific interventions.

## EDUCATION

**MAY, 1980**

**ELEMENTARY EDUCATION/SPECIAL EDUCATION, BS, HAMPTON UNIVERSITY, VA**

Graduated with honors,

## SKILLS

- Strong communication skills and the ability to connect with people
- Enjoy helping others excel and accomplishing individual goals
- Great listener
- Creative

## ACTIVITIES

I have served as a Girl Scouts Leader, Youth Missionary Leader, Sunday School Teacher, Sunday School Superintendent, church secretary and private tutor. Within the community, I am an active member of Community Collaborative through Alliance Behavioral Health and attend monthly Child and Family Team meetings as a represent from the school system.

Innovative, results-driven and program-centered educational management executive with over 20 years of experience in working with at-risk youth and exceptional children within the community and public education. Influentially lead, inspire and strengthen various teams and committees, ensuring the program integrity and the reach of mission objectives for multiple programs and campaigns, while impacting the overall environment, mission and vision of various institutions in education, and entertainment. Identify strengths and weaknesses in each program and initiative assessment, increasing program effectiveness, improving quality and seizing opportunity, on behalf of the organization and/or institution.

### **Areas of Expertise include:**

- ✓ Youth & Family Counseling
- ✓ Executive Leadership
- ✓ Community & External Relations
- ✓ Job Training & Placement
- ✓ Youth Programs & Events
- ✓ Motivational Speaking
- ✓ Business Process & Strategy Development
- ✓ Program Development & Project Management

## EXPERIENCE & NOTABLE CONTRIBUTIONS

### **BROTHERS HELPING BROTHERS • Fayetteville, North Carolina • 2002 to 2006**

*Mental health facility for Level III male youth.*

#### **CEO | MENTAL HEALTH PROGRAM ADMINISTRATOR**

Instrumental in the facilitation of research, planning and development of the mental health program; structure and design programs and human resources that bring community to life through the program inclusion. Evaluate program alignment with local/state policy and procedures, identifying key elements for implementation into program structure and strengthening program objectives. Take charge of outreach efforts within the community, collaborating with business constitutes, while leading and directing youth through program initiatives; provided ongoing professional development, coaching, mentorship and empowerment to youth.

#### **KEY ACCOMPLISHMENTS:**

- Investigated strategic partners and donors for organizational support for continued program development and business operations.
- Assisted young men with severe behavioral problems, such as substance/sexual/child abuse, autism, learning differences, and juvenile delinquency.
- Defined program needs, assessing impact and opportunity within program structure and gathering perspectives that provide growth, measure limitation and enrich youth experiences.
- Instructed youth on personal development and self-sufficiency in the community by monitoring self-esteem, personal hygiene, career development, and spiritual balance.
- Developed male youth matriculation into adulthood to become positive and contributing citizens of society.

### **KINGDOM LIVING, CDC • Fayetteville, North Carolina • 2005 to Present**

*A non-profit organization, promoting the educational, socio-economical, cultural and spiritual transformation of the community.*

#### **CEO | COMMUNITY DEVELOPMENT EXECUTIVE**

Fundamental coordinator of community and external relations while providing valuable resources to community and academic constituents. Provided strategic planning and organization to centralized programming and foundational educational initiatives, developing, directing and customizing meaningful activities within the city and state.

#### **KEY ACCOMPLISHMENTS:**

- Provided high quality programming to low-income families through education, training, and financial literacy.
- Partnered with local higher education institutions to provide GED programs and curriculum development and job placement.
- Identified potential donors, contributing to prospecting efforts and growing funding for program initiatives.
- Interfaced within higher education infrastructure and acted from within as a point of contact and liaison to the community, strengthening relationships between local universities, businesses and private philanthropic organizations.
- Facilitated annual back-to-school drive to acquire school supplies and youth haircuts within local communities.
- Cultivated key members for the development of advisory boards and committees dedicated to the development of educational and cultural-based programs, while making major contribution to the success of public relations strategies, combating challenges and sustain of premier programming.

**CUMBERLAND COUNTY SCHOOL SYSTEM** • Fayetteville, North Carolina • 2006 to Present  
*Public school district encompassing the entirety of Cumberland County, North Carolina.*

**BEHAVIOR SUPPORT**

Worked with Cumberland County Schools for over 15 years, facilitating district youth development initiatives coordinating with health and human services, school system staff, community organizations and corporations, parents/families, and students ensuring continued educational/personal support and sustainability.

**KEY ACCOMPLISHMENTS:**

- Provided interpersonal skills development programs to increase prosocial student behavior.
- Cultivated academic strategies for at-risk youth and conducted individual/small group supplemental guidance.
- Maintained individual student data of suspensions, attendance, and daily schedules.
- Developed and designed professional development opportunities for students and staff.

