



# NORTH CAROLINA NCLB News

FEBRUARY 2006

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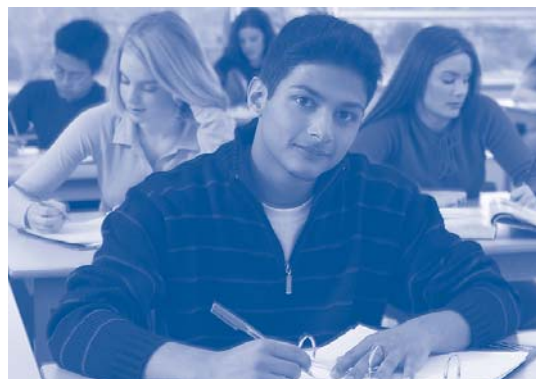
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## Changes to be Implemented in 2005-06



Change is a certain reality as North Carolina enters its fourth year of implementing NCLB requirements and responding to on-going flexibility offered by the US Department of Education (USED).

### ABCs GROWTH FORMULA

New growth formulas go into effect for ABCs calculations in 2005-06. This move from the traditional growth formula to an academic change formula addresses the issues caused by curriculum revisions and subsequent test edition changes in the NC Standard Course of Study. The new formula provides a stable method of addressing students' performance relative to their past performance. For more information, access the Web at: <http://www.ncpublicschools.org/docs/accountability/reporting/growth/theabcsmodelfor2005.pdf>.

### EOG MATHEMATICS ASSESSMENTS

The new mathematics end-of-grade assessments will delay AYP and ABCs announcements. See page 2 for the answer to: How will the later release of 2006 math end-of-grade results affect implementing sanctions of public school choice and supplemental educational services? The set target goal for students demonstrating mathematics proficiency in grades 3-8 for 2005-06 is 81 percent.

*continued next page*

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For more information about this newsletter, please contact NC Department of Public Instruction Director of Communications and Information Vanessa Jeter at 919-807-3451 or [vjeter@dpi.state.nc.us](mailto:vjeter@dpi.state.nc.us). Please email your NCLB-related questions you would like answered in the newsletter or on the Web to [cduren@dpi.state.nc.us](mailto:cduren@dpi.state.nc.us). The **NC NCLB News** publication will be distributed to superintendents and Title I directors and available to others on the Web at [www.ncpublicschools.org/nclb](http://www.ncpublicschools.org/nclb). If you have additional needs for hard copy editions, please contact Vanessa Jeter.



## Changes to be Implemented in 2005-06, *continued*

### ABCs PERFORMANCE COMPOSITE

Writing assessment (fourth, seventh and tenth grades) results, which have not been included in the ABCs school performance composite in recent years, will be included for 2005-06. In addition, Civics and US History end-of-course assessments will once again be included in high schools' performance composites. Other assessments determining high schools' composite scores and growth calculations for 2005-06 include: English I, Algebra I, Algebra II, Biology, Chemistry, Geometry, Physical Science and Physics.

Because the US History and Civics and Economics end-of-course assessments are new for 2005-06, they will not be included in ABCs growth calculations until 2006-07. In addition, sixth grade reading, which was removed from growth calculations for 2004-05, will return to growth calculations for 2005-06.

A table outlining assessments for ABCs growth, performance composite

and AYP each year from 2003-04 to 2006-07 is available on the Web at: [http://www.ncpublicschools.org/sbe\\_meetings/0511/0511\\_HSP07.pdf](http://www.ncpublicschools.org/sbe_meetings/0511/0511_HSP07.pdf).

### SCIENCE ASSESSMENTS FOR GRADES 5 AND 8

End-of-grade science assessments for grades 5 and 8 must be implemented to meet NCLB requirements. Science assessments for grades 5 and 8 will be field tested statewide in spring 2006, pilot tested in spring 2007 and fully operational in spring 2008. The assessments will test the 2004 NC Standard Course of Study (SCOS) for science in grades 5 and 8 only. Information about the science SCOS can be accessed on the Web at: <http://www.ncpublicschools.org/curriculum/science/scos/2004/>.

