

REVISED March 21, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal: Mrs. Diane M. Burnham

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Elizabeth Lane Elementary School

(As it should appear in the official records)

School Mailing Address: 121 Elizabeth Lane

(If address is P.O. Box, also include street address)

Matthews

North Carolina

28105-6858

City

State

Zip Code+4 (9 digits total)

County : Mecklenburg

School Code Number* 600-382

Telephone: (980) 343-5700

Fax: (980) 343-5704

Website/URL: www.cms.k12.nc.us/allschools/elizabethlane E-mail: elizabethlaneelem@cms.k12.nc.us

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. James L. Pughsley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Charlotte-Mecklenburg Schools

Tel.: (980) 343-3000

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. Joe I. White, Jr.

(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 of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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:

88	Elementary schools
30	Middle schools
0	Junior high schools
17	High schools
10	Other (Includes Pre-school sites & Alternative Schools)
145	TOTAL

2. District Per Pupil Expenditure: \$7,311.00
 Average State Per Pupil Expenditure: \$6,741.00

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. 6 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					7			
K	76	74	150		8			
1	78	71	149		9			
2	79	90	169		10			
3	83	73	156		11			
4	84	83	167		12			
5	84	88	172		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								963

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|------------------------------------|
| | 84 % White |
| | 5 % Black or African American |
| | 3 % Hispanic or Latino |
| | 6 % Asian/Pacific Islander |
| | 2% Multi-racial |
| | 0 % 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: 9 %

(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.	43
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	83
(4)	Total number of students in the school as of October 1	908
(5)	Subtotal in row (3) divided by total in row (4)	.0914096
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 4%
32 Total Number Limited English Proficient

Number of languages represented: 13

Specify languages: Spanish, Swedish, Italian, Chinese, Tagalog, Korean, Japanese, Farsi, Russian, Greek, Tamil, German, Mandarin

9. Students eligible for free/reduced-priced meals: 5%

Total number students who qualify: 45

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: 10%
 100 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 1 </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 18 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 24 </u> Specific Learning Disability
<u> 1 </u> Hearing Impairment	<u> 53 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 1 </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u> </u> Emotional Disturbance	

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> 3 </u>	<u> </u>
Classroom teachers	<u> 40 </u>	<u> 5 </u>
Special resource teachers/specialists	<u> 3 </u>	<u> 3 </u>
Paraprofessionals	<u> 21 </u>	<u> </u>
Support staff	<u> 7 </u>	<u> 5 </u>
Total number	<u> 74 </u>	<u> 13 </u>

12. Average school student-“classroom teacher” ratio: 23:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	96%	96%	97%	97%
Daily teacher attendance	96%	96%	94%	93%	97%
Teacher turnover rate	7 %	14%	19%	20%	10%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

During the 2001-02 school year our attendance area was minimized resulting in loss of staff.

Part III - Summary

From the outset in 1996, the staff at Elizabeth Lane made a concerted commitment to academic excellence. This commitment continues and is reflected in our updated mission statement: *To develop and empower caring, responsible citizens who are life-long learners by providing challenging academics, modeling essential character traits, promoting an appreciation for diversity and creating a respectful environment for all children.* Our motto, *Challenging today's potential for the success of tomorrow,* sums up our philosophy. The following ten additional statements of shared beliefs, created by the staff, further guide our daily practice: Each student is a unique, valued individual. All children can be challenged to achieve their highest potential. Students must develop problem-solving skills. Students will develop their fine arts skills while engaging in artistic expression and creative endeavors. Students will establish the habits needed to maintain a healthy lifestyle through physical activity and nutrition. Students must develop and exhibit essential character traits. Cultural diversity enriches students' understanding of different peoples and cultures. A safe and physically comfortable environment promotes student learning. A school environment must be created to promote life-long learning and responsible citizenship. Teachers, administrators, parents and the community share the responsibility for advancing the school's mission.

Elizabeth Lane Elementary School is located in Matthews, North Carolina, an eastern suburb within the greater Charlotte-Mecklenburg metropolitan area, and is one of 145 schools in the Charlotte-Mecklenburg School System. Our student population of 963 is grouped in a configuration of kindergarten through fifth-grade classes. Students from all over the world contribute to our ethnic diversity. Teachers strive to provide instruction appropriate for both high level students and for those who have not yet mastered grade-level content. Currently, Elizabeth Lane has no self-contained exceptional children's classes. Students with identified needs are mainstreamed and they receive the services of certified resource teachers, speech pathologists and occupational and physical therapists. Certified teachers provide small-group literacy instruction for struggling learners, based on academic assessment data. Six teachers hold National Board Certification. Networked computers throughout the building support instruction.

State and local curriculum standards define the grade-level content and local pacing guides are used for literacy and math instruction. Enrichment permeates instruction. Certified gifted teachers join classroom teachers by providing literacy and math instruction using flexible ability groupings in grades two through five. The catalyst model promotes collaborative planning and team-teaching. In addition, enrichment materials and strategies are used for vocabulary development, problem-solving and current events. Teacher-directed novel studies supplement our literacy program. Financial and hands-on support from our PTA provides extensive enrichment materials and services. Teachers, assistants, community organizations and parent volunteers support our focus on excellence. Parent and community volunteers provide leadership and instruction in Art Prints, Chess Club, Junior Achievement, Math Superstars and the Yearbook. Staff and community organizations support DARE, Girls on the Run, Kids Voting, Terrific Kids and Right Moves for Youth. Teachers provide before-school academic enrichment through Math Olympiad, and students' preparation for the local Elementary Honors Chorus. Students also have opportunities to be leaders in demonstrating Character Education through Ambassadors for Character Education and Service, an organization for selected students, sponsored by teachers, assistants and parents. Our before-school and after-school enrichment program provides supervised homework, educational games, field trips and physical activity to 75 students. Parents may also enroll their children in Spanish, band, strings and piano classes. Students use assignment books to organize their daily and long-term responsibilities.

Part IV – INDICATORS OF ACADEMIC SUCCESS

1. Elizabeth Lane's Assessment Results

Assessment is the daily process of monitoring student performance to determine the level of understanding and to plan for further instruction. At Elizabeth Lane this process begins the first day of kindergarten and continues at every grade level. A variety of assessment tools are utilized to gather specific information concerning each child's performance.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are used in kindergarten through second grade to assess phonemic awareness and decoding skills. Running records, fluency tests, textbook unit tests and other teacher-made tests are also used to monitor students' progress in reading and mathematics. Students who perform above grade level expectations are further challenged with problem solving activities in math and reading (chapter) books on their instructional level. Students who are not on grade level receive small group instruction or remediation within the regular classroom.

Beginning in third grade Charlotte-Mecklenburg Schools uses quarterly tests in reading, writing and mathematics to monitor progress and allow students to practice test-taking skills in a more standardized setting. Textbook unit tests, teacher-made tests, research projects and other informal assessments are also utilized in third through fifth grade. Based on student performance flexible skill groups are formed to address the needs of all students.

In 1995, members of the North Carolina General Assembly developed and implemented the ABCs of Public Education. This accountability model set growth and performance standards for students in grades three through twelve who are enrolled in North Carolina public schools. At the elementary level, End of Grade (EOG) tests are administered to students in third through fifth grade in the areas of reading and mathematics. Scores from these tests reflect how well the students have mastered the objectives outlined in the *North Carolina Standard Course of Study*.

The growth standards are benchmarks set annually to measure each school's progress. A school can be recognized for the achievement of "expected growth" or "high growth." Since it's opening in 1996, Elizabeth Lane School has met "high growth" for seven out of eight years on the state's ABC Accountability Model. "Expected growth" was met the one year that "high growth" was not attained.

Student performance is based on achievement levels and indicates the percentage of students' scores at or above grade level in reading and in mathematics. Achievement Levels I and II indicate inconsistent mastery of grade level knowledge and skills. Achievement Levels III and IV indicate on or above grade level performance for that particular grade level. Since 1997 Elizabeth Lane has been recognized as a "School of Excellence" by the state of North Carolina because of the high level of academic performance.

No Child Left Behind, the federal education law, requires an additional accountability measure called Adequate Yearly Progress (AYP). AYP focuses on subgroups of students with the goal of closing achievement gaps and increasing proficiency to 100 percent. During the two years of its implementation Elizabeth Lane School made Adequate Yearly Progress (AYP) on all of its targeted goals. In the 2002-03 school year Elizabeth Lane made Adequate Yearly Progress (AYP) with the nine targeted subgroups. Scores greater than 95 were posted for all subgroups including "All Students," "White Students" and the Attendance Goal. In 2003-2004 Elizabeth Lane again made Adequate Yearly Progress with the thirteen, targeted subgroups. Scores greater than 95 were posted for "All Students," "White Students" and the Attendance Goal. A score of 88% was posted for "Students With Disabilities" in Reading and 93% for "Students With Disabilities" in Mathematics. These scores were well above the expected Target Goal Proficiency Level. Other subgroups contained fewer than 40 students and were not included in the AYP report.

Further information on the North Carolina State assessment system may be found by logging on to www.ncpublicschools.org.

2. How the School Uses Assessment Data to Improve Student Performance:

A variety of assessment tools and an analysis of the resulting data are used to determine individual student progress on grade level goals and objectives. Assessments range from formal State End-of-Grade tests in grades three through five and system-wide Quarterly Assessments in grades kindergarten through five to informal classroom tests and teacher observations. The principal analyzes End-of-Year assessment data and meets with grade level teams to determine the instructional focus for the year. For example, differentiated instruction in reading was chosen as the focus for 2004-05 after analysis of test scores indicated minimal growth for students on the End-of-Grade Reading Test in 2003-04. A Personalized Education Plan (PEP) with specific interventions for addressing targeted weaknesses in reading, math or writing is developed for students who are identified as performing below grade level. Students with a PEP are provided small group instruction on the identified areas of weakness or one-on-one tutoring with a certified staff member, teacher assistant or volunteer Learning Buddy. Parents of students on a PEP are provided with homework activities designed to provide additional support in the targeted areas, and teachers and parents monitor students' progress on a regular basis. In weekly grade level planning sessions, teachers use assessment data to form flexible skills groups for instruction in math and reading and to help in the creation of instructional strategies that are designed to accommodate diverse student academic needs. In addition to providing re-teaching and additional support for struggling learners, flexible grouping also offers an enriched curriculum for students who score above grade level. The Talent Development Teacher and classroom teachers work together to provide accelerated math and reading instruction for advanced learners.

Assessment data is also used in the development or updating of the School Improvement Plan each year. Parent, student and staff surveys evaluate the effectiveness of school-wide initiatives and programs. Members of the School Leadership Team and staff examine the results of end-of-year assessments and their findings to create or modify goals for improvement.

3. Communication of Student Performance

Assessing and evaluating students is an integral part of achieving academic success. Charlotte-Mecklenburg Schools utilizes K-2 assessments and 3-5 quarterlies to monitor students' progress in reading, math and writing throughout the year. Teachers communicate to parents weekly through progress reports, students' work and classroom newsletters. Parental support and feedback is encouraged and used to build a foundation of collaboration between school and home. PTA meetings provide a platform to share testing data, school-wide progress and understand grade level expectations. Grade levels share objectives with parents at the first PTA meeting. Midterm grades, report cards and conferences keep parents informed of their child's individual academic progress, behavior and work/study habits. Ninety-eight percent of our parents attended first quarter conferences with their child's teacher in October. Teachers communicate immediate concerns and positive comments through telephone calls and emails. Student success is shared at the Accelerated Reader assembly and a variety of awards such as the Presidential Award for Academic Excellence, Outstanding Citizenship Award and the Sportsmanship Award celebrate student performance at the fifth grade promotion ceremony. Parents receive a statewide report card yearly that analyzes our school's performance on End of Grade state assessments. Information comparing school progress and test results is released to the media.

4. Sharing With Other Schools

The staff at Elizabeth Lane Elementary has a history of sharing its successes with other schools in the community, district, state and nation. Teachers have participated in and shared at regional, state and national conferences in such areas as character education and gifted education. They have been involved in creating items for state and local testing and participated in state-wide distinguished teachers forums. Several have studied at the North Carolina Center for the Advancement of Teaching.

Monthly meetings of elementary principals, assistant principals, literacy facilitators, Talent Development teachers and character education coordinators give our staff further opportunities to share effective instructional strategies. Impact II Grant recipients share creative approaches to instruction with teachers in the Charlotte-Mecklenburg School District. Student teachers from local colleges and universities are mentored by experienced teachers on our staff.

Our school participates in the district “School Information Fair” held each year to showcase schools. School celebrations for state awards result in media coverage of school successes. Students are recognized monthly as Terrific Kids both at school and in the local newspaper for their leadership in demonstrating our monthly character trait. Our school website is accessible to parents and the community and many teachers also communicate through their own sites.

