Table 1. General Info: % of Grade Proficient Students by Race, Economic Status, English Language Learners (ELL), Disabilities | Suspensions | Academic Score & Growth

<table>
<thead>
<tr>
<th>Entity</th>
<th>Total</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Eco. Disadv</th>
<th>ELL</th>
<th>Suspensions/100</th>
<th>Grade</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>58.8</td>
<td>71.1</td>
<td>40.2</td>
<td>48.1</td>
<td>44.3</td>
<td>22.4</td>
<td>7.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mecklenburg</td>
<td>60.7</td>
<td>84.7</td>
<td>46.4</td>
<td>49.9</td>
<td>44.8</td>
<td>26.2</td>
<td>5.72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charlotte Choice Charter (K-8)</td>
<td>26.9</td>
<td>N/A</td>
<td>26.4</td>
<td>28.7</td>
<td>26.7</td>
<td>10</td>
<td>9.23</td>
<td>M,M,N</td>
<td></td>
</tr>
<tr>
<td>Highland Mill Montessori (K-6 Magnet)</td>
<td>81.2</td>
<td>95.00%</td>
<td>79.9</td>
<td>40.9</td>
<td>72.3</td>
<td>N/A</td>
<td>0.88</td>
<td>B,A,B</td>
<td></td>
</tr>
<tr>
<td>Highland Renaissance Academy (K-5)</td>
<td>38.8</td>
<td>83.3</td>
<td>35.7</td>
<td>41.1</td>
<td>39.1</td>
<td>17.5</td>
<td>10.48</td>
<td>D,D,C</td>
<td>N,N,M</td>
</tr>
<tr>
<td>Druid Hills (K-8)</td>
<td>33.1</td>
<td>N/A</td>
<td>32.1</td>
<td>33.0</td>
<td>31.2</td>
<td>14.4</td>
<td>7.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walter G Byers (K-8)</td>
<td>28.1</td>
<td>N/A</td>
<td>27.4</td>
<td>18.2</td>
<td>26.3</td>
<td>10</td>
<td>10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shamrock Gardens Elementary (K-5)</td>
<td>62.8</td>
<td>84.6</td>
<td>53.4</td>
<td>48.7</td>
<td>28.3</td>
<td>8.78</td>
<td>7.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Briarwood Elementary (K-5)</td>
<td>42.8</td>
<td>47.1</td>
<td>43.9</td>
<td>42.5</td>
<td>24.6</td>
<td>2.59</td>
<td>6.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIPP Charlotte (K-8)</td>
<td>45.4</td>
<td>N/A</td>
<td>44.3</td>
<td>45.4</td>
<td>44.5</td>
<td>9.23</td>
<td>7.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Torchlight (K-8)</td>
<td>57.9</td>
<td>N/A</td>
<td>56.8</td>
<td>59.1</td>
<td>58.1</td>
<td>2.5</td>
<td>4.54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Public School Attendance by Race and % Economically Disadvantaged

<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Eco Dis</th>
<th>Eco Dis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte Choice Charter</td>
<td>206</td>
<td>2</td>
<td>156</td>
<td>40</td>
<td>0.97%</td>
<td>75.73%</td>
<td>19.42%</td>
<td>81.4</td>
<td>81.4</td>
</tr>
<tr>
<td>Highland Mill Montessori</td>
<td>231</td>
<td>71</td>
<td>115</td>
<td>23</td>
<td>30.74%</td>
<td>49.78%</td>
<td>9.96%</td>
<td>24.6</td>
<td>24.6</td>
</tr>
<tr>
<td>Highland Renaissance Academy</td>
<td>500</td>
<td>18</td>
<td>267</td>
<td>195</td>
<td>3.60%</td>
<td>53.40%</td>
<td>39.00%</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>Druid Hills</td>
<td>565</td>
<td>0</td>
<td>496</td>
<td>41</td>
<td>0.00%</td>
<td>87.79%</td>
<td>7.26%</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Walter G Byers</td>
<td>445</td>
<td>6</td>
<td>395</td>
<td>25</td>
<td>1.35%</td>
<td>88.76%</td>
<td>5.62%</td>
<td>85.9</td>
<td>85.9</td>
</tr>
<tr>
<td>Shamrock Gardens Elementary</td>
<td>488</td>
<td>142</td>
<td>205</td>
<td>121</td>
<td>29.10%</td>
<td>42.01%</td>
<td>24.80%</td>
<td>52.40%</td>
<td>52.40%</td>
</tr>
<tr>
<td>Briarwood Elementary</td>
<td>721</td>
<td>17</td>
<td>318</td>
<td>344</td>
<td>2.36%</td>
<td>44.11%</td>
<td>47.71%</td>
<td>69.50%</td>
<td>69.50%</td>
</tr>
<tr>
<td>KIPP Charlotte</td>
<td>723</td>
<td>4</td>
<td>639</td>
<td>61</td>
<td>0.55%</td>
<td>88.38%</td>
<td>8.44%</td>
<td>&gt;95</td>
<td>&gt;95</td>
</tr>
<tr>
<td>School Totals</td>
<td>3879</td>
<td>260</td>
<td>2591</td>
<td>850</td>
<td>6.70%</td>
<td>66.80%</td>
<td>21.91%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charlotte-Mecklenburg County Schools</td>
<td>147,157</td>
<td>42,096</td>
<td>57,407</td>
<td>33,878</td>
<td>28.61%</td>
<td>39.01%</td>
<td>23.02%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Core Knowledge at a Glance

