

REVISED 3-14-2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Cindy S. Goodman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Laurel Hill Elementary School
(As it should appear in the official records)

School Mailing Address 11340 Old Wire Road
(If address is P.O. Box, also include street address)

Laurel Hill North Carolina 28351-8475
City State Zip Code+4 (9 digits total)

County Scotland State School Code Number* 830-328

Telephone (910) 462-2111 Fax (910) 462-3502

Website/URL www.scsnc.org E-mail cgoodman@scsnc.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Shirley Prince
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Scotland County Schools Tel.(910) 276-1138

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. James D. Carter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 10 Elementary schools
 3 Middle schools
 Junior high schools
 3 High schools
 1 Other

 17 TOTAL
2. District Per Pupil Expenditure: \$8518

 Average State Per Pupil Expenditure: \$7328

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 4 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	6	9	15	7			
K	47	39	86	8			
1	41	39	80	9			
2	51	45	96	10			
3	40	55	95	11			
4	36	46	82	12			
5	46	47	93	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							547

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>58</u> | % White |
| <u>19</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>20</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 17 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	40
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	45
(3)	Total of all transferred students [sum of rows (1) and (2)]	85
(4)	Total number of students in the school as of October 1	515
(5)	Total transferred students in row (3) divided by total students in row (4)	.17
(6)	Amount in row (5) multiplied by 100	17

8. Limited English Proficient students in the school: 2 %
9 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Spanish, Hmong, Lao

9. Students eligible for free/reduced-priced meals: 73 %

Total number students who qualify: 404

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{15}{83}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>24</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>29</u>	<u> </u>
Special resource teachers/specialists	<u>11</u>	<u>3</u>
Paraprofessionals	<u>20</u>	<u> </u>
Support staff	<u>10</u>	<u> </u>
Total number	<u>72</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 19:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	94 %	94 %	94 %	95 %	94 %
Daily teacher attendance	98 %	97 %	96 %	95 %	NA %
Teacher turnover rate	14 %	14 %	13 %	43 %	NA %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

The rural school, Laurel Hill Elementary, sits amid cotton fields in the Sandhills of North Carolina about two miles outside the tiny village of Laurel Hill. The town maintains a long history of providing sound education to its children. One of 17 schools in the Scotland County School System, the original school opened in 1923 as a first through ninth grade school. In 1970, the school was designated as an elementary school. We moved to a new facility in 1999.

The school benefits from the fact that our student body comes from a small, close knit community that goes back through many generations. Many of our teachers and staff grew up in the Laurel Hill area. School events often become the social gatherings for this community. A local church whose members were educated in the Laurel Hill schools has “adopted” the school and provides treats for the teachers throughout the year. The PTA raises money each year through our school store, the Fall Festival, and various food sales. The money is then used by the school for staff development, field trip “scholarships,” and extra-curricular activities for the children.

Beginning at 7:30 each morning, the 550 students are greeted by name at the door by the principal and/or assistant principal. To set the tone for the day, classical music is piped into the halls and classrooms until the morning bell rings at 8:00. The children move quietly through the halls, making their way either to breakfast or straight on to classrooms to begin early morning work.

Many of the school’s population live in homes that are at or below the national poverty level. The majority of the children have limited experiences outside of those provided by school. Seventy-three percent of the students are on free or reduced lunch, which qualifies the school to be a Title One school. The racial make-up of the school is varied. Fifty-eight percent of the children are white, nineteen percent are African-American, twenty percent are Native American, and two percent of the children come from other racial backgrounds. There are 15 pre-school students, 15 “Trainable Mentally Delayed” (TMD) students, 85 kindergartners, 78 first graders, 89 second graders, 93 third graders, 82 fourth graders, and 93 fifth graders.

Our faculty is well-prepared to meet the needs of our learners. Five of our teachers are Nationally Board Certified, and four more are working towards the certification. Master’s degrees are held by 38 percent of the faculty. Fifty-two percent have more than 10 years’ teaching experience. The knowledge they have gleaned over years of working with children, combined with the new ideas of our more recently trained teachers, make for a well-versed group of educators.

