Casa Esperanza Montessori Charter School (92R000)
2025–26
Read to Achieve Grade 3 End-of-Year (EOY) Results

TABLE 1. Reading proficiency obtained from state testing. The denominator for calculating the required percentages for rows 1 and 2 is all students in membership at grade 3 for the first day of spring testing. The denominator is 75.

Proficiency Standard	Number of Students	Percentage of Students
1. Demonstrated reading proficiency on the Beginning-of-Grade 3 (BOG3) Reading Test, the End-of-Grade (EOG) Reading Test, the EOG Reading Retest (i.e., scored level 3 or higher), or the Read to Achieve Test if used as a retest.	41	54.7%
2. Did not demonstrate reading proficiency on the BOG3 Reading Test, the EOG Reading Test, or the EOG Reading Retest .	34	45.3%

TABLE 2. Reading proficiency obtained from good cause exemption (GCE). The number and percentage of students exempt from mandatory retention in third grade by category of good cause. Students may be counted in only one of these categories. Denominator for each category in the table below is from row 2 above.

Proficiency Standard	Number of Students	Percentage of Students
3a. Students who took and passed an alternative assessment approved by the SBE (i.e., State-approved formative and diagnostic assessment system [Amplify DIBELS 8], Read to Achieve Test, the SBE-approved alternative assessment [STAR Reading]), or approved alternative assessment choice for charters).	20	58.8%
3b. English Learner [EL] students with less than two school years of instruction in an English as a Second Language [ESL] program.	*	*
3c. Students with disabilities whose current Individualized Education Program (IEP) indicates the use of the NCEXTEND1 alternative assessment, have at least a two school-year delay in educational performance, or have received intensive reading interventions for at least two school years.	*	*
3d. Students who have been previously retained more than once in kindergarten, first, second, or third grades.	*	*
3e. Students who demonstrated reading proficiency appropriate for third-grade students through a RtA Reading Portfolio.	*	*

TABLE 3. Students eligible for priority enrollment in reading camp. The denominator for calculating the required percentages for rows 4 and 6 are all students in membership at grade 3 for the first day of spring testing. The denominator is 75.

Proficiency Standard	Number of Students	Percentage of Students
4. The number and percentage of students eligible for priority enrollment in reading camp. This number equals row 2 minus the total of rows 3a through 3e.	11	14.7%

TABLE 4. Students eligible for priority enrollment who attended reading camp. The denominator for row 5 is the number of students eligible for priority enrollment in reading camp from row 4.

Proficiency Standard	Number of Students	Percentage of Students
5. The number and percentage of students eligible for priority enrollment who attended reading camp.	*	*

TABLE 5. Students retained for not demonstrating reading proficiency.

Proficiency Standard	Number of Students	Percentage of Students
6. Total number and percentage of students retained for not demonstrating reading proficiency on third-grade standards (students deemed proficient after reading camp are subtracted from this number). Students who are not proficient will be either: (1) retained in a third-grade class, (2) placed in a transitional third and fourth grade class combination, or (3) placed in a fourth-grade accelerated class with a retained reading label.	11	14.7%

TABLE 6. Students retained and did not return to charter school.

Proficiency Standard	Number of Students	Percentage of Students
7. **Charter Schools Only.** Charter schools must indicate the number and percentage of retained students recorded in number 6 who do not return to the charter school for the upcoming school year.	*	*

TABLE 7. Alternative assessments used by public school units for the 2025–26 school year.

Alternative Assessments	Number of Students Who Passed the Alternative Assessment
STAR Reading (SBE-approved alternative assessment for districts)	N/A
Acadience Reading	N/A
Achieve3000	N/A
AIMSweb	N/A
American Reading Company	N/A
ClassWorks	N/A
Dreambox Reading Plus	N/A
Easy CBM	N/A
Edmentum—*Exact Path Individualize Learning Solution*	N/A
eSpark Learning	N/A
FastBridge—*FastBridge aReading*	N/A
Houghton Mifflin Harcourt *Reading Inventory*	N/A
Imagination Station—*Istation s Indicators of Progress (ISIP^{TM}) Reading*[1]	N/A
Imagine Learning—*Galileo English Language Arts/Reading Assessment*	N/A
Imagine Learning—*Reading Level Assessment*	N/A
Instructure—CASE Benchmark Assessment	N/A
Iowa Assessments	N/A
IXL	N/A
i-Ready	37
Lexia Learning—*RAPID Assessment*	N/A
Northwest Evaluation System (NWEA)—*Measures of Academic Progress Growth*	N/A
PRoPL	N/A
STEP Assessment	N/A

[1] The number of students who passed each alternative assessment before spring testing began is denoted in this column. If the approved alternative assessment was not used, N/A is shown. If the number of students who passed the alternative assessment is fewer than ten students, an asterisk (*) is shown.

- Privacy policies dictate that for less than ten students the specific number and percentage should not be given. An * indicates that the student population number and percentage is too small to report the value. The percentage and number of students are not shown if the percentage is greater than 95 percent (>95) or less than 5 percent (<5).

- G.S. 115C-83.10 requires each local board of education to publish annually on a website maintained by that local school administrative unit and report in writing to the State Board of Education (SBE) by September 1 of each year the following information on the prior school year: