

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

Official School Name W. A. Bess Elementary School
(As it should appear in the official records)

School Mailing Address 4340 Beaty Road
(If address is P.O. Box, also include street address)

Gastonia NC 28056-8335
City State Zip Code+4 (9 digits total)

County Gaston County State School Code Number* 360-510

Telephone (704) 866-6302 Fax (704) 866-6102

Website/URL <http://www.gaston.k12.nc.us/schools/bess/index.htm> E-mail tdubois@gaston.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. Edward Sadler
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gaston County Schools Tel. (704) 866-6100

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. Kevin Collier
(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 _____

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

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: 31 Elementary schools
 12 Middle schools
 0 Junior high schools
 9 High schools
 1 Other
 53 TOTAL
2. District Per Pupil Expenditure: \$6,404.18
 Average State Per Pupil Expenditure: \$7,006.13

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. 13 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	53	61	114	8			
1	51	59	110	9			
2	53	53	106	10			
3	52	57	109	11			
4	65	40	105	12			
5	65	43	108	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							652

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>89</u> | % White |
| <u>8</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>1</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: 14%

[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.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	43
(3)	Total of all transferred students [sum of rows (1) and (2)]	84
(4)	Total number of students in the school as of October 1	614
(5)	Total transferred students in row (3) divided by total students in row (4)	.137
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 1%
6 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Spanish, Nigerian, and Vietnamese

9. Students eligible for free/reduced-priced meals: 21%
 Total number students who qualify: 129

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: $\frac{8}{62}$ % 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>13</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>36</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </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>28</u>	<u> </u>
Special resource teachers/specialists	<u>6</u>	<u>3</u>
Paraprofessionals	<u>13</u>	<u>2</u>
Support staff	<u>3</u>	<u>11</u>
Total number	<u>52</u>	<u>16</u>

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	97 %	96 %	96 %	97 %
Daily teacher attendance	96 %	97 %	95 %	95 %	96 %
Teacher turnover rate	10 %	8 %	6 %	9 %	7 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

W. A. Bess Elementary School, located outside the city limits of Gastonia, North Carolina, is 24 years old and named in honor of Willard A. Bess, an educator and administrator in the Gaston County Schools for 42 years. With a student enrollment of 654, the school has earned the status of North Carolina School of Excellence five consecutive years, and last two years was named an Honor School of Excellence with more than 95% of the students performing at grade level and making adequate yearly progress. We have been the highest achieving elementary school in our system the past two years, despite class sizes exceeding district and state averages and an increasing subgroup of socio-economically disadvantaged.

We, as members of the W. A. Bess Elementary School community, believe academic success is the foundation for celebrating a lifelong love of learning for children. The mission of our school community is *to create a nurturing, learning atmosphere where children can participate in positive learning activities designed to foster: literacy, critical thinking and problem solving skills, acceptance of diversity, citizenship, responsibility, creativity, and the ability to utilize technology and access information resulting in a desire to achieve personal excellence.* Our mission is realized through the collaborative efforts of staff, parents, and the community working to meet the needs of all our students.

The W. A. Bess teaching staff is exemplary! Of our 38 teachers, twenty-six have more than ten years experience; thirteen have earned master's degrees, and nine have achieved National Board certification. With an average turnover rate of eight percent, our staff clearly find their roles challenging and rewarding and dedicate themselves to the school community. Their dedication is manifested in the many programs offered: Schoolwide Enrichment Model, Inclusion of exceptional and academically gifted students in regular education, the Accelerated Reading Program, Character Education, and after-school academic support. Fourth and fifth grade teachers participate in an educational research project (TRICKS) designed to determine the impact of technology-infused instruction on reading achievement and technology skills of both students and teachers. A musical strings program is slated for implementation this school year. The staff serves on a number of committees such as the Academically/Intellectually Gifted, Accelerated Reading, Citizens of the Month, Character Education, School Improvement Team, Student Services Management Team, Public Relations, Computer Technology, Newsletter, Schoolwide Enrichment Team, Student Council, and Safety Patrol.