Laurel Hill Elementary has a strong support staff that enables classroom teachers to focus on the curriculum. A school nurse is on hand two days per week to handle myriad health concerns. Because of our Native American population, our school qualifies for an Indian-Migrant tutor who helps to fill the cultural gaps that hinder the learning of some of these children. The school contracts a full-time speech teacher from a private practice who works with speech problems across all grade levels. In addition to two teachers who work solely with the TMD students, we have 3 full-time Exceptional Children’s teachers who work through inclusion to serve children with special needs. Beginning this school year, Laurel Hill houses one of the county’s PreK programs. A part-time teacher works with the “Academically and Intellectually Gifted” (AIG) students in small groups. Two full-time curriculum specialists, one for literacy and one for math, work closely with teachers to provide staff development, to demonstrate lessons, to lead grade level planning, to tutor students, to make manipulatives for classroom use, and to assist with the testing program.

PART IV—INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

In 1996, the North Carolina General Assembly passed a law establishing the School-Based Management and Accountability Program (the ABC's of public education). Under this model, all North Carolina students in third through twelfth grades are assessed annually. At Laurel Hill Elementary, beginning in third grade, our students are given state developed end-of-grade reading and mathematics tests each May that measure both performance and growth.

Performance is measured through four achievement levels. A student scoring at Level I demonstrates "non-mastery" of knowledge and skills at that grade level. Level II indicates an "inconsistent mastery" of knowledge and skills. Level III reflects "proficiency," and Level IV demonstrates a "strong mastery" of the knowledge and skills.

Measuring student growth is an important component of the ABC's. Each student receives a developmental scale score which is compared to that student's previous year's scale score in each subject area. Third graders take reading and math pre-tests at the beginning of the year to establish baseline data. The state uses a statistical formula to determine each school's "expected" growth and "high" growth levels.

North Carolina's ABC's Accountability model recognizes schools with 80-90% of students at or above grade level as Schools of Distinction. Schools with at least 90% of students at or above grade level are identified as Schools of Excellence. Since 2001, Laurel Hill's proficiency rate has climbed from 75% to 94%. For the past 2 years, Laurel Hill has been designated as an "Honor School of Excellence" for achieving greater than 90% proficiency, making "high" growth and meeting full Adequate Yearly Progress.

The accomplishment we may be most proud of, however, is the tremendous growth we have achieved with our "Students with Disabilities" group. In 2002-2003, our school did not make AYP due to the scores of this group. In reading, they were 48% proficient, and in math, they were 59%. We made radical changes in the way we approach educating students with disabilities and have seen amazing results. Last year, this group achieved 91% proficiency in reading and 94% in math.

In addition to the end-of-grade testing, fourth graders in North Carolina must take a timed writing test. All students are given the same prompt and must write a narrative in 75 minutes. Both content and conventions are scored.

Additional information regarding the state assessment system in North Carolina can be found at <http://www.dpi.state.nc.us> and at <http://www.ncpublicschools.org>

2. Using Assessment Results

Analyzing data is an integral component of instructional planning at Laurel Hill Elementary School. We use a variety of assessments to gauge student mastery of objectives found in the *North Carolina Standard Course of Study*. Our primary students take the *Texas Primary Reading Inventory* (to measure literacy), 9 weeks writing tests, and the K-2 math assessment. Third through fifth graders take reading and math six weeks tests (which are aligned with our pacing guides), nine weeks writing assessments, and end-of-grade reading and math tests. Across all grade levels, data is used to help make decisions about individual students. Personal Education Plans are written for students who are at risk of failure. On a broader scale, assessment results help drive decisions about teacher assignments, the hiring of additional personnel, student placement, and inclusion in our after school program. Children are placed in performance based clusters and because assessment is ongoing, groups are truly flexible and can change based on how students perform. Also, with the transient population here, incremental assessments are especially valuable in determining strengths and weaknesses and making appropriate placements. Every summer, the school improvement team uses end of year data to set goals for our School Improvement Plan.