PART V – CURRICULUM AND INSTRUCTION

1. School’s Curriculum:

Elizabeth Lane Elementary is a traditional school setting with a strong focus on basic academics (reading, writing, and math). The foundation of all learning is based on character education, encompassing the study of district-defined character traits and service learning projects. Character education fosters a positive school climate that provides optimal opportunity for student achievement. The *North Carolina Standard Course of Study (NCSCOS)* sets content standards and describes the curriculum. The *NCSCOS* curriculum includes the subject or skills areas of English language arts, healthful living, information/computer skills (technology), mathematics, physical education, science, social studies, and arts education. Through a variety of formal and informal assessments, faculty is able to assess academic achievement of each student and then develop plans to meet the individual learner’s needs.

Open Court is the reading series used for language arts instruction at Elizabeth Lane Elementary. Comprehension skills instruction is balanced with extensive reading of both decodable texts and a wide variety of literacy forms both at home and school. The *William and Mary Language Arts Curriculum for High Ability Learners* is utilized to enrich the basic literacy curriculum along with Word Masters, Wordly Wise and novel studies. Remediation of language arts skills takes on a variety of forms to include individual and small group instruction, re-teaching, and learning buddies. Teacher assistants and the literacy facilitator also aid language arts remediation.

The Math curriculum is taught through skill groups across grade levels beginning in second grade. Homogeneous groupings provide more opportunity to meet the needs of advanced and struggling learners. Additional support and smaller group settings are available for the struggling learner. Advanced learners are provided additional enrichment through opportunities to utilize higher-level problem solving and application skills.

The writing process is reinforced daily through a variety of activities across subject areas such as response journals and research projects. Different grade levels focus on different aspects of and styles of writing. There is a school wide focus on using outside storytellers as a motivational model for enhancing student writing.

The support staff collaborates with classroom teachers and each other to provide programs in art, music, PE, and media that enhance and support regular classroom instruction. K-2 grade levels participate in Video Spanish. Elizabeth Lane Elementary faculty and parent population recognizes the importance of

technology instruction. The technology associate helps K-5 teachers to implement the technology curriculum. The Talent Development Program is designed to meet the needs of identified Talent Development students and other advanced learners. The catalyst service delivery model places an emphasis on consultation and collaboration between the Talent Development teachers and classroom teachers at grade levels 2-5 to increase opportunities for higher-level instruction. Informal consultation occurs at the K-1 level on an as needed basis. The Exceptional Children Program utilizes both the inclusion and pull out approaches to meeting identified student needs. Approaches include small group instruction, repetition and reinforcement of concepts, presentation of concepts in a concrete format, and multi-sensory approach.

Many other activities and programs are available to enrich the learning experience. Clubs include Play Spanish, Chess, Girls on the Run, and ACES (Ambassadors for Character Education). The fifth grade students have an opportunity to learn a musical instrument. Student council provides opportunities for leadership development. All grade levels are involved with service learning and many school wide services learning projects occur year round.

2. Reading Curriculum

Elizabeth Lane Elementary utilizes a combination of two specific reading programs in order to provide a challenge for all students and to give them the tools for future success. Elizabeth Lane Elementary uses the *Open Court Reading Series* in kindergarten through fifth grade combined with the *William and Mary Language Arts Curriculum for High Ability Learners* in grades two through five. *Open Court Reading* combines explicit phonics and comprehension skills instruction with extensive reading of both decodable texts and a wide variety of literary forms. The purpose of the *William and Mary Curriculum* is to expose advanced learners to exemplary works of literature. It is designed to challenge their critical reasoning and nurture their search for meaning through varied opportunities in reading, writing, oral communication, language study and research. Daily Independent Work Time (IWT) provides a focus on specific skill instruction in a small group setting. Teachers vary the intensity of instruction to differentiate for individual students. Writing is an integral part of our Language Arts curriculum. Beginning in the primary grades with instruction in *Making Words* and *Writer's Workshop*, our students become proficient at the different modes of writing – narrative, persuasive, clarification and reflective. Our strong parental support provides reinforcement through nightly reading and response journals. The two theme-based curriculums support broad, interdisciplinary concepts, which encourage our students to perform at high levels and develop connections within and across disciplines. The combination of both programs has provided the Elizabeth Lane Elementary students with systematic and explicit phonics instruction along with instruction on metacognitive strategies and concept development.