Current USED guidelines indicate these scores will not be a part of AYP calculations, but that could change. A table outlining the revision of the NC Science SCOS timeline as approved by the State Board of Education in

May 2005, is available on the Web at: [http://www.ncpublicschools.org/docs/accountability/testing/eog/science/sciencetimelinechart%206\\_13.pdf](http://www.ncpublicschools.org/docs/accountability/testing/eog/science/sciencetimelinechart%206_13.pdf)

### GRADUATION RATE

In 2005-06, the graduation rate will be calculated based on how many first time ninth graders in 2002-03 graduated in four years. Previously, school districts did not have the ability to match ninth grade student rosters with high school diploma recipients four years later. This new method of calculating the graduation rate will hold schools more accountable for dropouts and represents a shift from the ABCs dropout rate to the AYP four-year graduation rate. The new calculation approach will change numbers that historically have been in the 90th percentage range to the 60th or 70th percentage range.

Averaged freshman graduation rates for public high schools, as analyzed by the National Center for Education Statistics (NCES), indicated that 73.9 percent of freshmen nationwide and 70.1 percent of North Carolina freshmen graduated from high school

### How will the later release of 2006 math end-of-grade (EOG) results affect implementing sanctions of public school choice and supplemental educational services?

Preliminary/final mathematics EOG achievement results will be released later than usual for both ABCs and AYP. Preliminary/final reading achievement releases will follow the usual July/August pattern. Mathematics EOG results probably will not be approved by the State Board of Education until October 2006.

New 2005-06 mathematics EOG assessments align with curriculum revisions in mathematics. These new assessments are the reason for the later approval of the mathematics scores. As with any new assessment, the scale scores must be established and cut scores for achievement levels must be set. These analyses cannot be completed until after students have taken the EOG assessments. Decisions about new achievement levels cannot be based on field tests, and must be carefully considered since they affect proficiency standards and growth formulas for ABCs and AYP results.

Schools entering into or escalating in sanctions under Title I School Improvement due to mathematics EOG results may want to offer public school choice and supplemental educational service options at the beginning of the second semester of 2006-07. Affected districts need to plan for the mandated 10 percent district set-aside for professional development in the application submitted in June 2006.

The USED is formulating guidance for states that are moving to new assessments. Previous guidance asserts that when there is a delay in reporting AYP results that affects the choice option, "choice must be offered as soon as possible, but no later than the beginning of the second semester."

District staff members with questions about the status of current mathematics student achievement standings as they relate to possible Title I District Improvement ramifications should check the Web at <http://ayp.ncpublicschools.org/LEAIM-PROVEMENT05.pdf>, or contact their local testing coordinator, district Title I director or regional area consultant.

on time in 2002-03. (The report from NCES is available on the Web at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006601>.)

The 2005-06 school year will determine a baseline and the 2006-07 school year will be the first year progress is determined using the new definition. The graduation rate is an important factor for high schools when invoking the safe harbor provision, a provision that allows schools to get credit for making significant year-to-year improvement, even if they miss a proficiency target goal.

### **HIGH SCHOOL EXIT STANDARDS**

Students entering the ninth grade for the first time in 2006-07 and beyond will be required to meet new exit standards. The exit standards will only apply to students following the Career Preparation, College Technical Preparation, or College University Preparation courses of study. These students will be required to pass five end-of-course (EOC) assessments and successfully complete a senior project. The five required EOC assessments are Algebra I, Biology, English I, Civics and Economics, and US History.

Any current middle school students in 2005-06 who are taking, or have taken, any of the courses for which there are EOC assessments under the new standards will be held harmless for the standards for those courses. Starting with the 2006-07 school year, however, all middle school students enrolled in courses for which there are EOC assessments under the new standards must meet the standard. For more information, access the Web at: <http://www.ncpublicschools.org/accountability/policies/highschoolexit>.

### **ALTERNATE ASSESSMENT PROGRAM**

As summarized in the November 2005 edition of the *NC NCLB News* (available on the Web at <http://www.ncpublicschools.org/nclb/>), North Carolina is in the process of developing new alternate assessments that measure achievement based on modified achievement standards. The assessments are aligned with grade-level content standards, but are modified in such a manner that they reflect reduced breadth or depth of grade-level content. The North Carolina Alternate Assessment Academic Inventory (NCAAI) is being replaced for 2005-06, and the North Carolina Alternate Assessment Portfolio (NCAAP) will be replaced for 2006-07.

## **NCDPI Submits AYP Growth Model Proposal**

The NC Board of Education approved a growth model component for calculating 2006 AYP to submit to the USED in February 2006 (Note: This is an AYP growth formula, different from the ABCs growth formula already in place for 2006.) Up until this year, AYP calculations were an “all or nothing” formula. If even one student group did not meet a target goal or safe harbor provision criteria, then the whole school or district did not make AYP. A November 21, 2005, letter from Secretary Spellings indicated USED’s pilot study to include up to 10 states using growth models for AYP. North Carolina is applying to be a part of the pilot study. The ABCs growth model does not meet the requirements for the pilots. If the USED approves the proposed AYP growth model, the state would be running two different growth calculations for ABCs and AYP.