3. Communicating Assessment Results

Laurel Hill Elementary strongly believes that parents, children, and teachers are partners in learning, and we continually look for ways to involve the parents and the children in the learning process. Every year, all parents are required to sign the county's "Student Accountability Agreement" which outlines, in detail, discipline and academic requirements for students. A condensed version of the Standard Course of Study for each grade level, "Grade at a Glance," is sent home to parents each year.

Report cards are sent out every 6 weeks, and parents receive progress reports from teachers throughout the grading period. Students are required to read twenty minutes per night, and this reading time is signed off by parents. Daily homework folders enable parents to oversee the homework process and to document their involvement. Discipline logs are taken home weekly by children for review by their parents. Two parent/teacher conference days are scheduled, at which teachers are available from 10:00 a.m. until 6:00 p.m. Children in grades one through five are responsible for "data notebooks" in which they keep tests, attendance, discipline logs, and *Accelerated Reader* points to be shared with their parents at the student led conferences.

In the fall, the school conducts an "open house/meet the teachers" session for parents. At a catered meal, parents and teachers discuss end of grade tests, and teachers share ideas with parents on ways to help their children succeed on the tests. End of grade test scores are mailed to parents. The Department of Public Instruction prepares annual "report cards" for every school in the state. The school's scores on the end of grade tests are compared to other schools in our district and in the state. This data is sent home with every child and is printed in the local newspaper.

Every six weeks, children who have excelled are honored by the community in a school wide "Terrific Kids" celebration. Local business partners and civic organizations provide rewards for these children. The names of the children who have mastered our *Formula Three* (reading program) decoding principles, as well as the names of those who have memorized age appropriate math facts, are displayed in the hallway.

4. Sharing Success

Because of our strong professional development plan, we have many teachers who are qualified to share teaching strategies with other schools. One of our Nationally Board Certified teachers is a facilitator for other National Board candidates across the county.

Our curriculum facilitator is trained by the state to share techniques for improving writing scores. Two of our teachers are on call to train other faculties in the use of graphic organizers with *Thinking Maps* and *Quality Tools*. Two others are trained by the Department of Public Instruction as state trainers for the *Improvement Project—Teaching Students with Persistent Reading Problems*. They give 30 hour training workshops across the state to other faculties. Four teachers have conducted reading workshops to help with the K-2 reading assessment.

After initiating a successful swimming program at Laurel Hill Elementary, our physical education teacher proposed a plan for taking students to the local college swimming pool to teach them water safety and swimming. A program was approved in which our teacher, with the help of his trained volunteers, teaches every fourth grader in the county to swim.

Our teachers of exceptional children are often visited by teams from other schools and other systems to observe our inclusion model for teaching children with learning difficulties in their own classroom environments.

PART V—CURRICULUM AND INSTRUCTION

1. Curriculum

Laurel Hill Elementary uses the *North Carolina Standard Course of Study* (NCSCOS) to establish the curriculum for the school. This document provides the objectives for math, science, language arts, social studies, art, music, physical education, and informational skills. In Scotland County, groups of selected teachers serve on county-wide committees that develop pacing guides which dictate the sequence and timeline for meeting the state standards. Grade level teachers meet weekly for eighty minutes and monthly for a half day to establish an even more specific time frame for mastering the skills to be taught and to develop extra-curricular activities, such as curriculum related field trips and projects.

At Laurel Hill Elementary, we recognize that many students in our community come to the school with a deficiency in outside experiences needed to connect learning to living. In an attempt to teach the whole child, the faculty tries to provide extra-curricular experiences that boost the core curriculum. While always aiming at meeting objectives established by state and county, we strive to make learning about far more than simply the end of grade tests. Because this is a culturally deprived area, we attempt to supplement the curriculum by bringing the outside world inside the walls of the school.

Every year, the physical education teacher uses a set of classroom bicycles to teach the children bicycle safety. He also teaches them line dances as well as the steps to the traditional dance of the South, the Shag. In the spring, the PTA provides a band that performs on the playground and gives the children the chance to practice their steps.