\*\* \*\*\* \*\*

*Previously earned a reputation for excellence in the following positions:*

**DIRECTOR** – Northampton County KIPP After-school Programs Area Convention & Visitors Bureau

**YOUTH PASTOR** – Faith Family Worship Center

**BOARD MEMBER** – North Carolina Azalea Festival

**VICE PRESIDENT** – Butterfly Girls Non-profit Organization

## **EDUCATION & TRAINING**

### **Bachelor of Arts in Music Engineering Technology**

ELIZABETH CITY STATE UNIVERSITY | Elizabeth City, North Carolina | 1999

*Certification in Substance Abuse* – Department of Mental Health, State of North Carolina: Raleigh, 2003

*Certification in Working with Youth with Disabilities* – Department of Mental Health, State of North Carolina: Raleigh, 2003

*Certification in Youth & Family Counseling* – Department of Mental Health, State of North Carolina: Raleigh, 2003

## **TECHNICAL PROFICIENCIES**

Microsoft Office: Word/Excel/PowerPoint/Outlook

**Judge Cheri Siler-Mack**

**P.O. Box 703 Fayetteville, North Carolina 28302**

**Personal Profile**

I am A District Court Judge for the Twelfth Judicial District in Fayetteville (Cumberland County), North Carolina. I was elected to the Bench in November 2014. I replaced the then Chief District Judge A. Elizabeth Keever who retired. I am a certified Juvenile Court Judge. I have been an Adjunct Professor at Fayetteville State University since 2005.

**Education**

**School of Government: University of North Carolina; Chapel Hill (Campus) - 2016**

**Certified Juvenile Court Judge**

Chapel Hill, North Carolina

**Juris Doctorate Degree- 1991**

North Carolina Central University School of Law

Durham, North Carolina 27707

**Bachelor of Arts, Political Science 1987**

North Carolina Central University

Durham, North Carolina 27707

**Work Experience**

**January 1, 2015-Present**

**District Court Judge; Cumberland County, Fayetteville, North Carolina**

**Cumberland County District Attorney's Office**

**Senior Assistant District Attorney September 1992- December 31, 2010**

**Adjunct Professor Shaw University – January 1994-May 2014**

**Adjunct Professor Fayetteville State University August 2005- Present**

**Honors and Awards**

**Nominated for the Champion for Children Professional Award 2018**

**Champion for Children Professional Award 2013**

# Frederick B.L. Clark, Sr.

116 Red Oak Court, Raeford, NC 28376 | 910-977-5662  
[fbclark50@gmail.com](mailto:fbclark50@gmail.com)

## Education

### **Fayetteville Technical Community College (FTCC)**

*Associate Degree in Criminal Justice*

*Associate Degree in Early Childhood Education*

*Associate Degree in Recreation*

Fayetteville, NC

June 1994

September 1993

June 1991

### **Kittrell Junior College**

*Associate of Arts*

Kittrell, NC

June 1970

### **E. E. Smith High School**

*High School Diploma*

Fayetteville, NC

June 1968

## Professional Experience

### **Central Intercollegiate Athletic Association (CIAA)**

Neutral Observer, Football

Charlotte, NC

July 2009 – Present

- Ensure compliance of all assigned crew members with CIAA and NCAA rules and regulations.

### **Hoke County Parks and Recreation**

*Consultant*

Raeford, NC

January 2018 – Present

- Provide advisement for all county recreational activities
- Implement new concepts and planning procedures

### **City of Fayetteville Parks and Recreation**

*Supervisor, Athletics Officials*

Fayetteville, NC

December 2000 – March 2001

- Assigned, trained, and provided clinics for the Fayetteville – Cumberland Parks and Recreation department.

### **Central Intercollegiate Athletic Association (CIAA)**

Official, Football

Charlotte, NC

July 1989 – July 2009

- Worked position as line judge.

### **Southeastern High School Athletic Association**

Neutral Observer

Fayetteville, NC

July 1998 – Present

- Football official
- Basketball official
- Volleyball official



## U.S. Army Military Assignments

- Retired February 1992
- Fort Bragg, NC June 1989
- Baumholder, West Germany December 1986
- Fort McPherson, Georgia January 1983
- Stuttgart, West Germany December 1981
- Fort Bragg, NC December 1973
- Arlington Old Cemetery Old Guard (Fort Meyer, VA) September 1971

## Leadership Experience

### *Fayetteville District AME Zion Ushers*

Vice President

Fayetteville, NC

November 2016 – Present

### *Simon Temple AME Zion Church*

Chairman

Fayetteville, NC

September 2010 – Present

## Awards and Achievements

- Inducted into the Central Intercollegiate Athletic Association (CIAA) Hall of Fame (March 2008)
- NCHSAA Dick Knox Award for Officials
- Southeastern Athletic Officials Association Don Kitts Award for Mentoring Young Officials

## Memberships

- Southeastern Athletics Officials Association, Lifetime Membership

**Facsimile Cover Sheet**

**Frederick B. L. Clark**

**116 Red Oak Court**

**Raeford, NC 28376**

875-1750  
↑

**Phone: 910-875-~~5289~~ (Home) 910-977-5662 (Cell)**

**Email: ~~FBLClark@Embarqmail.com~~**

FBLClark50@gmail.com

To: Med Ford Brothers From: Frederick Clark

Attn: \_\_\_\_\_ Phone/Fax: 910-977-5662

Phone/Fax: 910-527-2913 Date: 9-27-18

ma brothers1@gmail.com

Number of pages: \_\_\_\_\_

Re: \_\_\_\_\_

Appendix F.