It probably will be May, before the DPI knows if the option is approved by USED for use in 2006.

The proposed growth model for the USED pilot would apply to reading and mathematics proficiency for grades 3-8. If a group in a school didn’t meet its target proficiency goals, any student who was on a growth trajectory to be proficient within a four-year period of time would be added to the number proficient to compare against the existing proficiency goal target. If this model had been in place in 2004-05, 122 more schools would have met AYP (about 13.1 percent of those who originally had missed.)

In addition to the request for the four-year growth trajectory, the state is asking for a cohort safe harbor process that looks at improvement for the same group of students from one year to the next. Should a school still not meet its proficiency targets even after applying the growth trajectory, the state will calculate the decrease in student non-proficiency for the cohort currently tested compared to previous year’s results. If the reduction in non-proficiency meets or exceeds 10 percent, the group will be designated as meeting AYP.

To read Secretary Spellings’ announcement of the growth model pilot, access the Web at: <http://www.ed.gov/news/pressreleases/2005/11/11182005.html>. For a summary of AYP changes in NC since 2003-04, visit: <http://www.ncpublicschools.org/docs/accountability/reporting/abc/2004-05/aypstatus.pdf>.





## ★ IN THE SPOTLIGHT

### Title I Schools Recognized

Two North Carolina schools were nominated for Title I Distinguished Schools Recognition for 2006 at the national level. Clearmont Elementary, a K-5 school of 124 students in Yancey County (Burnsville) was nominated for Category 1 – Exceptional Student Performance. Saint Stephens Elementary, a K-6 school of 750 students in Catawba County (Conover), was nominated for Category 2 – Closing the Achievement Gap. The two schools were recognized at the Distinguished Schools Award ceremony January 28 at the National Title I conference in Dallas, Texas.

“Clearmont Elementary and Saint Stephens Elementary are to be congratulated for their excellence and commitment to improving the academic achievement of all the students in their schools,” said Dr. Lynn Warren, NCDPI compensatory education section chief.



#### Saint Stephens Elementary

*From left:* Dr. Tim Markley, Catawba County Schools superintendent; Marsha Woodard, principal; Susan Kanipe, teacher; Bill McGrady, with the US Department of Education; Marsha Lael, teacher; Lora Drum, central office; Terry Smith, teacher; and Barbara Piekarski, director of federal programs.

“As North Carolina Title I Distinguished Schools, they represent the best in the efforts of educators to promote student success.”

Saint Stephens Elementary’s outstanding progress is due to a team effort approach with the community, students and staff. The team is proud of having met all 29 of its target goals considered in Adequate Yearly Progress (AYP). Many students at the school have limited English proficiency and all certified staff members have received training in language acquisition. Inclusion for students with disabilities has been another school-wide focus. Teachers for students with disabilities, limited English proficient teachers, reading teachers, and speech pathologists team teach with regular education classroom teachers, virtually eliminating the practice of pulling students from their classrooms in order to receive the help they need. In addition, the school’s Exemplary Character Education program has won three national best practices awards.

“This has been one of the most uplifting experiences for our staff, community and students,” said Principal Marsha Woodard. “The team that received this honor in Dallas has been inspired to do even more for our students and community. The children have truly distinguished themselves as national winners and we were so proud to represent them at this national conference.”

Clearmont Elementary is a technology-rich learning environment where teachers, parents and students work together to create a “Brighter Future for Our Children.” Technology is integrated throughout the curriculum and instruction and the school works hard to train teachers,



#### Clearmont Elementary

*Front row from left:* Pete Peterson, principal; Dr. Lynn Warren, NCDPI compensatory education section chief; Kay Ball, third grade teacher; and Pam Ray, technology facilitator. In the back is Jamie Pate, media center coordinator.

students, parents and staff so they will have access to the state-of-the-art technology they need.

"We were extremely honored to represent North Carolina as a 2006 Title I School of Distinction for Exceptional Student Performance," said Principal Pete Peterson. "This award is a clear indication of the strength of the efforts made by the faculty and staff at Clearmont Elementary to maximize the educational experience of our students through the effective and efficient integration of technology."