In an attempt to connect music and current events, the music teacher worked with the children to write songs of hope to send to children of Louisiana in the aftermath of Hurricane Katrina. For a week, a visiting musical artist worked with all of the children in the school to learn songs, stories, and dances from around the world and to combine this knowledge into a school production given before the entire community. Through the media center, a visiting author/illustrator helped the children connect the importance of good writing skills and art in establishing career choices.

The art teacher coordinates the visual arts with the curriculum across grade levels. She uses stuffed shapes to make a wall map depicting the 100 counties of North Carolina. During the study of Black History, African adinkra symbols are printed using print making techniques. Once a year, children make puppets to represent their favorite characters from their reading.

Our annual “International Night” allows our student body to participate in culturally diverse learning experiences. Each grade level selects a country and presents a program on the information they learn about the culture through art, music, and dance.

During the current school year, a nationally known storyteller will teach the importance of oral language through stories. In addition, she will do a workshop on writing with our 4th graders as they prepare for the statewide 4th grade writing test. A theater group from Charlotte will present a main stage production of “The Velveteen Rabbit” to give our children the experiences of live theater. On “Fairy Tale Night”, teachers will dress as fairy tale characters and present workshops for parents and children highlighting some of the best known fairy tales. Parents will be given packets of reading materials and games related to the fairy tales to use as they work with their children through the summer.

2. Reading

After reviewing many reading programs, we incorporated the “best of the best” from various programs thus developing a curriculum that is consistent with sound theory, research, and practice. Our K-2 classes concentrate on establishing a firm reading foundation by teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension. The teachers incorporate a variety of programs: *Elements of Instruction* encourages teachers to teach to an objective, to teach at the correct level of difficulty, and to monitor and adjust instruction to meet the needs of the students; *Thinking Maps* ensures that teachers use consistent terminology and strategies in reading instruction across all grade levels; *The Wilson Reading System* teaches our special education students through interactive and multi-sensory lessons to fluently and accurately decode; *Quality Tools* are strategies and instruments that help students organize their thinking and more be responsible for their own learning; and *Accelerated Reader*, a nationally known program that uses good trade literature to develop comprehension.

All of these prepare students by the second semester of second grade to use the *Formula Three* reading program, a research based program developed to “fix” reading and to close the achievement gap by accelerating and enriching scholastic achievement and by systematically and explicitly building on concentric learning as opposed to linear learning. After a session of 40 lessons teaching phonics, there is a second phase which emphasizes language processing. Children in grades 2-5 are divided into small reading groups based on similar reading abilities. During a six weeks period, they read a chosen trade book and incorporate the decoding and phonemic skills taught by the program. The instructor is free to use the “teachable moment” to expand children’s abilities to comprehend and to provide enrichment based on topics that arise in the course of the reading.

3. Mathematics

Laurel Hill Elementary emphasizes the importance of strong mathematical skills. In our attempt to meet the goals established by the *North Carolina Standard Course of Study*, our teachers make a concerted effort to provide real math experiences to our students. A variety of math staff development enables teachers to learn new approaches to meeting standard goals.

Each week, the state provides support documents for mathematics. These include objective indicators that provide examples of intended mastery, classroom teaching strategies such as games, puzzles, or research assignments that tie math to life experiences, and a “Problem of the Day” that gives students the opportunity to practice a variety of previously learned objectives.

Two years ago, all fifteen K-2 teachers attended a week-long training over the summer in *Investigations in Number, Data and Space* developed by TERC, an educational research and development organization dedicated to improving math, science, and technology teaching and learning. This math curriculum enables teachers to encourage discovery learning and to teach mathematical reasoning and problem solving skills.

Understanding the importance of strong math skills in our technologically based society, we integrate technology into our weekly lesson plans. In our computer lab, all students use interactive sites provided by the National Council for Teachers of Mathematics and by *NetTrekker*, an academic search engine that provides access to more than 180,000 educator-selected online resources aligned with North Carolina standards.