3. Character Education

Our mission at Elizabeth Lane Elementary is to develop and empower caring, responsible citizens who are life long learners by providing challenging academics, modeling essential character traits, promoting an appreciation for diversity and creating a respectful environment for all children. Character education is an integral part of our students' curriculum. *No Child Left Behind* funding, administrative initiative and staff involvement and commitment support our school's character education program. Creative lesson plans focusing on monthly character traits integrate the *North Carolina Standard Course of Study* objectives and our school's desire to foster children's awareness of and involvement in their community. Through children's literature our character traits of caring, respect, citizenship, hope, courage, justice and fairness are brought to life through character analysis, themes, main ideas and discussions of the author's purpose. Respect and involvement in the democratic process, contributing as citizens and appreciating symbols of our great nation are fostered through school wide student council elections, leadership and daily news programming (WELS). Through campus caretakers, children are given hands-on responsibilities that enrich our science program. Most recently our students and staff have benefited from a grant with Stageworks that integrates writing and character education. Grade-level

service learning projects that include local food and clothing drives, book collections for needy schools and care packages for soldiers in Iraq reach out to those in need. These efforts allow students, staff and parents the opportunity to put into action the character education curriculum. Third, fourth and fifth grade student leaders participate in ACES (Ambassadors for Character Education and Service). They start each morning with a character quote on WELS, visit students in primary classrooms and read to pre-school children in a neighboring community. Walls at Elizabeth Lane Elementary are lined with quotations, artwork and children's writing modeling and reflecting their understanding of true character ("Doing what is right even when no one is looking").

4. Instructional Methods Used to Improve Student Learning

Collaborative planning between teachers, support staff and administrators forms the framework that drives the multiple instructional methods that Elizabeth Lane employs to improve student learning. Planning takes place in different configurations that include grade-level teams, and smaller teams within the grade levels and cross-grade teams. Planning groups focus on specific disciplines. These planning meetings promote the opportunity for teachers to focus on differentiating instruction for all learners. They pool the knowledge, expertise and experience of a group of teachers inspiring all members to employ a wide range of strategies designed to maximize student learning. Our strategies include the use of objective and subjective assessments to place students in flexible groupings in literacy and math. Students are assessed regularly throughout the school year to assure their placement, which includes appropriate expectations and allows them opportunities for academic growth. Content is interdisciplinary and thematic, requiring students to identify connections between disciplines which addresses the needs of global thinkers. Processes are open and structured to assist learners who thrive on ambiguity and those who need highly detailed procedures. Many types of groupings such as pull-out groups (small groups of students working outside the classroom), cooperative groups (small groups of students working together to solve a problem) and inclusion settings (special needs students working in the regular classroom) provide varied environments for learners. Instruction is designed to meet the needs of visual, auditory, kinesthetic, solitary and interactive learners. Those needs are met through the use of manipulatives and hands-on experiences in math and science instruction. Other examples include the use of *Thinking Maps*, multiple formats of graphic organizers accessible through the *Inspirations* computer program. *Webquests* allow students to refine their computer research skills and the use of the internet. Critical thinking and oral communication are developed with student seminars based on Socratic and Paideia questioning techniques. Students have opportunities to develop as independent learners by self-selecting tasks, topics and groupings. They may participate in *Globalympics*, a multi-leveled geography and map skills program. Expectations are made clear to students through the communication of specific criteria and rubrics. Such a panorama of procedures provides a balance of challenging learning experiences for students and empowers them as they develop their skills in becoming life-long learners.

5. Professional Development Program

The primary goal of professional development, which is driven by the school improvement plan, is to provide quality instructional support for staff members to ensure that all students reach their maximum learning potential. To impact student achievement in the area of reading, staff members have been exposed to a variety of learning opportunities. All staff members received extensive training in the *Open Court Reading Series*. Intermediate teachers received instruction on the *William and Mary Language Arts Curriculum*, which encourages critical thinking skills. Staff members have also had numerous inservice sessions on the writing process. Through an Impact II Grant teachers have learned to utilize *Inspiration*, a software program that encourages higher-level thinking skills.

During the summer of 2004, teachers received several days of training on the newly adopted *Scott Foresman Mathematics Program*. Previous training with *The Problem Solver* and *Math Investigations* generate a math program that encourages the application of acquired math skills.