Other schools receiving recognition at the state level for 2006 were: Traphill Elementary, in Wilkes County; Beaver Dam Elementary, in Cumberland County; Oakley Elementary, in Buncombe County; Union Elementary, in Sampson County; Creech Road Elementary, in Wake County; and Gaston College Preparatory, a charter school in Northampton County.

The Title I Distinguished Schools Recognition Program showcases top schools that are organizing successful academic programs for the state's neediest students. Nominees were preselected at the state level. One candidate was selected from each region for each category. For Category 1, selection criteria included composite scores for three consecutive years, AYP status, and a poverty percentage of 40 or greater. For Category 2, schools with the most student subgroups where all subgroups made AYP and showed the most progress in significantly closing the achievement gap were selected.

## Deadline Extended for Prospective 2006-07 SES Providers



For 2006-07, the NCDPI is using a different application and timeline to select Supplemental Educational Services (SES) providers. Application submissions will be accepted through Feb. 28, 2006, by 5 p.m.

More information on how to apply and details for submission are available at <http://www.ncpublicschools.org/docs/nclb/ses/providers/2006application.doc>. Providers for 2006-07 will be approved by the State Board of Education and notified in June 2006.

## Exiting Title I District Improvement

School districts are held to the same proficiency target goals for students in reading and mathematics that are established for schools. Beginning in 2004-05, a district enters Title I District Improvement by not meeting target goals in the same subject (reading or mathematics) **in each** of three grade spans (3-5, 6-8, and high school) for two years in a row. The minimum N count used in determining the AYP status of school districts is 40, or 1 percent of the tested students, whichever is greater. This minimum N is applied in each district to grades 3-5, 6-8, and high school.

A district in Title I District Improvement must take certain measures, such as informing parents of the district's status, revising its local education plan and setting aside 10 percent of its Title I allotment for professional development purposes.

To exit Title I District Improvement status, a district must meet all target goals in **any one** of the grade spans (3-5, or 6-8, or high school) for two consecutive years in the subject area that placed the district in Improvement status. Since target goals do not have to be met in each of the three grade spans, a district could still not make AYP, but exit Improvement status.

For 2005-06, there are 43 school districts in Title I District Improvement. Twenty of the 43 districts have met target goals in the indicated subject for at least one of the grade spans for one year and must meet target goals in one of the grade spans in the current year to exit Improvement status. For a current listing of District Improvement updates, go to <http://ayp.ncpublicschools.org/LEAIMPROVEMENT05.pdf>.

## ★ FROM DPI TO USED

Two former NCDPI leaders are now working in the US Department of Education in Washington, D.C.: Dr. Henry Johnson and Bill McGrady. Both believe that their experience working at the state level has been and will continue to be helpful as staff at the USED discuss policy and consider issues that affect states, districts and schools across the country. They often reference specific situations they faced in North Carolina when talking about the impact of NCLB.



*Dr. Henry Johnson*



*Bill McGrady*

In summer 2005, Dr. Johnson, former NCDPI Associate Superintendent for Instructional and Accountability Services, became the Assistant Secretary for Elementary and Secondary Education at the USED. Dr. Johnson plays a pivotal role in policy and management issues affecting elementary and secondary education. He directs, coordinates and recommends policy for programs designed to assist state and local education agencies.

Dr. Johnson left the NCDPI in June 2002 to work as the State Superintendent of Schools in Mississippi. There he established a statewide capacity for schools to use on-demand diagnostic assessments for improving academic performance, increased requirements for graduation from high school, established new standards for receiving a teaching degree in elementary education, established both an office for school improvement and for closing gaps, initiated the State's first annual conference on closing gaps and established a fund to reward schools that show the most progress in closing gaps.

Dr. Johnson's family remains in North Carolina. He commutes back and forth often to be with his family which now includes three grandchildren.

Bill McGrady began work as a Title I monitoring consultant with the USED after retiring from his North Carolina work in public education in October 2004. Currently, McGrady serves as a Group Leader for the Instructional Change Group with the Student Achievement and School Accountability Program (Title I). The new Instructional Change Group works with states to help them build their capacity to plan and implement support systems for schools in improvement, corrective action or restructuring under NCLB.

Prior to joining the USED staff, McGrady's work with the NCDPI included serving as Coordinator of Federal Programs and as Section Chief for Compensatory Education. During his nearly 30-year career in North Carolina public education, McGrady worked with the two largest federal education programs – Title I and the

Individuals with Disabilities Education Act (IDEA), as well as with a number of other federal education programs.