W. A. Bess receives substantial support from the volunteering and financial fundraising of parents. Tutoring students, assisting in classrooms, performing clerical duties, proctoring end-of grade tests, chaperoning field trips, facilitating clusters, and planning class parties are ways our parents contribute. Our Parent Teacher Organization is committed to promoting the education and well being of our students through effective action and leadership. Last year, the P.T.O. raised \$38,000 and provided the school with computers, library books, and classroom supplies. Previous P.T.O. contributions have enabled us to have an advanced computer lab and technology extending into every classroom.

Community support enhances the education at W. A. Bess. Speakers from the nearby Schiele Museum and Dallas Historical Museum regularly provide enrichment in science and social studies. Trained adult mentors are instrumental in building self-esteem, meeting regularly one-on-one with students engaging them in enjoyable activities. Also, adults from the community contribute greatly to our enrichment cluster program.

W. A. Bess is implementing the Schoolwide Enrichment Model, developed by Joseph Renzulli at the University of Connecticut. Through opportunities, resources, and encouragement, students aspire to the highest levels of their talent development. The Enrichment Cluster Program offers students opportunities to develop interests, strengths, and talents. With adult facilitation, students learn relevant content and use authentic processes within the context of student-selected product or service-related activities.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

In 1996, North Carolina's General Assembly passed a law establishing a school-based management and accountability program. The North Carolina Department of Public Instruction responded with implementation of the ABC accountability program measuring proficiency of students performing at or above grade level and the growth performance of students on the North Carolina End-of-Grade tests. Aligned with state-mandated curricular set forth in the North Carolina Standard Course of Study, these EOG's in reading and math present a snapshot of how well each student in the school and the school as a whole is doing compared to other schools in the county as well as the state.

All third, fourth, and fifth graders take the reading and math EOG tests during the last month of school to measure growth and performance in these areas. Fourth graders are also assessed in writing. The state uses a statistical formula in determining the school's expected growth based upon the developmental scores from the EOG's and the statewide average growth of the previous year. Results are reported in three distinct measurements: developmental scale scores, percentiles, and achievement levels.

The developmental scale score allows for comparing students' EOG reading and math scores from third to fifth grade. The state establishes benchmarks to determine "expected growth" and "high growth" for both students and schools. The percentile compares the students' EOG performance to all other North Carolina students taking the EOG's in the "norming years." Achievement levels identify the curriculum mastery level of the student: Level I reflects insufficient mastery of knowledge and skills in math or reading of that particular grade to be successful at the next grade level. Students scoring Level II demonstrate inconsistent mastery of knowledge and skills and are minimally prepared to be successful at the next grade level. Level III students are considered proficient of the knowledge and skills required of that particular grade level. Level IV indicates students have a strong mastery of the knowledge and skills and consistently perform in a superior manner exceeding that required to be proficient at grade level work.

W. A. Bess Elementary students have continually improved performance percentiles at or above grade level from 82% in the 1996-97 school year to 97% in both 2003-2004 and 2004-2005. We are especially pleased that 2004-2005 test data show $\geq 95\%$ at or above Level III for the students with disabilities subgroup. We are equally proud that our subgroup of socio-economically disadvantaged students continues to be competitive in all grades, with over 88% at or above Level III.