With our school-wide focus on character education, our staff has participated in character education workshops, attended conferences and enjoyed nationally acclaimed speakers in this curriculum area. The result has been the implementation of a quality program that creates the proper learning environment for high student achievement.

Technology training is an on-going opportunity that encourages staff members to use available new technology to reach students at all levels. Staff members have received training in the *Orchard Program*, *Alphasmarts* and most recently *Smartboards* that bring interactive whiteboards into the classroom.

With a large, well-educated and experienced staff, Elizabeth Lane often utilizes the expertise available within our school. Each week teachers plan with grade level teams and provide support to team members in all areas of the curriculum. Our focus on collaboration results in all staff working toward the same goal...“challenging today’s potential for the success of tomorrow.”

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 3

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	97	99	97	93	96
% At Level IV (above grade level)	80	79	76	76	71
Number of students tested	147	156	178	179	173
Number of Valid Scores	147	156	178	179	173
Percent of total students tested	100	100	100	99	98
Number of students excluded **	0	0	0	1	3
Percent of students excluded **	0	0	0	1	2
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	86	100	100	57	*
% At Level IV (above grade level)	43	84	50	43	*
Number of students tested	7	6	6	7	*
2. White					
% At or Above Level III (on grade level)	99	99	98	95	96
% At Level IV (above grade level)	83	81	79	77	73
Number of students tested	130	139	159	163	153
3. Free/Reduced Lunch					
% At or Above Level III (on grade level)	78	100	100	*	*
% At Level IV (above grade level)	33	50	50	*	*
Number of students tested	9	10	6	*	*
4. Students With Disabilities					
% At or Above Level III (on grade level)	83	90	100	55	75
% At Level IV (above grade level)	58	60	40	27	25
Number of students tested	24	10	10	11	8
STATE SCORES					
% At or Above Level III	83	83	80	76	74
State Mean Score	248	248	148	147	147

* Data is not reported for subgroups with student counts less than 6

** Represents students who were on Alternate Assessments for 2003-04 and 2002-03 school years only.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 4

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	98	98	96	95	96
% At Level IV (above grade level)	81	81	70	64	70
Number of students tested	166	148	177	196	159
Number of Valid Scores	166	148	177	196	159
Percent of total students tested	100	99	98	99	99
Number of students excluded **	0	0	3	1	2
Percent of students excluded **	0	1	2	1	1
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	100	*	100	82	*
% At Level IV (above grade level)	64	*	43	36	*
Number of students tested	11	*	7	11	*
2. White					
% At or Above Level III (on grade level)	98	99	97	96	96
% At Level IV (above grade level)	84	84	73	66	72
Number of students tested	141	127	160	169	146
3. Free/Reduced Lunch					
% At or Above Level III (on grade level)	92	100	*	89	*
% At Level IV (above grade level)	42	50	*	11	*
Number of students tested	12	8	*	9	*
4. Students With Disabilities					
% At or Above Level III (on grade level)	93	89	100	91	86
% At Level IV (above grade level)	64	44	50	36	29
Number of students tested	14	9	8	11	14
STATE SCORES					
% At or Above Level III	84	84	77	75	72
State Mean Score	252	252	151	150	150

* Data is not reported for subgroups with student counts less than 6

** Represents students who were on Alternate Assessments for 2003-04 and 2002-03 school years only.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Reading

Grade Level: 5

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	98	100	98	98	97
% At Level IV (above grade level)	84	85	77	82	70
Number of students tested	150	172	200	165	164
Number of Valid Scores	150	172	200	165	164
Percent of total students tested	100	99	99	99	99
Number of students excluded **	0	1	1	1	2
Percent of students excluded **	0	1	1	1	1
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	100	100	91	83	88
% At Level IV (above grade level)	83	75	64	50	13
Number of students tested	6	8	11	6	8
2. White					
% At or Above Level III (on grade level)	98	100	98	98	98
% At Level IV (above grade level)	85	85	77	83	74
Number of students tested	127	157	175	153	142
3. Free/Reduced Lunch					
% At or Above Level III (on grade level)	100	100	100	*	*
% At Level IV (above grade level)	50	67	67	*	*
Number of students tested	10	6	9	*	*
4. Students With Disabilities					
% At or Above Level III (on grade level)	75	100	82	92	75
% At Level IV (above grade level)	38	50	55	75	50
Number of students tested	8	8	11	12	8
STATE SCORES					
% At or Above Level III	90	89	85	83	79
State Mean Score	257	257	156	156	155