The Lord is my light and my salvation-whom shall I fear? The Lord is the stronghold of my life-of whom shall I be afraid? Psalm 27:1

**Appendix F:**

**Charter School Board Member Information Form**

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed 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.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name: Frederick B. L. Clark

Home Address: 116 Red Oak Court Raeford, NC 28376

Business Name and Address:

Telephone No.: 910-977-5662

E-mail address: fbclark50@gmail.com

3. Brief educational and employment history.

Three Associate Degrees

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X      Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Word of Mouth and being a credible citizen throughout my years.

6. What is your understanding of the appropriate role of a public charter school board member?

Wherever my talents are needed.

7. 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 have the capability to be an effective board member.

Being a mentor in several school mentoring program throughout the years.

8. Describe the specific knowledge and experience that you would bring to the board.

Many years working with youth in all cases of life.

## School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
To provide quality education
2. What is your understanding of the school's proposed educational program?  
I feel that we can offer high quality educational programs for all to meet their goals in life.
3. What do you believe to be the characteristics of a successful school?  
It's mission statement
4. How will you know that the school is succeeding (or not) in its mission?  
By working within the inner walls of this school

## Governance

1. Describe the role that the board will play in the school's operation.  
The board will have qualified members who can offer quality expertise.
2. How will you know if the school is successful at the end of the first year of operation?  
By the student growth in the academic arena and social growth.
3. How will you know at the end of five years if the school is successful?  
By reviewing our test results and other amenities of our school.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
A good financial structure will be needed.
5. 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?  
We will certain core values that every member must maintain to be on this board.

\*Please include the following with your Information Form

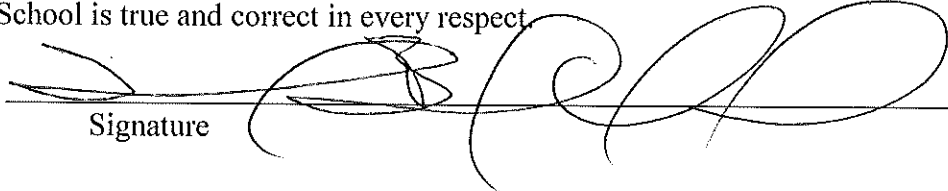
- a one page resume
- a national criminal background check

\*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 taken and the license validity.

N/A

**Certification**

I, Frederick B.L.Clark, 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 **2018-2019** school year Charter School is true and correct in every respect.

A handwritten signature in black ink, appearing to read 'F. B. L. Clark', written over a horizontal line.

Signature

9-27-18

Date

**Appendix F:**

**Charter School Board Member Information Form**

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed 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.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve: Kingdom Performing Arts Academy

2. Full name: Tamara Holmes Brothers, Ph.D.

Home Address: 622 Walker St., Fayetteville, NC 28311

Business Name and Address:

Telephone No.: 910-578-9277

E-mail address: Tholmesart@gmail.com

3. Brief educational and employment history.

Ph.D. – Educational Management; Director of Development & Major Gifts, Nasher Museum of Art at Duke University

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:       Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by the Lead Administrator of Kingdom Performing Arts Academy; I wish to serve on the board of the proposed charter school to integrate arts into the core curriculum. This method will enhance critical thinking skills needed for workforce employment.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to advocate on behalf of the school, the students, and parents to ensure overall student development.

7. 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 have the capability to be an effective board member.  
NC Arts Council Foundation Board Member, NC African American Heritage Commission Commissioner, Curriculum Development Specialist, & Executive Development Administrator
8. Describe the specific knowledge and experience that you would bring to the board.  
Fundraising & Curriculum Development (Art Integration)

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To assist students in overall student development through the arts.
2. What is your understanding of the school's proposed educational program?  
Integrating the arts into core curriculum
3. What do you believe to be the characteristics of a successful school?  
Accountability & Transparency
4. How will you know that the school is succeeding (or not) in its mission?  
Standardized test achievement and student retention

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Ensuring financial and instruction accountability
2. How will you know if the school is successful at the end of the first year of operation?  
Standardized test achievement
3. How will you know at the end of five years of the schools is successful?  
Student retention and successful transition to high school
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Appropriate financial resources for student, staff, and parent development
5. 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?  
Alert the President of the Board and begin grievance protocol.

\*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

\*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 taken and the license validity.

**Certification**

I, Tamara Holmes Brothers, Ph.D. 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 Kingdom Performing Arts Academy Charter School is true and correct in every respect.