4. Instructional Methods

At Laurel Hill Elementary, it is our aim to find the instructional method that best suits the needs of every child. Teachers at each grade level meet weekly for common planning and curriculum mapping. Teachers are researchers who implement new ideas and programs into their classrooms to test their effectiveness and then to share successes with their peers. Multiple informal and formal assessments are used to establish flexible grouping for differentiations. Inquiry based learning across grade levels helps students make connections to prior learning and to be actively engaged in learning. Manipulatives and field trips give concrete experiences to help students understand complex/abstract concepts. Multi-modal and multi-sensory instructional methods such as songs, chants, movement, poems, games, color overlays, classical music, lighting, and other brain based strategies are used to provide success for every learning style. Teachers challenge students by using higher order thinking questions and question stems. In the search to reach young readers who are learning in a variety of styles, teachers use a wide range of interrelated activities, programs, and theories to achieve balanced literacy, such as: *Write from the Beginning*; *Formula III Reading*; *Wilson Reading Systems*; *Grammar with a Giggle*; *Literacy Stations*; *Readers' Theatre*; and *STAR/Accelerated Reader*.

The practice of “inclusion” allows EC teachers to co-teach with classroom teachers to provide the least restrictive environment for students with learning difficulties. Assistants in grades K-2 work with small groups in order to differentiate instruction and to provide more learning opportunities. Student led conferences, rubrics, and data notebooks allow children to take ownership and control of their learning. Many of our children come to school with problems that impede learning. Our guidance counselor addresses these problems through student programs such as divorce and grief workshops, anger management practices, building self-esteem sessions, and study skills workshops.

5. Professional Development

The professional development plan at Laurel Hill Elementary is intended to give teachers quality ideas to improve teaching and classroom management and to meet the ever changing needs of our student body. On their own time, teachers in North Carolina must acquire 15 hours of in-service every five years for contract renewal. In our system, three of these hours must be in technology, and three of the hours must be in reading. Teachers at every grade level attend state conferences and share the information with other teachers. After attending conferences, teachers recommend especially effective presenters who are invited to visit and to share with the Laurel Hill faculty.

All teachers are trained in the core teaching methods of the school: *Formula Three Reading*, *Thinking Maps*, *Write from the Beginning*, *Accelerated Reader*, and *Quality Tools*. Ted Vail, a Californian who developed the *Formula III* reading program, presented to the staff in 2003. Teachers of grades K-2 are trained in *Math Investigations* and the *Texas Primary Reading Inventory*. They are also taught to assess children using Palm Pilots and to use the data to adjust instruction.

In 2003, Laurel Hill Elementary contracted National Teacher of the Year Ron Clark to speak at the opening of school. Copies of his book, [The Essential 55](#), were given to every teacher. The principal initiated “Book Talks”, a program in which the faculty reads a professional book and then meets in the afternoons to discuss the book and its implications for our school. Our current book is [The Myth of Laziness](#) by Dr. Mel Levine.

The 17 teachers and 6 teacher assistants who teach or tutor in our “Scotland Scholars” after school program are trained for 6 hours in the “Basic School Age Child Care” program.

NORTH CAROLINA ASSESSMENT DATA
Laurel Hill Elementary School

Data Display Table for Reading Grade Level: 3 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	92	77	76	68	68
% At Level IV (above grade level)	53	32	29	23	16
Number of students tested	85	97	98	111	100
Number of valid scores	85	97	98	111	100
Percent of total students tested	99	98	100	98	86#
Number of students excluded	1	2	0	2	16#
Percent of students excluded	1	2	0	2	14#
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	85	61	53	44	57
% At Level IV (above grade level)	23	17	5	11	7
Number of students tested	13	23	19	18	34
2. American Indian					
% At or Above Level III (on grade level)	94	71	88	50	43
% At Level IV (above grade level)	69	43	59	10	14
Number of students tested	16	14	17	20	21
3. White					
% At or Above Level III (on grade level)	94	84	78	76	89
% At Level IV (above grade level)	54	36	31	31	23
Number of students tested	50	55	51	70	47
4. Free/Reduced Price Lunch					
% At or Above Level III (on grade level)	88	71	73	56	65
% At Level IV (above grade level)	43	32	30	13	15
Number of students tested	60	63	63	68	68
5. Students with Disabilities					
% At or Above Level III (on grade level)	87	63	73	60	80
% At Level IV (above grade level)	40	6	30	17	20
Number of students tested	15	16	33	12	*
STATE SCORES					
% At or Above Level III (above grade level)	82	82	80	80	76
State Mean Score	248	248	247	147	147

Prior to 2001, certain groups of "exceptional children" in North Carolina were exempt from testing.