W. A. Bess Elementary School was recognized as a School of Distinction four consecutive years (1996-2000), School of Excellence the three following years (2000-2003), and the highest accolade Honor School of Excellence (2003-2005 - initial and successive years). W. A. Bess's report card is available on the state website:

<http://www.ncschoolreportcard.org/src/schDetails.jsp?pYear=2004-2005&pLEACode=360&pSchCode=510>

2. Using Assessment Results

Because assessment is an integral component of planning and instruction at Bess, the disaggregation and understanding of this assessment data propel teaching. Kindergarten teachers use Quarterly Assessment Indicators (QAI) to measure growth in skills; accordingly, students who qualify receive remediation or acceleration. First and second grade teachers use the Developmental Reading Assessment (DRA) to assess phonemic awareness and decoding skills. Other assessments used in K – 2 are the North Carolina Quarterly Math Assessment inventory, running records, fluency tests, textbook unit tests, and teacher-

made tests. Assessment data is monitored to provide needed differentiation. STAR (Standardized Test for Assessment of Reading) results enable teachers to recommend books benefiting students in their fluency and comprehension.

The principal discusses results of quarterly benchmarks with third – fifth grade teachers, identifying students requiring additional academic support to be successful on the EOG's. Moreover, the principal confers with the grade level teachers celebrating successes and proposing plans to combat weaknesses. If test data analysis supports a student is performing below grade level or is at risk in doing so, a Personal Education Plan (PEP) is developed collaboratively by teachers, parents, and student to define definite individualized instructional goals. These PEP's are reviewed and revised throughout the academic year. Dedicated staff provides after-school tutoring for skill-deficient students. Classroom instruction is supported by the Exceptional Children teachers, remediation specialist, parent volunteers, academically intellectually gifted teacher, and school-wide enrichment teacher. Because assessment is routine at Bess, flexible grouping in reading and math reflects changes in student performance.

3. Communicating Assessment Results

W. A. Bess Elementary values effective communication. In early September of each school year, we hold "Curriculum Night" informing parents about grade level expectations and curriculum goals and objectives. Teachers communicate weekly with parents through progress reports, students' work, and classroom newsletters. Parental support and feedback is encouraged and used in building a foundation for collaboration between school and home. Monthly PTO meetings provide a platform to share testing data, school-wide progress, and explain grade level expectations. Quarterly report cards, interim reports, and conferences keep parents informed of their child's individual academic progress, behavior and work/study habits. Teachers communicate immediate concerns and positive comments through telephone calls and emails. Every October and March teacher-parent conferences are held to inform parents of their child's progress. This past October over 95% of our parents attended.

Student success is recognized at quarterly Accelerated Reader assemblies. Fifth grade awards such as the Presidential Fitness Award, Outstanding Citizenship Award, Academic Excellence and Most Improved Award salute student accomplishment at the fifth grade promotion ceremony. Annually, parents receive a statewide report card analyzing our school's performance on End of Grade state assessments. Information comparing school progress and test results is released to the media. Having been a School of Distinction (1996-2000) and a School of Excellence (2001-2005), our school celebrates these honors with our students and community including the local press, dignitaries, high school pep band, and cheerleaders.

4. Sharing Success

W. A. Bess Elementary shares its success with other schools in various ways. The staff has an open door policy of welcoming visitors to their classes. As a result, teachers, school administrators, and central office administration have visited our school to see first hand the practices in place to support and promote student learning. W. A. Bess is used as a model school of best practices for other schools. Principal meetings in our district often include sharing sessions. Our principal presents on a variety of topics such as Schoolwide Enrichment, flexible grouping, and the use of technology reading enrichment labs in kindergarten and first grade. Staff members play an active role sharing ideas at math, literacy, art, music, gifted education, and technology conferences and district meetings. Teachers share their expertise through presenting and mentoring at state and county levels such as National Board Candidate Seminars, Schoolwide Enrichment Model County Presentation, Showcasing Best Practices Conference, and Differentiation: Flexible Scheduling/Grouping Presentation. We are a participant in the NC State Project for Reading Improvement for students with disabilities. As a result, we are one of four schools in the county designated a "Best Practice Program" school and are involved in the training of other teachers.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The North Carolina Standard Course of Study is the basis for the kindergarten through fifth grade curriculum for Gaston County Schools. W. A. Bess Elementary follows these standards. The academic areas of the curriculum are Language Arts, Mathematics, Social Studies, and Science. National Standards and current research are the basis for development in these areas. Moreover, the curriculum includes Music, Physical Education, Art, and Technology Proficiency.