*Tamara Holmes Brothers, Ph.D.*

9/29/18

Signature

Date



**Appendix F:**

**Charter School Board Member Information Form**

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed 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.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve: Kingdom Performing Arts Academy

2. Full name: Medford A. Brothers, III

Home Address: 347 St. Thomas Rd., Fayetteville, NC 28311

Business Name and Address:

Telephone No.: 910-527-2913

E-mail address: mabrothers1@gmail.com

3. Brief educational and employment history.

B.A. Music Engineering & Technology; Cumberland County School System Behavioral Specialist

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:       Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I wish to serve on the board of the proposed charter school to foster community outreach and be a servant leader through education.

6. What is your understanding of the appropriate role of a public charter school board member?

The role of a public charter school board member is to uplift the bylaws and abide by the board mission and commitment.

7. 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 have the capability to be an effective board member.

I don't have previous school board service, however working within the Cumberland County School System has allowed me to assist with student-teacher relationship, investigate potential grievances involving students and advise faculty and staff in IEP standard practices.

8. Describe the specific knowledge and experience that you would bring to the board.  
Behavioral Specialist (Cumberland County Schools); Previous Charter School Arts Instructor (KIPP – North Hampton County, NC)

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To foster and educate students as well as to inform families of overall educational and career development.
2. What is your understanding of the school's proposed educational program?  
To abide by Common Core Standards as well as performing arts methods.
3. What do you believe to be the characteristics of a successful school?  
Overall student performance in and out of school
4. How will you know that the school is succeeding (or not) in its mission?  
Student retention and academic success

### **Governance**

1. Describe the role that the board will play in the school's operation.  
To follow bylaws and school operational success
2. How will you know if the school is successful at the end of the first year of operation?  
Academic retention and continued enrollment
3. How will you know at the end of five years of the schools is successful?  
Financial stability and standardized testing scores
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Administrative and staff development and student success
5. 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?  
Follow Board Bylaws and follow appropriate protocol

\*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

\*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 taken and the license validity.

**Certification**

I, Medford A. Brothers, III 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 Kingdom Performing Arts Academy Charter School is true and correct in every respect.

*Medford A. Brothers, III*

9/30/18

Signature

Date

**KINGDOM PERFORMING ARTS ACADEMY  
CONFLICTS OF INTEREST POLICY**

**ARTICLE I  
Purpose**

The purpose of the Conflicts of Interest Policy is to protect this tax-exempted Organization, KINGDOM PERFORMING ARTS ACADEMY, interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization, or might result in a possible excel benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit charitable corporations.

**ARTICLE II  
Definitions**

**1. Interested Person**

Any director, principal officer, or member of a committee with board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. If a person is an interested person with respect to any entity in the group of affiliated corporations of which the organization is a part, he or she is an interested person with respect to all entities in the group.

**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 organization has a transaction or arrangement, or
- b) A compensation arrangement with the organization or with any entity or individual with which the organization 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 organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

**ARTICLE III  
Procedures**

**1. Duty To Disclose**

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence and nature of his or her financial interest to the directors and members

of committees with board-delegated powers considering the proposed transaction or arrangement.

## **2. Determining Whether A Conflict of Interest Exists**

After disclosure of the financial interest, the interested person shall leave the board or committee meeting while the financial 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, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b) The board or committee chair shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the board or committee shall determine whether the Organization can obtain a more advantageous transaction or arrangement with reasonable efforts 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 attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether the transaction 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.
- e) In order to fully implement the procedures contained in the Conflicts of Interest Policy, the executive committee shall review, at the initiation of the board chair, all potential and existing conflicts of interest as disclosed to him or her, and shall make recommendations to the board of directors concerning the nature and extent of the situation presented and whether or not such situation poses a conflict of interest. Recommendations to the board may include, but not be limited to, requiring the interested person to terminate his/her financial interest in the transaction that causes the conflict, asking the interested person to resign from the board of trustees, or concluding that the conflict has not and will not have a detrimental effect on the Organization. In conducting its investigation, the executive committee may use outside advisors, legal counsel and the professional staff of the Organization.

- f) In all cases involving conflicts of interest, including cases in which interested directors serve on the executive committee, the interested director shall reclude himself/herself from discussions and votes on the transaction at issue.
- g) If the board or committee has reasonable cause to believe that 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.
- h) If, after hearing the response of the member and making such further investigations as may be warranted by the circumstances, the governing board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **ARTICLE IV Records of Proceedings**

The minutes of the board and all committees with board-delegated power 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 therewith.

#### **ARTICLE V Compensation**

A voting member of any governing board or committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation. If compensation is paid, the salaried individuals cannot vote on their own compensation and non-conflicting members of the board will make those compensation decisions.