### Language Arts/English

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Oral Language</td>
<td>I. Listening and Speaking</td>
<td>I. Listening and Speaking</td>
<td>I. Listening and Speaking</td>
<td>I. Reading and Writing</td>
</tr>
<tr>
<td>II. Nursery Rhymes, Poems, Finger-Plays, and Songs</td>
<td>II. Reading</td>
<td>II. Reading</td>
<td>II. Reading</td>
<td>II. Poetry</td>
</tr>
<tr>
<td>III. Storybook Reading and Storytelling</td>
<td>III. Writing</td>
<td>III. Writing</td>
<td>III. Writing</td>
<td>III. Fiction</td>
</tr>
<tr>
<td>IV. Emerging Literacy Skills</td>
<td>IV. Language Conventions</td>
<td>IV. Language Conventions</td>
<td>IV. Language Conventions</td>
<td>IV. Sayings and Phrases</td>
</tr>
<tr>
<td>V.</td>
<td>V. Poetry</td>
<td>V. Poetry</td>
<td>V. Poetry</td>
<td>V. Fiction</td>
</tr>
<tr>
<td>VI.</td>
<td>VI. Fiction</td>
<td>VI. Fiction</td>
<td>VI. Fiction</td>
<td>VI. Sayings and Phrases</td>
</tr>
<tr>
<td>VII. Sayings and Phrases</td>
<td>VII. Sayings and Phrases</td>
<td>VII. Sayings and Phrases</td>
<td>VII. Sayings and Phrases</td>
<td>VII. Sayings and Phrases</td>
</tr>
</tbody>
</table>

### History and Geography

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Vocabulary</td>
<td>I. Geography</td>
<td>I. Early World Civilizations</td>
<td>I. Early World Civilizations</td>
<td>I. I. The Earliest Americans</td>
</tr>
<tr>
<td>II. Measures of Time</td>
<td>II. Overview of the Seven Continents</td>
<td>II. Modern Civilization and Culture: Mexico</td>
<td>II. Modern Japanese Civilization</td>
<td>II. The Vikings</td>
</tr>
<tr>
<td>III. Passage of Time (Past, Present, Future)</td>
<td>American</td>
<td>American</td>
<td>American</td>
<td>American</td>
</tr>
<tr>
<td>I. Vocabulary</td>
<td>II. Native American Peoples, Past and Present</td>
<td>II. Early Exploration and Settlement</td>
<td>II. The War of 1812</td>
<td>II. The Vikings</td>
</tr>
<tr>
<td>II. Actual and Representational Space</td>
<td>III. Early Exploration and Settlement</td>
<td>III. From Colonies to Independence: The American Revolution</td>
<td>III. Westward Expansion</td>
<td>III. The Thirteen Colonies: Life and Times Before the Revolution</td>
</tr>
<tr>
<td>III. Simple Maps</td>
<td>IV. Presidents, Past and Present</td>
<td>IV. Early Exploration of American West</td>
<td>IV. The Civil War</td>
<td>IV. The Civil War</td>
</tr>
<tr>
<td>IV. Basic Geographic Concepts</td>
<td>V. Symbols and Figures</td>
<td>V. Symbols and Figures</td>
<td>V. Immigration and Citizenship</td>
<td>V. Immigration and Citizenship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>VI. Fighting for a Cause</td>
<td>VI. Fighting for a Cause</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>VII. Geography of the Americas</td>
<td>VII. Geography of the Americas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>VIII. Symbols and Figures</td>
<td>VIII. Symbols and Figures</td>
</tr>
</tbody>
</table>

### Visual Arts

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Attention to visual detail</td>
<td>I. Elements of Art</td>
<td>I. Art from Long Ago</td>
<td>I. Elements of Art</td>
<td>I. Elements of Art</td>
</tr>
<tr>
<td>II. Creating Art</td>
<td>II. Sculpture</td>
<td>II. Elements of Art</td>
<td>II. Sculpture</td>
<td>II. American Indian Art</td>
</tr>
<tr>
<td></td>
<td>IV. Symbols and Figures</td>
<td>IV. Abstract Art</td>
<td>IV. Abstract Art</td>
<td>Byzantine Civilization</td>
</tr>
</tbody>
</table>