* Data is not reported for subgroups with student counts less than 6

** Represents students who were on Alternate Assessments for 2003-04 and 2002-03 school years only.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Mathematics

Grade Level: 3

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	99	100	97	96	91
% At Level IV (above grade level)	83	83	70	78	67
Number of students tested	147	156	178	180	173
Number of Valid Scores	147	156	178	180	173
Percent of total students tested	100	100	100	99	98
Number of students excluded **	0	0	0	1	3
Percent of students excluded **	0	0	0	1	2
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	71	100	100	63	*
% At Level IV (above grade level)	29	50	33	38	*
Number of students tested	7	6	6	7	*
2. White					
% At or Above Level III (on grade level)	100	100	97	97	92
% At Level IV (above grade level)	88	85	74	80	68
Number of students tested	130	139	159	163	153
3. Free/Reduced Lunch					
% At or Above Level III (on grade level)	78	100	100	*	*
% At Level IV (above grade level)	44	50	33	*	*
Number of students tested	9	10	6	*	*
4. Students With Disabilities					
% At or Above Level III (on grade level)	96	100	80	67	50
% At Level IV (above grade level)	50	70	30	33	25
Number of students tested	24	10	10	12	8
STATE SCORES					
% At or Above Level III	89	89	77	74	72
State Mean Score	253	253	251	251	144

* Data is not reported for subgroups with student counts less than 6

** Represents students who were on Alternate Assessments for 2003-04 and 2002-03 school years only.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Mathematics

Grade Level: 4

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	100	99	99	100	99
% At Level IV (above grade level)	91	89	78	76	77
Number of students tested	166	148	180	196	158
Number of Valid Scores	166	148	180	196	158
Percent of total students tested	100	99	100	99	99
Number of students excluded **	0	2	0	1	2
Percent of students excluded **	0	1	0	1	1
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	100	*	89	100	*
% At Level IV (above grade level)	72	*	33	36	*
Number of students tested	11	*	7	11	*
2. White					
% At or Above Level III (on grade level)	100	99	99	100	100
% At Level IV (above grade level)	92	90	82	79	76
Number of students tested	141	127	160	169	146
3. Free/Reduced Lunch					
% At or Above Level III (on grade level)	100	100	*	100	*
% At Level IV (above grade level)	50	63	*	22	*
Number of students tested	12	8	*	9	*
4. Students With Disabilities					
% At or Above Level III (on grade level)	100	89	91	100	100
% At Level IV (above grade level)	64	56	36	46	50
Number of students tested	14	9	11	11	14
STATE SCORES					
% At or Above Level III	95	95	89	87	85
State Mean Score	259	259	257	256	153

* Data is not reported for subgroups with student counts less than 6

** Represents students who were on Alternate Assessments for 2003-04 and 2002-03 school years only.

NORTH CAROLINA ASSESSMENT DATA

Data Display Table for Mathematics

Grade Level: 5

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Level III (on grade level)	99	100	99	100	98
% At Level IV (above grade level)	95	97	90	90	79
Number of students tested	150	173	200	166	162
Number of Valid Scores	150	173	200	166	162
Percent of total students tested	100	100	99	99	98
Number of students excluded **	0	0	1	1	3
Percent of students excluded **	0	0	1	1	2
SUBGROUP SCORES					
1. African-American					
% At or Above Level III (on grade level)	100	100	90	100	63
% At Level IV (above grade level)	83	78	82	67	38
Number of students tested	6	8	11	6	8
2. White					
% At or Above Level III (on grade level)	98	100	99	100	99
% At Level IV (above grade level)	96	98	91	91	83
Number of students tested	127	157	175	153	142
3. Free/Reduced Lunch					
% At or Above Level III (on grade level)	100	100	100	*	*
% At Level IV (above grade level)	80	71	89	*	*
Number of students tested	10	6	9	*	*
4. Students With Disabilities					
% At or Above Level III (on grade level)	75	100	100	100	86
% At Level IV (above grade level)	63	78	64	67	71
Number of students tested	8	9	11	12	7
STATE SCORES					
% At or Above Level III	93	93	89	87	83
State Mean Score	263	262	261	260	160

* Data is not reported for subgroups with student counts less than 6

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