**ARTICLE VI**  
**Annual Statements**

Each director, principal officer and member of a committee with governing board-delegated powers shall annually sign a statement which affirms that 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 that the Organization is a charitable and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

**ARTICLE VII**  
**Periodic Reviews**

To ensure that the Organization operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, 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 are the result of arm's-length bargaining.
- b) Whether acquisitions of services result in inurement or impermissible private benefit.
- c) Whether partnership and joint venture arrangements and arrangements with other organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the Organization's charitable purposes and do not result in inurement or impermissible private benefit.

**ARTICLE VIII**  
**Use of Outside Experts**

In conducting the periodic reviews provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of its responsibility for ensuring that periodic reviews are conducted.

## **KINGDOM PERFORMING ARTS ACADEMY**

### **ADDENDUM TO BYLAWS**

Kingdom Performing Arts Academy agrees to abide by the guidelines set by the North Carolina Open Meetings Law; which indicates that public notices and public meeting minutes are available to the public, and that all official meetings of public bodies open to the public.



**BY-LAWS  
OF  
KINGDOM LIVING CDC, INC.**

**A NOT-FOR-PROFIT CORPORATION**

**Article 1 - Name and Purpose**

Section 1: The name of the organization shall be Kingdom Living CDC, Inc.

Section 2: Kingdom Living CDC, Inc. is a charitable corporation.

Said corporation is organized exclusively for charitable purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**Prohibited Activities**

No part of the net earnings of the corporation shall inure to the benefit of, or be distributed 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 provision 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 Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**Distributions Upon 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, or shall be

distributed to the federal government, or to a state or local government, for a public purpose. Any assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

The general purpose and objectives of Kingdom Living CDC, Inc. shall be the following:

To develop, implement and maintain programs to assist local communities in building quality lifestyles while creating a healthy environment.

## **Article 2 – Membership**

Section 1: Application for voting membership shall be open to any individual that support the purpose statement in Article 1, Section 2.

Section 2: Membership shall be granted upon a majority vote of the Board. The Board of Directors shall have the right to deny, or terminate, the membership of any individual.

## **Article 3 – Officers and Decision-making**

Section 1: The governing structure of Kingdom Living CDC, Inc. is as follows:

- a) The powers of Kingdom Living shall be exercised, its properties controlled, and its affairs conducted by a Board of Directors to be comprised initially up to eight (8) members.
- b) The initial Board of Directors shall be elected by a majority vote of the members and shall serve until their successors are elected and qualified.
- c) Officers shall by virtue of their office be members of the Board of Directors.
- d) No officer shall for reason of his office be entitled to receive any salary or compensation, but nothing herein shall be construed to prevent an officer or director for receiving any compensation from the organization for duties other than as a director or officer.

Section 2.1 Officers and Duties. There shall be four officers of the Board consisting of a President, Vice-President, Secretary, and Treasurer. The officers shall be elected by the Board at the Board Meeting after the at-large members are seated. Their duties are as follows:

a) President

- The President shall preside at all membership meetings. The President shall, by virtue of their office, the President shall be the chief operating officer of the Corporation and shall be authorized to sign, execute, and acknowledge, in the name of the Corporation, deeds, mortgages, bonds, contracts, and other instruments authorized by the Board of Directors, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of the Corporation; and in general, he shall perform duties incident to the office of President, and such other duties as from time to time may be assigned to him by the Board of Directors or by the Chairman.
- They shall present at each annual meeting of the organization an annual report of the work of the organization.
- They shall appoint all committees, temporary or permanent.
- They shall see all books, reports and certificates required by law are properly kept or filed.
- They shall be one of the officers who may *solely* sign the checks or drafts of the organization.
- They shall have such powers as may be reasonably construed as belonging to the chief executive of any organization.

b) Vice President

- The Vice President shall, in the event of the absence or inability of the President to exercise their office, become acting president of the organization with all the rights, privileges and powers as if he had been the duly elected president.

c) Secretary

- The Secretary shall keep the minutes and records of the organization in appropriate books.
- It shall be their duty to file any certificate required by any statute, federal or state.
- They shall give and serve all notices to members of this organization.
- They shall be the official custodian of the records and seal of this organization.
- They shall present to the membership at any meetings any communication addressed to him as Secretary of the organization.
- They shall submit to the Board of Directors any communications which shall be addressed to him as Secretary of the organization.
- They shall attend to all correspondence of the organization and shall exercise all duties incident to the office of Secretary.

d) Treasurer

- They must be one of the officers who shall sign checks or drafts of the organization. All checks and drafts that are in the treasurer's procession must require two signatures: one being the treasurer's signature and the other being the President's.
- They shall render at stated periods as the Board of Directors shall determine a written account of the finances of the organization and such report shall be physically affixed to the minutes of the Board of Directors of such meeting.
- They shall make a report at each Board meeting.
- Treasurer shall chair the finance committee and assist in the preparation of the budget.
- They shall help develop fundraising plans.
- They shall make financial information available to Board members and the public.
- They shall exercise all duties incident to the office of Treasurer.

Section 2:2 Procedures for filing and vacating offices.