### Music

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Attention to Differences in Sound</td>
<td>I. Elements of Music</td>
<td>I. Elements of Music</td>
<td>I. Elements of Music</td>
<td>I. Elements of Music</td>
</tr>
<tr>
<td>II. Imitate and Produce Sounds</td>
<td>II. Listening and Understanding</td>
<td>II. Listening and Understanding</td>
<td>II. Listening and Understanding</td>
<td>II. Listening and Understanding</td>
</tr>
<tr>
<td>III. Listen and Sing</td>
<td>III. Songs</td>
<td>(Orchestra; Keyboard; Composers)</td>
<td>(Orchestra; Keyboard; Composers)</td>
<td>(Orchestra; Keyboard; Composers)</td>
</tr>
<tr>
<td>IV. Listen and Move</td>
<td>III. Songs</td>
<td>III. Songs</td>
<td>III. Songs</td>
<td>III. Songs</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Patterns and Classification</td>
<td>I. Patterns and Classification</td>
<td>I. Patterns and Classification</td>
<td>I. Numbers and Number Sense</td>
<td>I. Numbers and Number Sense</td>
</tr>
<tr>
<td>II. Geometry</td>
<td>II. Numbers and Number Sense</td>
<td>II. Numbers and Number Sense</td>
<td>II. Fractions</td>
<td>II. Fractions and Decimals</td>
</tr>
<tr>
<td>III. Measurement</td>
<td>III. Money</td>
<td>III. Money</td>
<td>III. Money</td>
<td>III. Money</td>
</tr>
<tr>
<td>IV. Numbers and Number Sense</td>
<td>IV. Computation</td>
<td>IV. Computation</td>
<td>IV. Computation</td>
<td>IV. Computation</td>
</tr>
<tr>
<td>V. Addition and Subtraction with Concrete Objects</td>
<td>V. Measurement</td>
<td>V. Measurement</td>
<td>V. Measurement</td>
<td>V. Measurement</td>
</tr>
<tr>
<td>VI. Money</td>
<td>VI. Geometry</td>
<td>VI. Geometry</td>
<td>VI. Geometry</td>
<td>VI. Geometry</td>
</tr>
</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Plant Characteristics, Needs and Growth</td>
<td>III. Human Body (Five Senses)</td>
<td>III. Matter</td>
<td>III. Insect</td>
<td>III. Light and Optics</td>
</tr>
<tr>
<td>V. Introduction to Magnetism</td>
<td>V. Seasons and Weather</td>
<td>V. Introduction to Electricity</td>
<td>V. Simple Machines</td>
<td>V. Ecology</td>
</tr>
<tr>
<td>VI. Seasons and Weather</td>
<td>VI. Taking Care of the Earth</td>
<td>VI. Astronomy</td>
<td>VI. Science Biographies</td>
<td>VI. Astronomy</td>
</tr>
<tr>
<td>VII. Taking Care of the Earth</td>
<td>VII. Science Biographies</td>
<td>VII. The Earth</td>
<td>VII. Science Biographies</td>
<td>VII. Science Biographies</td>
</tr>
<tr>
<td>VIII. Tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>Fifth Grade</td>
<td>Sixth Grade</td>
<td>Seventh Grade</td>
<td>Eighth Grade</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>-------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Language Arts/English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Poetry</td>
<td>II. Poetry</td>
<td>II. Poetry</td>
<td>II. Poetry</td>
<td>II. Poetry</td>
</tr>
<tr>
<td>III. Fiction and Drama</td>
<td>III. Fiction and Drama</td>
<td>III. Fiction and Drama</td>
<td>III. Fiction and Drama</td>
<td>III. Fiction, Nonfiction, and Drama</td>
</tr>
<tr>
<td>IV. Speeches</td>
<td>IV. Speeches</td>
<td>IV. Speeches</td>
<td>IV. Speeches</td>
<td>IV. Speeches</td>
</tr>
<tr>
<td>V. Sayings and Phrases</td>
<td>V. Sayings and Phrases</td>
<td>V. Sayings and Phrases</td>
<td>V. Sayings and Phrases</td>
<td>V. Foreign Phrases Commonly Used in English</td>
</tr>
</tbody>
</table>

| **History and Geography** | | | | |
| World: | World: | World: | World: | World: |
| I. World Geography (Spatial Sense; Mountains) | I. World Geography (Spatial Sense; Deserts) | I. World Geography (Spatial Sense; Deserts) | I. America Becomes a World Power | I. The Decline of European Colonialism |
| II. Europe in Middle Ages | II. Early Civilizations | II. The Enlightenment | II. World War I: “The Great War,” 1914–1918 | II. The Cold War |
| III. The Spread of Islam and the “Holy Wars” | III. European Exploration, Trade, and the Clash of Cultures | IV. The French Revolution | III. Lasting Ideas from Ancient Civilizations | III. The Civil Rights Movement |
| IV. Early and Medieval African Kingdoms | IV. The Renaissance and the Reformation | V. Romanticism | V. The Spread of Islam and the Clash of Cultures | IV. The Vietnam War and the Rise of Social Activism |
| V. China: Dynasties and Conquerors | V. England from the Golden Age to the Glorious Revolution | VI. Industrialism, Capitalism, and Socialism | V. Latin American Independence Movements | V. The Middle East and Oil Politics |
| American: | VI. Russia: Early Growth and Expansion | VII. Socialism | VIII. American Revolution | VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges |
| I. The American Revolution | VII. Feudal Japan | VIII. World War II | IX. The Cold War | VII. Civics: The Constitution—Principles and Structure of American Democracy |
| II. Making a Constitutional Government | American: | X. The Cold War | VIII. The Civil Rights Movement | VIII. Geography of Canada and Mexico |
| III. Early Presidents and Politics | I. Westward Expansion | | | |
| IV. Reformers | II. The Civil War: Causes, Conflicts, Consequences | | | |
| V. Symbols and Figures | III. Native Americans: Cultures and Conflicts | | | |
| | IV. U.S. Geography | | | |

| **Visual Arts** | | | | |
| I. Art of the Middle Ages in Europe | I. Art of the Renaissance | I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic) | I. Art History: Periods and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting) | I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) |
| III. Art of Africa | III. Art of Japan | | | |
| IV. Art of China | I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic) | | | |
| V. Art of a New Nation: The United States | | | | |

| **Music** | | | | |
| II. Listening and Understanding (Composers; Connections) | II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann) | II. Classical Music: Romanticism and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) | II. Classical Music: Nationalism (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) | II. Classical Music: Nationalism (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) |
| III. American Musical Traditions (Spirituals) | III. American Musical Traditions (Blues and Jazz) | | | |
| IV. Songs | | | | |

| **Mathematics** | | | | |
| I. Numbers and Number Sense | I. Numbers and Number Sense | I. Numbers and Number Sense | I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) | I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expressions; Quadratic Equations and Functions) |
| II. Fractions and Decimals | II. Ratio, Percent, and Proportion | II. Ratio, Percent, and Proportion | II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) | II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs) |
| III. Money | III. Computation | III. Computation | III. Measurement | |
| IV. Computation | IV. Measurement | IV. Measurement | IV. Geometry | |
| V. Measurement | V. Probability and Statistics | V. Probability and Statistics | V. Pre-Algebra | |
| VI. Geometry | VII. Pre-Algebra | | | |
| | | | | |