The Standard Course of Study specifies the skills and objectives to be mastered by every student in each grade level content area. Gaston County Schools provides teacher-selected textbooks and supportive material along with professional support from instructional specialists in every core academic area.

To ensure that our teachers have the best tools to formulate strategies for meeting and exceeding the standards, W. A. Bess continually seeks the most effective and relevant resources to optimize student learning potential. Through a focus on higher order thinking, students engage in meaningful connections and real-world applications.

- **Language Arts:** With the school's mission of *fostering literacy, critical thinking and problem solving skills*, this core curriculum area is vital to our students' success. As an integral part of each discipline, reading and writing build through the developmental stages from kindergarten through fifth grade. Our language arts curriculum develops competencies that enable our students to read for meaning, enjoyment, and information, thus fostering life-long learning.
- **Mathematics:** The core of our mathematics curriculum produces learners who comprehend proficiently the mathematic skills and who engage in authentic learning. We integrate math concepts to ensure rigorous problem solving skills in all curricula. We are committed to engaging students in metacognitive activities by creating an environment where they work together, exchange ideas and strategies, and communicate mathematically. Because of diverse abilities, differentiated instruction is an integral part of our mathematics curriculum. Flexible grouping, inclusion, assortments of enrichment, supplemental and manipulative materials address the needs of all students.
- **Social Studies:** The focus of our social studies is building responsible citizens in our community, state, country, and world. Using geography, economics, history, and law, students learn respect for diversity and develop an understanding of the world around them.
- **Science:** The core of our science curriculum focuses on teaching The Scientific Method through hands-on, minds-on experiences. Through the integration of science, students develop meaningful connections to their world.
- **Music, Media, Technology, P.E. and the Arts** are interwoven throughout our regular education curricular areas. Specialized teachers in these areas incorporate and support objectives taught in the classroom.

W. A. Bess teachers know that curriculum alone will not teach the students. Rather, it is the creative approaches and strategies to instruction that engage students and define our success. Adopting the Schoolwide Enrichment Model has directed our focus toward capitalizing on students' strengths through their interests, learning styles, and abilities. Teachers create opportunities for student development of intrinsic motivation and advanced learning.

2. Reading

W. A. Bess Elementary incorporates balanced literacy to challenge all students preparing them for future success. Guided reading, literature circles, poetry readings, and flexible reading groups afford opportunities for students according to their achievement level and interests to engage in texts. The Renaissance Learning STAR Assessment is used school wide to diagnose and monitor instructional reading levels. Accelerated Reader, an incentive program for reading comprehension, is used to encourage students to read. Teachers differentiate reading instruction in grades K-5 based on student performance. In addition to continual classroom collaboration, AIG and EC personnel in grades 3-5 support and enrich the regular education program through Inclusion. Teachers create meaningful connections using interdisciplinary curricula such as Famous American Biography study, Battle of the Books (a competitive reading comprehension program), Wordly Wise (a vocabulary enrichment program), and novel sets complementing social studies and science. Authentic purposes for writing are interwoven in all curricula. The novel and authentic learning approaches play vital roles in supporting the curriculum.

Strong parental support provides reinforcement through nightly reading. This at-home reading is an expectation in every classroom and is closely supervised by each teacher. Using individual student reading records, teachers and parents communicate time spent reading appropriately leveled texts.

Every classroom has its own library surrounding students in rich literature. Parents donate books each year to these libraries through our annual school book fair. The media center maintains over 11,000 books for student and classroom use. Increasing and culling these library collections demands careful vigilance. An annual Valentine Book Dedication program that was started by our principal thirteen years ago allows the W. A. Bess community to dedicate new books for the school media center.