Vacancies

When a vacancy on the Board exists, nominations for new members may be received from present Board members and member organizations by the Secretary two weeks in advance of a Board meeting. All nominations shall be forwarded to the Board Development Committee. These nominations shall be sent out to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. All vacancies will be filled only to the end of the particular Board member's term.

Termination

Membership in Kingdom Living can be terminated based upon any of the following:

Written Resignation

Any member may resign from Kingdom Living by submitting a written resignation to the Secretary. Such resignation shall be effective as of the date received by Kingdom Living CDC, Inc., unless said resignation specifies another date.

Removal for Cause

Membership of any classification may be removed from all membership categories for cause by a three-fourth vote of the Board of Trustees; such decision

shall be final and unappealable. Removal shall occur only after the member against whom the complaint was made, has been advised of the complaint and has been given reasonable opportunity for defense before a committee to be formed and convened only should the occasion arise.

### Suspension

Independent of the power of Removal for Cause, the Board of Directors shall be empowered to order suspension of membership or the suspension of a particular or specific user privileges at its sole discretion of any member upon receipt of a verified complaint of misconduct; such suspension shall be a short or long term temporary measure in connection with any medical or arbitration procedure or procedures.

### Absences

A Board member shall be dropped for excess absences from the Board if he or she has three unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining directors.

## Section 3: Committees:

The Board may create committees as needed. The Board Chair appoints all committee chairs. Committee chairs must be members of the Board.

Advisory Committee: The Advisory Committee shall be appointed by the Board to support the activities of Kingdom Living CDC, Inc., within the context of the organization's mission. Advisory Board members work to further advance the discussion and implementation of initiatives that support recruitment and preservation of Kingdom Living. It may recommend general policies and activities and otherwise advise and support the President.

Board Development Committee: A Board Development Committee shall be appointed by the Board to represent diverse aspects of the nonprofit community. The Board Development Committee shall have three board members, with the President as an ex-officio committee member. Committee members shall serve two-year terms, but eligible for re-election. The Board Development Committee shall be responsible for developing nominees for board elections, board committees, and planning for board training and leadership development.

## Section 4: Decisions:

- a) At all meetings, except for the election of officers and directors, all votes shall be by voice. For election of officers, ballots shall be provided and there shall

not appear any place on such ballot that might tend to indicate the person who cast such ballot.

At any regular or special meeting, if a majority so requires, any question may be voted upon in the manner and style provided for election of officers and directors.

- b) The presence of not less than seventy-five (75%) percent of the members shall constitute a quorum and shall be necessary to conduct the business of this organization; but a lesser percentage may adjourn the meeting for a period of not more than one week from the date scheduled by these bylaws and the secretary shall cause a notice of this scheduled meeting to be sent to all those members who were not present at the meeting originally called. A quorum as herein before set forth shall be required at any adjourned meeting.
- c) These bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

#### **Article 4 – General, Special, and Annual Meetings**

Section 1: Regular Meetings: The date of the regular meeting shall be set by the members of the Board of Directors who shall also set the time and place. Regular and special meetings shall be held at a designated place set by the board members until a permanent office facility has been secured for the organization.

Notice of each meeting shall be given to each voting member, in person or by mail, at the beginning of each fiscal year or at the beginning of their term. The Secretary shall communicate via telephone, electronic mail, regular mail or hand delivered invitations regarding this meeting to every member in good standing at his address as it appears in the membership roll book in this organization.

Section 2: Special Meetings: Special meetings may be called by the Chairperson, the Executive Committee, or a simple majority of the Board of Directors. A petition signed by twenty-five percent (25%) of the voting members may call a special meeting.

The presence of not less than seventy-five (75%) percent of the members shall constitute a quorum and shall be necessary to conduct the business of this organization; but a lesser percentage may adjourn the meeting for a period of not more than one week from the date scheduled by these bylaws and the secretary shall cause a notice of this scheduled meeting to be sent to all those members who were not present at the meeting originally called. A quorum as herein before set forth shall be required at any adjourned meeting.

Notices will go to all members at their addresses as they appear in the membership roll book or telephone calls will be made at least five (5) days before the scheduled date set for such special meeting. Except in cases of emergency, at least two (2) days' notice shall be given. The Secretary shall communicate via telephone, electronic mail, regular mail or hand delivered invitations regarding this meeting to every member in good standing at his address as it appears in the membership roll book in this organization.

Section 3: Annual Meeting: The date of the annual meeting shall be set by the Board of Directors who shall also set the time and place.

Notice will go to all members at their addresses as they appear in the membership roll book at least sixty (60) days before the scheduled date set.

Section 3.1 Order of Business

1. Roll Call.
2. Reading of the Minutes of the preceding meeting.
3. Reports of Committees.
4. Reports of Officers.
5. Old and Unfinished Business.
6. New Business.
7. Adjournments.

Minutes: The Board Members shall cause minutes of their meetings to be kept and to be maintained with other records of the Trustees in a secure place.