| **Science** | | | | |
| I. Human Body (Circulatory and Respiratory Systems) | I. Plate Tectonics | I. Atomic Structure | I. Physics | I. Physics |
| II. Chemistry: Basic Terms and Concepts | II. Oceans | II. Chemical Bonds and Reactions | II. Electricity and Magnetism | II. Electricity and Magnetism |
| III. Geology: The Earth and Its Changes | III. Astronomy: Gravity, Stars, and Galaxies | III. Cell Division and Genetics | III. Electromagnetic Radiation and Light | III. Electromagnetic Radiation and Light |
| IV. Meteorology | IV. Energy, Heat, and Energy Transfer | IV. History of the Earth and Life Forms | IV. Sound Waves | IV. Sound Waves |
| V. Science Biographies | V. The Human Body: Lymphatic and Immune Systems | V. Evolution | V. Chemistry of Food and Respiration | V. Chemistry of Food and Respiration |
| VI. Science Biographies | VI. Science Biographies | | | |
| | | | | |
Board of Education
North Carolina Public Charter School Accountability Report

Note: This report is intended to assess the quality of education provided by the school.

School Name: North Carolina Public Charter School

Address: 123 Main Street, Duke City, NC 27705

Telephone: 123-456-7890

Email: info@northcarolinacharterschool.com

School Code: 00012345

Date: September 1, 2023

Summary:

North Carolina Public Charter School is a public charter school located in Duke City, NC. The school was established in 2010 and has been accredited by the North Carolina Board of Education since 2012. The school serves students in grades K-12 and has an enrollment of 500 students. The school's mission is to provide a personalized, student-centered education that enables all students to achieve their full potential.

School Information:

- Students: 500
- Grades: K-12
- Accredited by: North Carolina Board of Education
- Established: 2010

History:

North Carolina Public Charter School was founded in 2010 by a group of parents who were dissatisfied with the traditional public school system. The school was established with the mission of providing a personalized, student-centered education that enables all students to achieve their full potential.

Programs:

North Carolina Public Charter School offers a variety of programs to meet the needs of all students.

- Elementary Program:
- Middle School Program:
- High School Program:

Curriculum:

The school follows the North Carolina Essential Standards curriculum, which is designed to prepare students for college and career.

- Mathematics:
- Science:
- Social Studies:
- Language Arts:

Extracurricular Activities:

North Carolina Public Charter School offers a variety of extracurricular activities to engage students outside of the classroom.

- Sports:
- Music:
- Art:
- Debate:

Facilities:

North Carolina Public Charter School has a state-of-the-art facility that includes.

- Classroom:
- Library:
- Gymnasium:
- Art Studio:

Staff:

North Carolina Public Charter School has a dedicated staff of experienced educators and support staff.

- Principal:
- Teachers:
- Counselors:
- Administration:

Student Performance:

North Carolina Public Charter School has consistently received high marks for student performance.

- State Test Scores:
- Graduation Rate:
- College Readiness:

Financial Information:

North Carolina Public Charter School is funded by the state and federal government.

- State Funding:
- Federal Funding:
- Local Funding:

Future Plans:

North Carolina Public Charter School is planning to expand its facilities and offer new programs in the future.

- Expansion:
- New Programs:
- Technology:

Conclusion:

North Carolina Public Charter School is committed to providing a high-quality education that prepares students for success in college and career.

Signature:

Date: September 1, 2023

[Name]
[Title]
Addul Ali
Entrepreneur, Community Organizer, Business/Political Consultant
Candidate for Kannapolis City Council

2012 Carolina Ave.
Kannapolis, NC 28081
(704) 750-5057
mrAli357@gmail.com

Cornerstone Unlimited, — Co-founder, Senior Partner
January 2006 - PRESENT
Formerly Ensight Media & Consulting Group, Cornerstone is a business consulting firm with a track record of helping firms develop, optimize, and implement strategic plans for growth. Clients include Blackline Global, Allstate Insurance, Charter Communications, Boost Mobile, Ingersol Rand, Def Jam, Sony and a host of others.

City of Kannapolis Community Development Commission, Kannapolis NC — current member, Past Chair
2013- present
Appointed by Kannapolis City Council in 2013 reappointed in 2016. Elected as board chair in 2015 and 2016. This board reviews and approves the Consolidated annual performance evaluation and review as well as the City community developmental program including distribution of Community Development block grant funding.

National League of Concerned Citizens, N.C., S.C., N.Y., P.A., - Executive Director
2014- present
Responsible for overseeing the administration, programs and strategic plan of the organization. Other key duties include fundraising, marketing, and community outreach.

EDUCATION

Central Islip Alternative High School, — High School Diploma

Community Service
St John’s Lodge #204 AF & AM Kannapolis NC - Worshipful Master 2011-2016
Daughters of Excellence Chapter #31 - Worthy Patron
King David Grand Lodge- Past Grand Lecturer, Past Grand Senior Warden
Prosperity Unlimited Inc. - Board of Directors 2014-2016 Positive Youth Transformation Inc. - Board of Directors 2012 -2015
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 two-fold: 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:
   North Davidson Academy
2. Full name: Brenda Sutton

Home Address: 3844 Brookchase Lane-Charlotte NC-28205
Business Name and Address: N/A
Telephone No.: 704 804 4988
E-mail address: bsutton04@yahoo.com

3. Brief educational and employment history. I'm a graduate of University of Phoenix with a bachelor's degree in Criminal Justice. I'm currently a Senior Project Manager for CLA (CliftonLarsonAllen). I mitigate risk as it pertains to compliance issues/concerns with top four banking institutions.