3. Mathematics

W. A. Bess elementary utilizes a variety of instructional strategies for authentic high-end mathematical instruction. Our goal is to equip students with the knowledge and tools needed not only to function but also to excel in today's technological world. Through differentiated instruction, flexible grouping, small group instruction, after-school academic support, and pre and post assessments, our school evaluates each student's strengths and weaknesses to individualize instruction. Fostering high-end mathematics instruction, classroom teachers collaborate and co-teach with the AIG teacher to provide instruction for a challenging and motivating learning environment. Inclusion and collaboration with the EC teachers ensure Individualized Education Plan objectives are addressed, student progress is monitored, and accommodations are provided.

Along with teaching the state curriculum, our goal is to incorporate higher order thinking skill lessons, interest lessons, and hands-on activities. We accomplish this goal through simulation programs such as *Interact Amazing Shapes*, *Interact Math Quest*, *Prime Time Lost*, *Adrift*, and *Math Simulation*. Research shows it is not necessary for teachers to focus on skill development in isolation before moving onto problem solving. Therefore, we embed math skills and concepts in Social Studies, Science, and Language Arts. During "*Community Occupations*" students apply for occupations by writing resumes and obtain references. This program allows students to work through authentic problem solving activities improving their math skills.

Students collaborate with teachers, parents, and community persons using a variety of resources in projects such as, *Off We Go*, (developing a travel itinerary), *Fair Share* (a family estimation project) and *Math About Me* (a family project where children discover math around them everyday). Open-ended presentations allow students to showcase multiple intelligences.

4. Instructional Methods

The W. A. Bess staff is committed to providing a multitude of instructional methods to increase student learning and success. Our teachers consider not just content or skill, but students' learning styles, modalities, and multiple intelligences when determining instructional strategies to capitalize on each student's strengths. Helping children make meaningful connections and develop interests, our instructional strategies include the use of hands-on interactive lessons, student-driven enrichment clusters and thematic approaches. These approaches promote student engagement and enhance performance.

Differentiation is an effective part of our instructional practices. Targeting specific skills or content areas, teachers use multiple strategies such as tiered lessons, curriculum compacting, flexible grouping, cooperative learning, and independent studies. Teachers work collaboratively to design differentiated small groups in meeting the needs of each child, such as guided reading groups, literature circles and writer's workshop. Through ongoing assessments students are placed in flexible groups for concept/level appropriate math and reading instruction, allowing them to move from group to group based on skill mastery. In addition to small group direct instruction, our AIG and EC teachers co-teach with classroom teachers employing inclusion strategies to maximize student learning.

Technological aids such as United Streaming online video library and TRICKS (*Technology and Reading Ignite Comprehension and Kindle Success*) are additional strategies of our multi-faceted approach to enrich and engage learners. Teachers across grade levels work collaboratively in developing peer tutoring programs leading to mentorship and life-long learning. In programs such as Junior Achievement and TimeWarner Cable, parents and other trained business volunteers reinforce and enrich reading and math skills in whole group and one-on-one sessions.

5. Professional Development

W. A. Bess focuses staff development on areas identified in the School Improvement Plan and Teacher Professional Growth Plans. Administrators and staff collaborate and share expertise to provide a support base within our school. Teachers continually seek opportunities with administrative support as part of continual professional growth. Kidspiration/Inspiration and United Streaming technology training impact student learning by creating technologically proficient teachers and students. Staff development in Multiple Intelligences, Enrichment Clusters, and the Enrichment Triad Model strengthen our approaches in teaching the whole child.