Use of Conference Telephones: The Board of Director members may participate in meetings by using conference telephone facilities or similar telecommunication equipment, on condition that all members participating in the meeting can hear and address one another.

Action without Meeting: Any action required or permitted to be taken by the Board Members may be taken without a meeting if all Board Members consent in writing to that action. Such action by written consent shall have the same force and effect as a unanimous vote of the Board Members. Such written consent or consents shall be filed with the minutes of proceedings of the Board Members.

## **Article V – Board of Directors**

Section 1: Board Role, Size, Composition: The Board is responsible for overall policy and direction of Kingdom Living CDC, Inc., and delegates responsibility for day-to-day operations to Kingdom Living's Executive Director and committees. The Board shall have up to ten, and no fewer than seven members. The board receives no compensation other than reasonable expenses.

There shall be no membership dues for Board of Director in Kingdom Living CDC, Inc. Each member shall make every effort to attend meetings and to be supportive of all activities of Kingdom Living, including financial support in the form of fees charged for public events, etc.

- Section 1.1 Director and Staff: The Board of Directors hires the Executive Director. The Executive Director has day-to-day responsibility for Kingdom Living, including carrying out Kingdom Living's goals and Board policy. The Executive Director will attend all Board meetings, report on the progress of Kingdom Living, answer questions of Board members and carry out the duties described in the job description. The Board can designate other duties as necessary.
- Section 1:2 Salaries: The Board of Directors shall hire and fix the compensation of any and all employees which they in their discretion may determine to be necessary for the conduct of the business of the organization.
- Section 2: Board Meetings: The Board shall meet at least quarterly, at an agreed upon time and place.
- Section 3: Board Elections and Terms: Up to eight (8) Board members shall be elected by the voting representatives of member organizations. All Board members shall serve two-year terms, but are eligible for re-election.
- Section 4: Quorum. A quorum for any meeting of the Board Members shall be seventy-five (75%) percent of the total number of the Trustees.
- Section 5: Resignations and Termination. Resignations from the board must be in writing and must be given to the secretary. Such resignation shall be effective as of the date received by Kingdom Living, unless said resignation specifies another date.

Absences. A Board member shall be dropped for excess absences from the Board if he or she has three unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Removal for Cause: Membership of any classification may be removed from all membership categories for cause by a three-fourth vote of the Board of Trustees; such decision shall be final and unappealable. Removal shall occur only after the member against whom the complaint was made, has been advised of the complaint and has been given reasonable opportunity for defense before a committee to be formed and convened only should the occasion arise.

Suspension: Independent of the power of Removal for Cause, the Board of Directors shall be empowered to order suspension of membership or the suspension of a particular or specific user privileges at its sole discretion of any member upon receipt of a verified complaint of misconduct; such suspension shall



be a short or long term temporary measure in connection with any medical or arbitration procedure or procedures.

**Section 6**     Special Meetings: Special meetings may be called by the Chairperson, the Executive Committee, or a simple majority of the Board of Directors. A petition signed by twenty-five percent (25%) of the voting members may call a special meeting.

Notices will go to all members at their addresses as they appear in the membership roll book or telephone calls will be made at least five (5) days before the scheduled date set for such special meeting. Except in cases of emergency, at least two (2) days' notice shall be given. The Secretary shall communicate via telephone, electronic mail, regular mail or hand delivered invitations regarding this meeting to every member in good standing at his address as it appears in the membership roll book in this organization.

No other business but that specified in the notice may be transacted at such special meeting without the unanimous consent of all present at such meeting.

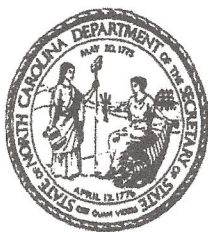
Notice. Notice of each meeting shall be given to each voting member, by mail, not less than five days before the meeting. The Secretary shall communicate via telephone, electronic mail, mail or hand deliver invitations regarding this meeting to every member in good standing at his address as it appears in the membership roll book in this organization.

## **Article VI – Amendments**

**Section 1:**     These bylaws may be amended when necessary by a two-thirds majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

## **Article VII – Dissolution of the Corporation**

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, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.



# NORTH CAROLINA

## Department of the Secretary of State

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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**

**KINGDOM LIVING CDC, INC.**

**WHICH CHANGED ITS NAME TO**

**KINGDOM PERFORMING ARTS ACADEMY, INC.**

the original of which was filed in this office on the 26th day of September, 2018.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 26th day of September, 2018.

*Elaine F. Marshall*

Secretary of State

State of North Carolina  
Department of the Secretary of State

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: Kingdom Living CDC, Inc.

2. The text of each amendment adopted is as follows (*state below or attach*):

1) The organization Kingdom Living CDC, Inc. adopted an amendment to change its name to  
Kingdom Performing Arts Academy, Inc.

2) The mailing address for both the registered and principal offices will be:  
137 Meadowcroft Drive, Fayetteville, NC 28311

3. The date of adoption of each amendment was as follows: July 27, 2018

4. (*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*)

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.