* Represents fewer than 10 students.

NORTH CAROLINA ASSESSMENT DATA
Laurel Hill Elementary School

Data Display Table for Math Grade Level: 3 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	98	92	83	68	63
% At Level IV (above grade level)	62	52	29	16	11
Number of students tested	85	97	101	111	100
Number of valid scores	85	97	101	111	100
Percent of total students tested	99	98	97	98	86#
Number of students excluded	1	2	3	2	16#
Percent of students excluded	1	2	3	2	14#
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	100	83	63	50	40
% At Level IV (above grade level)	15	35	16	0	0
Number of students tested	13	23	19	18	30
2. American Indian					
% At or Above Level III (on grade level)	94	86	94	60	62
% At Level IV (above grade level)	81	57	53	10	5
Number of students tested	16	14	17	20	21
3. White					
% At or Above Level III (on grade level)	98	96	86	74	81
% At Level IV (above grade level)	68	62	35	20	21
Number of students tested	50	55	51	70	47
4. Free/Reduced Price Lunch					
% At or Above Level III (on grade level)	97	89	83	57	57
% At Level IV (above grade level)	57	52	30	6	6
Number of students tested	60	63	63	68	68
5. Students with Disabilities					
% At or Above Level III (on grade level)	100	94	76	58	80
% At Level IV (above grade level)	47	38	27	25	0
Number of students tested	15	16	33	12	*
STATE SCORES					
% At or Above Level III (above grade level)	85	88	87	77	74
State Mean Score	253	253	253	251	251

Prior to 2001, certain groups of "exceptional children" in North Carolina were exempt from testing.

* Represents fewer than 10 students.

NORTH CAROLINA ASSESSMENT DATA
Laurel Hill Elementary School

Data Display Table for Reading Grade Level: 4 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	84	89	84	66	78
% At Level IV (above grade level)	30	34	24	10	24
Number of students tested	93	93	109	99	74
Number of valid scores	93	93	109	99	74
Percent of total students tested	98	100	100	90	94#
Number of students excluded	2	0	0	11	5#
Percent of students excluded	2	0	0	10	6#
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	71	87	81	53	63
% At Level IV (above grade level)	14	13	6	6	0
Number of students tested	21	15	16	32	*
2. American Indian					
% At or Above Level III (on grade level)	80	83	73	50	89
% At Level IV (above grade level)	40	46	4	6	33
Number of students tested	10	24	26	18	*
3. White					
% At or Above Level III (on grade level)	88	93	89	74	80
% At Level IV (above grade level)	32	30	38	17	27
Number of students tested	57	44	63	46	56
4. Free/Reduced Price Lunch					
% At or Above Level III (on grade level)	82	88	76	56	100
% At Level IV (above grade level)	25	24	11	7	17
Number of students tested	60	59	70	55	35
5. Students with Disabilities					
% At or Above Level III (on grade level)	100	91	71	59	86
% At Level IV (above grade level)	52	56	46	29	29
Number of students tested	23	23	28	17	*
STATE SCORES					
% At or Above Level III (above grade level)	82	83	81	77	75
State Mean Score	252	252	252	151	150

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NORTH CAROLINA ASSESSMENT DATA
Laurel Hill Elementary School