Each summer, Gaston County Schools holds the Teaching & Learning Conference, a one week comprehensive staff development opportunity of over 200 sessions spanning all curriculum areas. National, state, and local presenters introduce teachers to the latest innovations and strategies to improve teaching for a greater impact on student achievement. Teachers return to the classroom incorporating new methods and techniques gained through professional development. Instructional specialists in Gaston County Schools generate on-going staff development efforts bringing up-to-date state curriculum changes to the teachers. Recent county staff development opportunities include Expressive Writing, Empowering Writers, Continuous Performance Improvement (CPI), Reading Foundations, and Poverty Training. Through professional development opportunities beyond our site and county, teachers learn the most recent teaching theories, methodologies, and instructional strategies impacting student learning. North Carolina Center for Advanced Teaching (NCCAT), National Math Conferences, Confratute at the University of Connecticut, and the State Improvement Project for Reading Improvement are such examples. With an increasing influx of socio-economically disadvantaged students, W. A. Bess continues to have high student achievement due in part to the implementation of staff development.

PART VII – ASSESSMENT RESULTS

**NORTH CAROLINA ASSESSMENT DATA
W. A. Bess 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
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	95	94	94	93
% At Level IV (above grade level)	69	70	69	68
Number of students tested	96	89	97	105
Number of Valid Scores	96	89	97	105
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u>African-American</u>				
% At or Above Level III (on grade level)	89	75	88	77
% At Level IV (above grade level)	56	75	50	35
Number of students tested	*	*	*	*
2. <u>White</u>				
% At or Above Level III (on grade level)	96	95	93	91
% At Level IV (above grade level)	70	71	71	70
Number of students tested	86	82	86	83
3. <u>Free/Reduced Price Lunch</u>				
% At or Above Level III (on grade level)	84	78	81	80
% At Level IV (above grade level)	63	56	52	47
Number of students tested	19	18	21	19
4. <u>Students with Disabilities</u>				
% At or Above Level III (on grade level)	91	72	80	78
% At Level IV (above grade level)	55	29	40	30
Number of students tested	11	*	*	*
STATE SCORES				
% At or Above Level III	82	82	83	81
State Mean Score	248	248	248	246

**indicates fewer than ten students.*

NORTH CAROLINA ASSESSMENT DATA
W. A. Bess 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
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	98	98	98	97
% At Level IV (above grade level)	67	67	60	64
Number of students tested	96	89	97	105
Number of Valid Scores	96	89	97	105
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u>African-American</u>				
% At or Above Level III (on grade level)	100	75	88	76
% At Level IV (above grade level)	56	50	13	36
Number of students tested	*	*	*	*
2. <u>White</u>				
% At or Above Level III (on grade level)	98	99	99	98
% At Level IV (above grade level)	68	69	64	62
Number of students tested	86	82	86	83
3. <u>Free/Reduced Price Lunch</u>				
% At or Above Level III (on grade level)	100	95	90	88
% At Level IV (above grade level)	47	39	38	32
Number of students tested	19	18	21	19
4. <u>Students with Disabilities</u>				
% At or Above Level III (on grade level)	100	86	80	78
% At Level IV (above grade level)	73	29	40	28
Number of students tested	11	*	*	*
STATE SCORES				
% At or Above Level III	85	88	89	81
State Mean Score	252	253	253	246

**indicates fewer than ten students.*

NORTH CAROLINA ASSESSMENT DATA
W. A. Bess 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
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	98	94	90	92
% At Level IV (above grade level)	60	60	64	62
Number of students tested	99	95	105	92
Number of Valid Scores	99	95	105	92
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u>African-American</u>				
% At or Above Level III (on grade level)	100	78	67	77
% At Level IV (above grade level)	20	22	0	26
Number of students tested	*	*	*	*
2. <u>White</u>				
% At or Above Level III (on grade level)	96	86	87	85
% At Level IV (above grade level)	48	53	46	48
Number of students tested	90	84	93	90
3. <u>Free/Reduced Price Lunch</u>				
% At or Above Level III (on grade level)	96	76	81	80
% At Level IV (above grade level)	48	43	46	43
Number of students tested	25	21	26	24
4. <u>Students with Disabilities</u>				
% At or Above Level III (on grade level)	86	57	63	62
% At Level IV (above grade level)	0	14	27	20
Number of students tested	*	*	11	*
STATE SCORES				
% At or Above Level III	82	84	81	77
State Mean Score	251	252	251	151