5. These articles will be effective upon filing, unless a date and/or time is specified: \_\_\_\_\_

This the 27 day of July, 2018.

Kingdom Living CDC, Inc.

Name of Corporation



Signature

Medford Brothers, President

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

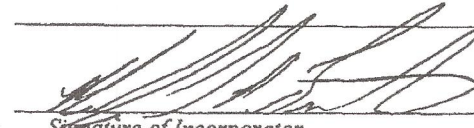
ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

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 corporation is: Kingdom Living CDC, Inc.
2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:  
Number and Street 5843 Ramsey St. Suite N  
City, State, Zip Code Fayetteville, NC 28311 County Cumberland
4. The mailing address *if different from the street address* of the initial registered office is:  
\_\_\_\_\_
5. The name of the initial registered agent is:  
Metford A. Brothers
6. The name and address of each incorporator is as follows: Metford A. Brothers (Incorporator)  
5843-Ramsey St. Suite N. Fayetteville, NC 28311
7. (Check either a or b below.)  
a.  The corporation will have members.  
b.  The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
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:  
Number and Street 5843 Ramsey St. Suite N.  
City, State, Zip Code Fayetteville, NC 28311 County Cumberland
11. The mailing address *if different from the street address* of the principal office is:  
\_\_\_\_\_

12. These articles will be effective upon filing, unless a later time and/or date is specified: \_\_\_\_\_

This is the 7th day of June, 20 05.

  
\_\_\_\_\_  
*Signature of Incorporator*

Metford A. Brothers - Incorporator/Founder

*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.

### **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 may payments and distributions in furtherance of purposes act 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 (a) by a corporation exempt from federal income tax under section 50 I (c) (3) of the Code or by a corporation, contributions to which are deductible under Section 170 (c)(2) of the code.

### **Dissolution Clause**

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 purpose of the corporation in such manner, or to such organization or organizations organizes and operated exclusively for religious, charitable, educational, scientific, literary or business 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 the by 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.

### **Purpose**

This organization is organized exclusively for charitable, religious, educational, and/or scientific purposes under section 501 {c} 3 of the IRS Code.

**Life Guard Insurance Inc.**  
**P.O. Box 2798**  
**Surf City, NC 28445**  
**(910) 378-4898**  
**Tnance.lifeguard@gmail.com**

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:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of Coverage	Cost (Quote)
*Comprehensive General Liability	\$1,000,000.00	\$1,188.00
*Officers and Directors/Errors and Omissions	\$1,000,000.00	\$3,056.00
*Property Insurance	\$500,000.00	\$900.00
*Automobile Liability	\$1,000,000.00	\$181.00
*Crime Coverage Minimum/Maximum Amount:	\$250,000.00   \$250,000.00	\$332,000.00
*Other	\$1,000,000.00	\$4,954.00
<b>Total Cost</b>		<b>\$342,279</b>

\*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.

- To attach a file:
- Click the button to the left
  - Select file
  - Click Open
  - Click one of the Save Changes buttons

Attach Appendix L

The file will move to the **Files Attached** list to the right when it is properly attached to the application. You may enter multiple files in this manner.



❖ 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.

- Name of the Contact for Selected EMO/CMO: N/A NOT CONTRACTING WITH ANYONE
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- Samana A. Brothman, Ph.D.
- [Signature]
- [Signature]
- \_\_\_\_\_
- Renee Guzman Boyd

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

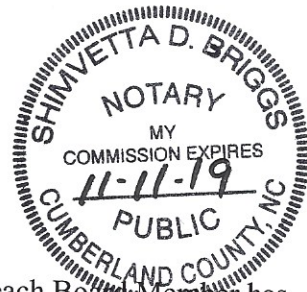
- Name of the Contact: N/A
- Name of the Selected Financial Service Provider: \_\_\_\_\_
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- Samana A. Brothman, Ph.D.
- [Signature]
- [Signature]
- \_\_\_\_\_
- Renee Guzman Boyd

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact: N/A
- Name of the Selected PowerSchool Service Provider: \_\_\_\_\_
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- Samana H. Brothman, Ph.D.
- [Signature]
- [Signature]
- \_\_\_\_\_
- Renee Guzman Boyd



**Certification**

I, Meelford Brothman, 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 State Board of Education as Kingdom Performing Art Charter School is true and correct in every respect.

Signature

Date

9/28/18

Appendix P:

**Charter School Required Signature Certification**

*Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.*

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.

- ❖ The selected Board Attorney that he/she 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.

- Name of the Selected Board Attorney: \_\_\_\_\_
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- Jamara H. Brothers, Ph.D.
- [Signature]
- [Signature]
- \_\_\_\_\_
- Renee Gorwans Boyd
- \_\_\_\_\_
- \_\_\_\_\_

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: N/A
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- Jamara H. Brothers, Ph.D.
- [Signature]
- [Signature]
- Renee Gorwans Boyd
- \_\_\_\_\_
- \_\_\_\_\_