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

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 approached to become the recording Secretary by a current board member Donna Wells, who sits as the Treasurer on the board. I wish to serve on the board because I want to build a healthy educational community and make North Davidson Academy a success. I'm also a huge advocate for good quality education for all children.

6. What is your understanding of the appropriate role of a public charter school board member? To ensure a quality education is being provided for the North Davidson Academy students. Also, to ensure the success of the schools mission statement and provide oversight and to keep and earn the public trust.
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 not previously served on another board. However, I do believe and will promise to always keep the children first.

8. Describe the specific knowledge and experience that you would bring to the board. I will commit to the total success of this chartered school. My life experiences have taught me to instill a great work ethic in our youth and create good productive leaders in our community and society.

School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs? My understanding of the mission for the school is providing a quality education to all students of North Davidson Academy. The mission would also include creating lifelong members and productive individuals of society.

2. What is your understanding of the school’s proposed educational program? It is my understanding that the proposed educational program for the academy is NWEA-MAP Assessments, formative assessments along with and exit tickets.

3. What do you believe to be the characteristics of a successful school? I believe characteristics should include integrity, strive to work in the best interest of the children and not ‘one self’. More importantly, it should be a safe and healthy collaborative learning environment.

4. How will you know that the school is succeeding (or not) in its mission? The board meets on a regular basis in an open forum. If the school is not succeeding, the voting members will be aware and would disseminate that information accordingly. I would also know either way through attendance and growth.

Governance

1. Describe the role that the board will play in the school’s operation. To provide roving supervision and oversight of the schools budgetary obligations. The role will also include decision making and the oversight of fiduciary and management.

2. How will you know if the school is successful at the end of the first year of operation? I would know through attendance and growth.

3. How will you know at the end of five years of the schools is successful? I would know through attendance and growth over the current and previous years.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? To remain in compliance with all rules and regulations as it pertains to charter schools. Additionally, be responsive/supportive to the children and parents of the school.
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? Personally, I would follow proper protocol call along with approaching the individual(s), and let them know I plan address the board accordingly.

*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, ____________________________, Brenda G Sutton, 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 _______________ North Davidson Academy ___________________ Charter School is true and correct in every respect.

Brenda G Sutton ____________________________ 09/24/2018
Signature
Date
Objective
To obtain a responsible and challenging position with a World-class, Customer-centric organization, I am a professional with over 11 years of Banking/Compliance experience. In-depth knowledge in Bank Secrecy Act (BSA) and Anti Money Laundering (AML) rules and regulation. An effective manager of people, while fostering a cohesive working environment.

Work History

Apex Solutions, Charlotte, NC October 2017-January 2018
Contract - Risk Consultant, Global Transactions Services Technology Team
Act as a liaison between Application Managers and Testing Teams. Utilizing internal technology controls ensuring third party vendors remained compliant. Participated in SOX audits and supported various firm-wide risk initiatives.

NTT Data, Charlotte, NC March 2016 - July 2017
Project Consultant-SME (Subject Matter Expert)
Supported a risk driven Enhanced Due Diligence (EDD) project for a top four banking institution. Conducted investigation and wrote memos on high risk commercial clients by highlighting their risk and mitigating factors in a production environment while working under a consent order.

Citibank, N.A., Fort Mill, SC April 2012 – March 2016
Enhanced Due Diligence Analyst III, Risk Management-AML, Middle Office
Analyzed risk associated with potentially high AML risk customers, based on customer profile and identified transaction activity. Recommended and undertook supplemental enhanced due diligence, including escalation of suspicious activity to the Financial Intelligence Unit (FIU). Worked as a Co-ordinator and conducted EDD investigations to determine if account closure was necessary by identifying if the customer was conducting business in their personal accounts (BIP) while working under a consent order.

Wells Fargo Bank, N.A., Charlotte, NC February 2009 – April 2012
Financial Crimes Consultant III, AML Investigations
Analyzed and reported on AML cases for potential AML-related suspicious activity. Drafted Suspicious Activity Report (SAR) or Non-SAR’s reports for Low to High complex cases, domestically and internationally. Additionally, work on HSB (Money Service Business) suspicious activity reporting. Documented results of the investigations on Event and Case Management Tool system. Established lines of communications with branch personnel when necessary. Maintained a good understanding of the BSA regulations and FinCen guidelines.

Manager – New and Foreign Accounts
Worked as a Manager for a top ten U S broker dealer firm. Lead a team of 10-15 new accounts representatives and a supervisor within New Accounts/Foreign Accounts. Responsible for the boarding of all new accounts paperwork for new clients to the firm. Interviewed and hired new staff, wrote performance appraisals and mentor the team while in a production environment. Act as a liaison between testing teams in order to create business requirement documents (BRD) for a firm wide regulatory compliance project for books and records (Section 17(a)1 of the Securities Exchange Act of 1934 ("Exchange Act" or "SEA"). Liaison between Financial Advisors and the Anti-Money Laundering teams to ensure proper due diligence was done in order to onboard new clients to LPL platform. The team was responsible to maintain personal production goals under a fast paced environment.

Chase Manhattan Mortgage, San Diego, CA Sept 2003 – April 2006
Supervisor – Financial Processing
Managed a team of 12 payment processors. Conducted quarterly performance appraisals as well as gave daily feedback on performance. Coached and mentored my staff toward achieving optimal career performance Actively participated in weekly, new business meetings to ensure staff is accurately represented to manage new loan volume Monitored the daily activity of Western Union Payments. Examined payment tracking system to ensure mortgage payments were applied accurately. Collaborated with internal audit department to ensure daily compliance with the processing of payments.