Data Display Table for Math Grade Level: 4 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	93	99	93	82	97
% At Level IV (above grade level)	45	52	35	13	46
Number of students tested	94	93	109	99	74
Number of valid scores	94	93	109	99	74
Percent of total students tested	99	100	100	90	94#
Number of students excluded	1	0	0	10	6#
Percent of students excluded	1	0	0	10	6#
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	81	100	81	66	100
% At Level IV (above grade level)	24	33	13	9	13
Number of students tested	21	15	16	32	*
2. American Indian					
% At or Above Level III (on grade level)	100	100	85	78	89
% At Level IV (above grade level)	30	46	23	17	67
Number of students tested	10	24	26	18	*
3. White					
% At or Above Level III (on grade level)	98	100	98	94	98
% At Level IV (above grade level)	60	61	47	13	48
Number of students tested	57	44	63	46	56
4. Free/Reduced Price Lunch					
% At or Above Level III (on grade level)	90	100	82	77	86
% At Level IV (above grade level)	44	45	21	13	49
Number of students tested	61	60	70	55	35
5. Students with Disabilities					
% At or Above Level III (on grade level)	96	100	82	77	86
% At Level IV (above grade level)	52	64	39	24	29
Number of students tested	23	22	28	17	*
STATE SCORES					
% At or Above Level III (above grade level)	92	93	92	89	87
State Mean Score	259	259	259	257	256

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NORTH CAROLINA ASSESSMENT DATA
Laurel Hill Elementary School

Data Display Table for Reading Grade Level: 5 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	99	95	78	91	82
% At Level IV (above grade level)	33	38	17	23	25
Number of students tested	82	102	113	75	76
Number of valid scores	82	102	113	75	76
Percent of total students tested	95	97	98	97	85#
Number of students excluded	4	3	2	2	13#
Percent of students excluded	5	3	2	5	15#
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	100	92	76	78	63
% At Level IV (above grade level)	12	25	11	11	13
Number of students tested	17	12	37	*	16
2. American Indian					
% At or Above Level III (on grade level)	94	86	76	90	82
% At Level IV (above grade level)	50	23	14	30	27
Number of students tested	18	22	21	10	11
3. White					
% At or Above Level III (on grade level)	100	98	79	94	87
% At Level IV (above grade level)	36	49	23	24	30
Number of students tested	42	59	52	54	47
4. Free/Reduced Price Lunch					
% At or Above Level III (on grade level)	98	92	74	92	67
% At Level IV (above grade level)	28	27	14	13	13
Number of students tested	64	66	86	39	30
5. Students with Disabilities					
% At or Above Level III (on grade level)	93	95	35	95	88
% At Level IV (above grade level)	47	52	23	42	56
Number of students tested	15	21	26	19	16
STATE SCORES					
% At or Above Level III (above grade level)	89	88	86	85	83
State Mean Score	257	257	259	156	156

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NORTH CAROLINA ASSESSMENT DATA
Laurel Hill Elementary School

Data Display Table for Math Grade Level: 5 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	96	91	82	88	95
% At Level IV (above grade level)	45	58	34	46	48
Number of students tested	83	102	112	76	75
Number of valid scores	83	102	112	76	75
Percent of total students tested	97	97	99	99	84#
Number of students excluded	3	3	1	1	14#
Percent of students excluded	3	3	1	1	16#
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	100	100	76	70	80
% At Level IV (above grade level)	29	33	16	30	27
Number of students tested	17	12	37	10	15
2. American Indian					
% At or Above Level III (on grade level)	94	78	86	80	100
% At Level IV (above grade level)	56	35	33	50	64
Number of students tested	18	23	21	10	11
3. White					
% At or Above Level III (on grade level)	98	93	85	93	98
% At Level IV (above grade level)	50	75	46	48	53
Number of students tested	42	59	52	54	47
4. Free/Reduced Price Lunch					
% At or Above Level III (on grade level)	95	89	77	85	90
% At Level IV (above grade level)	41	52	30	43	30
Number of students tested	64	67	87	40	30
5. Students with Disabilities					
% At or Above Level III (on grade level)	93	95	46	80	100
% At Level IV (above grade level)	47	67	19	45	80
Number of students tested	15	21	26	20	15
STATE SCORES					
% At or Above Level III (above grade level)	90	92	90	88	87
State Mean Score	262	263	262	261	260

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