McGrady's family remains in North Carolina, so he is a Raleigh/Washington commuter. He plans to work in Washington about five years and then permanently retire back to North Carolina.

### USED Pilots SES/Choice Sanction Study

In April 2005, USED Secretary Spellings announced a pilot study incorporating various new approaches designed to increase the number of eligible students opting to receive supplemental educational services (SES). (According to several studies, only about 10 to 20 percent of eligible students across the country participated during 2003-04.) For 2005-06, the SES Pilot Program in Virginia allows that state to reverse the order in which public school choice and SES are offered in the school improvement timeline in four divisions (districts): Alexandria City, Henry County, Newport News and Stafford County.

As part of this flexibility agreement, Virginia has committed to increasing the number of eligible students participating in SES; extending enrollment periods; expanding options for parents; and providing achievement data on students in the SES pilot districts.

The success of Virginia's pilot program and any subsequent more widespread flexibility from the USED regarding this issue for 2006-07 is unknown. The USED plans to re-evaluate pilot study results at the end of the 2005-06 year. Study results may not lead to timely changes for 2006-07.

For more information on this study and others, access the Web at <http://www.ed.gov/admins/lead/account/roadmap/>. This is a guide, "No Child Left Behind: A Road Map to State Implementation," issued by Secretary Spellings in November 2005.

## Dr. Belinda Black Appointed NCLB Coordinator

Dr. Belinda S. Black was appointed as the No Child Left Behind Coordinator in the Office of Curriculum and School Reform in January.

A native of Lexington, NC, Dr. Black joined the NC Department of Public Instruction as the School TV consultant in 1990 and later worked in Accountability Services and Curriculum and School Reform. Her NCDPI work has included producing the annual dropout data report, developing school-friendly ABCs reports and Web site features, and helping members of the school community and community-at-large access various reporting data in a meaningful way. She is especially proud to have been a member of the

first School Assistance Team, a group that implemented the ABCs pilot in 10 school systems in 1995.

Prior to coming to the NCDPI, Dr. Black taught history, math and social studies at the middle and high school levels in Caswell, Davidson and Wake counties.

Some of Dr. Black's other professional experiences include serving as a School Improvement liaison to 13 American schools in Europe from 2000-02 while based in Brussels, Belgium; designing and teaching the first women's history course ever offered at UNC-Wilmington in 1976; and designing Old Salem educational programs and training docents in Winston-Salem in 1974.

Dr. Black has a bachelor of arts degree in European history from Elon University and a master of arts degree in American history from the University of North Carolina at Greensboro. She earned a doctorate in educational research and leadership from North Carolina State University in 2003.



*Dr. Belinda Black*

## PUTTING RESEARCH TO WORK

### Leadership Includes Value and Trait "To Do's"

BY BELINDA S. BLACK, ED.D

In educational circles, leadership has become a buzzword. The notion of educational leadership is certainly not new; the effective schools research from decades ago made it clear that the school principal as an instructional leader was one key to a school's success. But what about teachers? Can they, too, be leaders? And what about central office program coordinators and instructional specialists? Are they leaders? The cafeteria manager? The bus driver? What defines leadership? What are the qualities of a leader?

Much has been written about leadership. In the corporate, "for-profit," world, leadership seminars and how-to sessions abound. What are some of the traits of leaders? The dissertation I submitted for my doctoral work focused on women who were in educational leadership positions at the state level. The study centered on the life stories of five women, and I developed a primer on leadership based on my findings. There were certain values and personality traits that these women shared that I believe enhanced not only their lives, but their leadership. I consider these a Top 10 To-Do list for leaders:

- 1. Be open to differences, to new experiences and to novel ideas.** In each case, this trait was important in the women's early lives and in their leadership roles. The parents or caretakers of these women modeled acceptance of others, regardless of their race or gender. These women believed they could learn from others. As Roos (1985) pointed out, sex differences in socialization are elusive and difficult to measure in empirical tests. People learn others' expectations from the socialization that they receive as children as to what constitutes appropriate adult behavior. The women in this study learned to be open-minded, accepting and inquisitive.
- 2. Be a visionary.** Having a vision and setting goals toward realization of the vision was vital to these women. They were goal-setters as children and as adults.
- 3. Have high expectations.** Parents or other family members held high expectations of these women when they were young. These girls were pushed along the road to success from an early age. In each woman's life, there was a person within the immediate family that encouraged, cajoled, pestered, inspired and challenged the young girl to do more and to achieve more. In addition, these women had high expectations for themselves.