Education
University of Phoenix, San Diego, CA
B.S. Criminal Justice

References Available Upon Request
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: North Davidson Academy Charter School

2. Full name: Donna Wells

Home Address: 10010 University Park Lane, Charlotte, NC 28213
Business Name and Address: North Davidson United Methodist 1025 E. 36th Street Charlotte NC 28205
Telephone No.: 704-307-7616
E-mail address: deediamond307@gmail.com

3. Brief educational and employment history.
   P.S. 305, J.H.S. 258 and Boys & Girls H. S in Brooklyn, NY and Bachelors of Administration – Business Management at Strayer University. Employee at TIAA from 1992 to present.

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?
   Approached by the Chairperson Addul Ali to join the Board of Directors. Like to serve on the board to provide a great education for the children in the Noda Neighborhood.

6. What is your understanding of the appropriate role of a public charter school board member?
   The charter board members is to be responsible for the making the school perform and achieve for the aced my school year.
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 not served on a school board; however I serve in the fraternity organization in many leadership roles, community service and church board.

8. Describe the specific knowledge and experience that you would bring to the board.
My experience brings organizational skills, detail oriented and leadership skills.

School Mission and Program

1. What is your understanding of the school’s mission and guiding beliefs?
The mission is to show a data driven and hands on approach to education.

2. What is your understanding of the school’s proposed educational program?
   1. Assessment of students with testing the skills per student.
   2. Use a tracking model for growth by using MAPPING a computer based program.

3. What do you believe to be the characteristics of a successful school?
   To make sure the board, school, and parents are on one accord to make a successful school.

4. How will you know that the school is succeeding (or not) in its mission?
   To make monthly visits to the school, to make sure they are following the mission and to obtain monthly reports from school leadership.

Governance

1. Describe the role that the board will play in the school’s operation.
   To provide direction and oversight for fiscal responsibility.

2. How will you know if the school is successful at the end of the first year of operation?
   Plan out for the year, measure by using SMART GOALS and use an a projection for the success of the school.

3. How will you know at the end of five years of the schools is successful?
   Make a 5 year projection for students, financial cost and use an exit ticket yearly to measure performance.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   We may use attendance, be in compliance with Federal, State and Local funds, attend DPI training and do self-assessment for each school board members and school administration.

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?
   To follow protocol with the rules and regulations for each member and to sign a conflict of interest for the best interest of the school and students.

*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, Donna Wells, 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 North Davidson Academy Charter School is true and correct in every respect.

Signature

Date

9/26/2018
DONNA WELLS
(980) 123-4567  email: donnawells@email.com

SUMMARY
Multi-talented professional with 7+ years experience in the retail service industry. A creative thinker, problem solver, and leader who excels in sales, marketing, and team management. Committed to developing strong customer relationships, delivering exceptional customer service, and driving sales and profitability.

PROJECTS
- Quality Assurance Training (2022)
- CRM (Customer Relationship Management) implementation (2021)
- Project Management for Canadian Expansion (2020)
- Strategic Sourcing for Hardware/Software (2019)
- Development of Online Sales Platform (2018)
- Ongoing Monitoring of Performance KPIs (2017-2022)

EXPERIENCE

TELLCIP RF
Senior Solutions Consultant (2015 - 2016)
- Developed and implemented sales strategies to increase revenue by 20%
- Provided exceptional customer service to ensure high customer satisfaction
- Conducted comprehensive market analysis to identify new business opportunities

Contracted Solutions Consultant (2008 - 2015)
- Delivered project requirements on time and within budget
- Managed client relationships to ensure successful project completion
- Collaborated with cross-functional teams to develop and execute strategic initiatives

QUALIFICATIONS
- Strong analytical and problem-solving skills
- Excellent communication and interpersonal skills
- Proficient in Microsoft Office applications
- Proven ability to work independently and in a team setting

Education
- Bachelor of Business Administration, Management
- 2015
- AACC (Associate in Arts)

Additional Information
- Certified in Sales and Marketing (Certified Sales Professional)
- Active member of the National Retail Federation (NRF)
PROFESSIONAL EXPERIENCE:

University of Phoenix
Position: Online Facilitator (College of Humanities and Sciences)
June 2004-Present
- Critical thinking and its importance to decision-making process
- Evaluate resources and actions required for decision implementation
- Facilitate, encourage discussion, and engage participants through audio, video, and text communications
- Evaluate feedback implications from facilitator's perspective of a decision

Mecklenburg County Work Release and Reintegration Center
Position: Assistant Administrator, Work Release Supervisor
- Provide 24-hour, seven days a week planning and supervision of 100 inmate workforce
- Manage, supervise, and coordinate all staff to include contraction providers and for-profit, non-profit, and public service work units
- Ensure all inmate employees adhere to the agencies' operational policies and procedures and are held accountable for the safe and secure operation of the facility
- Responsible for the overall supervision and daily operation of the designated facilities, which includes issuing of materials and equipment, training, and ensuring all policies and procedures are followed
- Coordinate work assignments among building technicians, vendors, contractors, and review building and work orders to ensure that assignments are complete and cost-effective
- Directly involve the community, coordinate activities, facilitate workshops, and provide educational opportunities for offenders

North Carolina Office of Juvenile Justice
Position: Juvenile Detention Administrator
- Coordinate the planning and execution of training programs and corrections needs
- Conduct formal investigations and make recommendations to the county, county corrections, and detention institution as paid to promote the public
- Effectively plan, evaluate, and document daily work activities for staff
- Conduct risk assessments, develop, and disseminate information to large groups
- Served as a consultant in the development of strategic initiatives
- Successfully completed numerous other duties in a field setting
- Maintained contact with the county, county corrections, and detention institution as paid to promote the public

Charlotte Mecklenburg Schools
Position: Teacher/Teacher (Elementary)
August 1995 – June 1995
- Assist student learning through group instruction and individual assistance
- Collaborate with faculty on curriculum development and instructional practices
- Follows professional development activities and prepares for new tasks with students

EDUCATION:
- University of North Carolina at Charlotte (UNCC)
  Charlotte, NC
- Florida A&M University
  Tallahassee, FL

Seminars/Trainings/Conferences/Lectures/Workshops (2006-Present)

Public Agency Training Council:
- Current Issues in Career Education
- Organizational Behavior and Administration
- Applying Positive Psychology to Career Counseling
- Career Development: Tools for Educators in the 21st Century
- Enhancing Networks: Relationships/Building for Long-Term Career Success
- Career Counseling: Focus on Building Confidence
- Career Transitions
- Resuming Career Options
- Ethical, Legal, and Risk Management Issues
- Vocational Rehabilitation: The Changing Workforce
- Research-Motivated Organizational Roles

Charlotte Area Health Education Center:
- Critical Concerns: Opening the Doors to Difficult Conversations
- Skills of Highly Effective Health Professionals
- Creating Environments Where People Want to Work
- Driving Performance by Leveraging Your Team
- Conflict Resolution
- Evaluating Programs: For Students, Why Do They Do It?

International Association of Applied Control Theory:
- Applied Control Theory
- Effective Interviewing Techniques

Mecklenburg Behavioral Health Center:
- Responding to Families and Communities Impacted by Drugs
- Understanding and Implementing the ASAM Practice Guidelines Criteria to Make Placement and Treatment Decisions
- Clinical Supervision: Skills for the Primary
- The Changing Face of Addiction: Intervention, Treatment and Care for Adults and Family Members

The Apollo Group University of Phoenix Faculty Development Workshop/UNCC Workshops
- Supporting First-Year Students
- Diversity in Office
- Building a Culture of Collaboration
- Project Management within a Learning Team Environment
- Leadership Team Communication
- Bridging with Challenged Learners
- Engaging and Motivating Students

Volunteer:
- Banks of Charlotte
- Habitat for Humanity
- Laughter of Tomorrow (MyMBA)
- Big Brothers Big Sisters
- Philip J. Harvey High School

Additional Training provided upon request.
Richard Jenkins
Co-owner Clyburn Motorsports and Collision
Hard working, honesty and quality are my main traits

WORK EXPERIENCE

Co-owner
Clyburn Motorsports and Collision
03/2017 – Present  Charlotte NC
Auto repair and body shop all into one with on site transmission repair
Achievements/Tasks
• Responsible for the day to day task of running the automobile
  repair side including service writing, invoicing, sales and service

Owner
RJ Auto Service
06/2012 – 03/2017  Charlotte NC
Achievements/Tasks
• Responsible for the the day to day task of operating an auto
  repair facility

Manager
Metrolina Tire and Auto
10/2009 – 01/2012  Charlotte NC
Achievements/Tasks
• Responsible for the service writing, sales and management of the employees, inventory and loss prevention

SKILLS

Managing personnel, problem solving, works well with others, knowledgeable about the task at hand

ACHIEVEMENTS

National High Priest (06/2012 – 06/2014)
United National Supreme Council

Worshipful Master (12/2012 – 12/2014)
King James Lodge #190 Charlotte NC

INTERESTS

Football is my passion. I coach semipro football

EDUCATION

Associate degree in Automotive Technology
Craven Community College
09/1994 – 03/1996  New Bern NC

Diploma
US Army Aviation School
Courses
• Ah-64 Apache helicopter repair

Diploma
New Bern High School
THOMAS J JOHNSON

SUMMARY

Experienced professional seeking a challenging position in the field of data analytics and project management. Strong analytical skills, ability to work independently and in a team setting. Proficient in Microsoft Excel, Google Sheets, and other data analysis tools. Seeking a role where I can contribute my skills and experience to help drive business growth.

EXPERIENCE

Data Analyst, XYZ Company

September 2018 - Present

- Conducting data analysis and providing insights to drive business decisions.
- Developing dashboards and reports to visualize complex data sets.
- Managing data quality and ensuring accurate and timely data entry.

Project Manager, ABC Corporation

April 2016 - August 2018

- Overseeing project timelines and budgets.
- Coordinating with cross-functional teams to ensure project success.
- Managing risk and resolving issues to maintain project scope.

EDUCATION

Bachelor of Science in Business Analytics, University of XYZ

2014 - 2018

GPA: 3.5/4.0

SKILLS

- Microsoft Excel, Google Sheets
- Data visualization tools (Tableau, Power BI)
- Project management software (MS Project, Jira)

CERTIFICATIONS

- Certified Data Analyst (CDA)
- Project Management Professional (PMP)

REFERENCES

Available upon request.
State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: NORTH DAVIDSON ACADEMY

2. □ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Torchlight Academy Schools, LLC

4. The street address and county of the initial registered agent’s office of the corporation is:

   Number and Street: 105 Star Street
   City: Raleigh State: NC Zip Code: 27610 County: Wake

   The mailing address if different from the street address of the initial registered agent’s office is:

   Number and Street or PO Box: P.O. Box 19191
   City: Raleigh State: NC Zip Code: 27619-9191 County: Wake

5. The name and address of each incorporator is as follows:

   Name        Address
   Dennis English P.O. Box 19191, Raleigh, NC 27619

6. (Check either “a” or “b” below.)

   a. □ The corporation will have members.

   b. ☑ The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation’s assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.
9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: ________________________________

Number and Street: 1025 E. 36th Street

Charlotte NC 28205 MECKLEBURG

City: ___________ State: ______ Zip Code: _______ County: ____________

The mailing address if different from the street address of the principal office is:

Number and Street or PO Box: ________________

City: ___________ State: ______ Zip Code: _______ County: ____________

10. (Optional): Listing of Officers (See instructions for why this is important)

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addull Ali</td>
<td>1025 E. 36th Street Charlotte, NC 28205</td>
<td>Board Chair</td>
</tr>
<tr>
<td>Donna Wells</td>
<td>1025 E. 36th Street Charlotte, NC 28205</td>
<td>Board Member</td>
</tr>
</tbody>
</table>

11. (Optional): Please provide a business e-mail address. ____________________________

Privacy Redaction

The Secretary of State’s Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: ______________

This is the 30th day of July, 2018.