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## Leadership Includes Value and Trait “To Do’s”, *continued*

4. **Put family first.** Family members – parents, aunts, grandmothers, sisters, brothers, husbands and children – were significant in these women’s lives. Relationships were very important to each of these women, both in their childhood and as adults. When parents were not present, other relatives encouraged success.
5. **Do not mask emotion.** Some women mask their feelings because they believe the world associated with work will afford them greater success when they do not show emotions. It is important to encourage girls and boys not to mask feelings like hurt, disappointment and heartache. All people may cry or express other appropriate emotions.
6. **Do the right thing.** Each woman in this study was more concerned with doing the right thing as an organizational leader than with doing the thing right. Ethical concerns were at the forefront in their decision-making.
7. **Work hard.** These women were raised in families with a strong work ethic. They were willing to expend the effort and the time necessary to achieve success, and they did not expect their journeys to be comfortable or easy.
8. **Believe in yourself.** The women in this study called it a strong sense of self or confidence. They simply acknowledged their belief that they would reach their goal or find comfortable footing for themselves in uncomfortable zones.
9. **Maintain a healthy balance.** These women balanced their private and public lives. Several mentioned the importance of staying grounded and of having fun. For some of the women in this study, balancing work and family did not come easily, and for at least one, her professional life was postponed until her children were older. Some balanced their lives by staying in close touch with family, others through their faith or their hobbies.
10. **Be humble.** These women were approachable and realistic in their assessments of who they were. Each one knew exactly where she had come from and acknowledged those who had helped her along the way. Each one could laugh at herself.

## ★ Upcoming Meetings and Conferences

- 2006 ACCOUNTABILITY CONFERENCE, Joseph S. Koury Convention Center, Greensboro, Feb. 15-17. Contact Karen Davis at 919-807-3811 or kdavis@dpi.state.nc.us.
- NC ASSOCIATION OF COMPENSATORY EDUCATORS SOUTHEAST DIRECTORS, Moore County, Feb. 15. Contact Beverly Lashley at 910-947-2976.
- NC ASSOCIATION OF COMPENSATORY EDUCATORS NORTHWEST DIRECTORS, Greensboro, Feb. 15. Contact Juanita Morrison at 919-808-3963 or jhmorris@dpi.state.nc.us.
- NC ASSOCIATION OF COMPENSATORY EDUCATORS NORTHEAST DIRECTORS, Beaufort County, Feb. 24. Contact Laura Bilbro-Berry at 252-946-6593 or lberry@beaufort.k12.nc.us.
- NC READING ASSOCIATION INSTITUTE, Benton Convention Center, Winston-Salem, March 1-3. Contact Elaine DuPree at 919-577-6901 or etdupree@aol.com.
- SCHOOLWIDE INSTITUTE, Embassy Suites, Greensboro, March 2. Contact Juanita Morrison at 919-807-3963 or jhmorris@dpi.state.nc.us.
- NC ASSOCIATION OF COMPENSATORY EDUCATORS SOUTHEAST DIRECTORS, Duplin County, March 15. Contact Linda Smith at 910-296-6604.
- ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT REGIONAL CONFERENCE, Murphy Center, East Carolina University, March 17. Contact Barbara Hardison at 252-328-5657 or bhardison@dpi.state.nc.us.
- RAISING ACHIEVEMENT AND CLOSING GAPS, Koury S. Convention Center, Greensboro, March 27-29. Contact Angela Hobson at 919-807-3609 or ahobson@dpi.state.nc.us.
- NC ASSOCIATION OF SCHOOL ADMINISTRATORS Spring Conference, Sheraton Imperial, Research Triangle Park, March 28-30.
- NC ASSOCIATION OF COMPENSATORY EDUCATORS NORTHEAST DIRECTORS, Johnston County, March 31. Contact Elizabeth Tanner at 919-934-4361 ext. 353 or elizabethtanner@johnston.k12.nc.us.

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**Inquiries or complaints regarding discrimination issues should be directed to:**

Dr. Elsie C. Leak, Associate Superintendent :: Office of Curriculum and School Reform Services

6307 Mail Service Center :: Raleigh, NC 27699-6307 :: Telephone 919-807-3761 :: Fax 919-807-3767 :: [www.ncpublicschools.org](http://www.ncpublicschools.org)