Incorporator Business Entity Name

Signature of Incorporator

Dennis English, Incorporator

Type or print Incorporator’s name and title, if any

NOTES:
1. Filing fee is $60. This document must be filed with the Secretary of State.
NORTH DAVIDSON ACADEMY
FOUNDING BOARD OF DIRECTORS

Addull Ali
Board Chair

Donna Wells
Board Member

Brenda Sutton
Board Member

T.J. Johnson
Board Member

Richard Jenkins
Board Member

Kevin White
Board Member
Purpose of Corporation

This corporation is organized for the following purpose(s) (check as applicable):

☐ religious,
☐ charitable,
☑ educational,
☐ testing for public safety,
☐ scientific,
☐ literary,
☐ fostering national or international amateur sports competition, and/or
☐ prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.
Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.
E. **Amendment.** This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both an authorized officer of the School and T.A.S. and in manner consistent with the Authorizer’s policies.

F. **Waiver.** No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

G. **Severability.** If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same results as that contemplated by such term or provision.

H. **Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to T.A.S. powers or authority of the Board which are not subject to delegation by the Board under the Charter or applicable law.

I. **Compliance with Law.** Each party will comply with the Charter and laws applicable to the performance of such party’s obligations hereunder.

J. **Time of Essence.** The Parties understand and agree that time is of the essence in performing their perspective responsibilities under this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the

**Effective Date:** 2/1/2018

**SCHOOL:**

By: [Signature]

Print: [Printed Name]

Its: Board Chair

**T.A.S.:**

Torchlight Academy Schools LLC
a North Carolina corporation

By: [Signature]

Print: [Printed Name]

Its: Chief Executive Officer
Torchlight Schools, LLC is a North Carolina Limited Liability Company organized in 2014. The member-managers have significant experience in operating North Carolina public charter schools. The individual member-managers have experience operating Quality Education Academy in Winston-Salem, Alpha Academy in Fayetteville, and Torchlight Academy in Raleigh. The past three years of financial performance for these schools is presented as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR END FUND BALANCE</strong>¹</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Torchlight Academy</td>
<td>$550,240</td>
<td>$320,068</td>
<td>$110,336</td>
</tr>
<tr>
<td><strong>AUDIT FINDINGS</strong>²</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Torchlight Academy</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td><strong>AVERAGE DAILY MEMBERSHIP</strong>³</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Torchlight Academy</td>
<td>438</td>
<td>514</td>
<td>542</td>
</tr>
</tbody>
</table>

¹ Source: Annual Audit Reports-LGC
² Source: Annual Audit Reports-LGC
³ Source: N.C. Department of Public Instruction, Principal Monthly Reports.
Below are the estimated annual premiums: North Davidson Academy School

**Property Premium Estimate**  
$725  
- Building $500,000  
- Contents $15,000  
- Deductible $1,000  
- Form Special  
- Equipment Breakdown Included

**General Liability Premium Estimate**  
$1,220  
- Rating Basis:  
  - Students 120  
  - Faculty 12  
- Limits:  
  - Per Occurrence Limit $1,000,000  
  - Annual Aggregate $3,000,000  
  - Sexual Abuse & Molestation $1,000,000 per occurrence, $3,000,000 aggregate  
  - Employee Benefits $1,000,000 per occurrence, $3,000,000 aggregate

**School District & Educators Legal Liability (D&O/ E&O) Premium Estimate**  
$3,057  
- $1,000,000 per occurrence  
- $2,000,000 aggregate  
- Additional Defense $100,000/$50,000/$100,000

Named insured includes the insured Organization (School Entity), its school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the “educational institution”.

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.
Fidelity Bond Estimate $332
   Limit $250,000

Auto Premium Estimate $181
   Hired & Non Owned Autos Only
   Limit of Liability $1,000,000

Head of Class Endorsement $82

Workers Compensation Premium Estimate $2,399
   Statutory State - NC
   Employers Liability $500/ $500/ $500
   Payroll Estimate $369,500

Umbrella Premium Estimate $2,387
   Limit of Liability $1,000,000

TOTAL ESTIMATED PREMIUM $10,383

Student Accident Coverage $7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage.

09/27/2018
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:
- Date of Review:
- Signature of Board Members Present (Add Signature Lines as Needed):
  
- 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:
- Name of the Selected Financial Service Provider:
- Date of Review:
- Signature of Board Members Present (Add Signature Lines as Needed):
  
- 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:
- Name of the Selected PowerSchool Service Provider:
- Date of Review:
- Signature of Board Members Present (Add Signature Lines as Needed):
  
Certification

I, [Name], 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 [North Davidson Academy] Charter School is true and correct in every respect.

Signature [Signature]  
Date [Date]
Appendix P:

North Carolina 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.
  o Name of the Selected Board Attorney:
  o Date of Review:
  o Signature of Board Members Present (Add Signature Lines as Needed):
    -
    -
    -
    -
    -

❖ 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.
  o Name of the Selected Board Auditor:
  o Date of Review:
  o Signature of Board Members Present (Add Signature Lines as Needed):
    -
    -
    -
    -