**indicates fewer than ten students.*

NORTH CAROLINA ASSESSMENT DATA
W. A. Bess 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
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	98	100	97	98
% At Level IV (above grade level)	72	76	67	68
Number of students tested	99	95	105	92
Number of Valid Scores	99	95	105	92
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u>African-American</u>				
% At or Above Level III (on grade level)	100	100	67	72
% At Level IV (above grade level)	60	22	0	12
Number of students tested	*	*	*	*
2. <u>White</u>				
% At or Above Level III (on grade level)	98	95	94	93
% At Level IV (above grade level)	62	64	70	68
Number of students tested	90	84	93	90
3. <u>Free/Reduced Price Lunch</u>				
% At or Above Level III (on grade level)	96	100	92	94
% At Level IV (above grade level)	52	52	42	48
Number of students tested	25	21	26	24
4. <u>Students with Disabilities</u>				
% At or Above Level III (on grade level)	88	100	82	84
% At Level IV (above grade level)	16	29	27	24
Number of students tested	*	*	11	*
STATE SCORES				
% At or Above Level III	92	95	92	89
State Mean Score	258	259	258	257

**indicates fewer than ten students.*

NORTH CAROLINA ASSESSMENT DATA
W. A. Bess 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
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	97	98	99	98
% At Level IV (above grade level)	70	73	63	66
Number of students tested	99	105	92	95
Number of Valid Scores	99	105	92	95
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u>African-American</u>				
% At or Above Level III (on grade level)	90	100	90	89
% At Level IV (above grade level)	45	29	45	40
Number of students tested	11	*	11	*
2. <u>White</u>				
% At or Above Level III (on grade level)	97	98	100	98
% At Level IV (above grade level)	73	79	65	68
Number of students tested	86	91	77	84
3. <u>Free/Reduced Price Lunch</u>				
% At or Above Level III (on grade level)	100	100	95	93
% At Level IV (above grade level)	53	73	53	54
Number of students tested	19	15	19	18
4. <u>Students with Disabilities</u>				
% At or Above Level III (on grade level)	75	88	100	82
% At Level IV (above grade level)	25	44	17	20
Number of students tested	*	*	*	*
STATE SCORES				
% At or Above Level III	89	88	89	85
State Mean Score	257	257	257	156

**indicates fewer than ten students.*

NORTH CAROLINA ASSESSMENT DATA
W. A. Bess 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
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	99	99	99	99
% At Level IV (above grade level)	89	90	89	89
Number of students tested	99	105	92	95
Number of Valid Scores	99	105	92	95
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u>African-American</u>				
% At or Above Level III (on grade level)	91	86	91	93
% At Level IV (above grade level)	36	29	64	60
Number of students tested	11	*	11	*
2. <u>White</u>				
% At or Above Level III (on grade level)	100	100	99	99
% At Level IV (above grade level)	92	95	92	94
Number of students tested	86	91	77	84
3. <u>Free/Reduced Price Lunch</u>				
% At or Above Level III (on grade level)	100	100	99	96
% At Level IV (above grade level)	74	80	73	66
Number of students tested	19	15	19	18
4. <u>Students with Disabilities</u>				
% At or Above Level III (on grade level)	100	100	83	82
% At Level IV (above grade level)	50	89	50	40
Number of students tested	*	*	*	*
STATE SCORES				
% At or Above Level III	90	92	93	89
State Mean Score	261	262	262	261

**indicates fewer than ten students.*

NORTH CAROLINA ASSESSMENT DATA
W. A. Bess Elementary School

Data Display Table for Reading Grade Level: 3/4/5 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	97	96	94	93
% At Level IV (above grade level)	66	69	65	64
Number of students tested	294	289	294	292
Number of Valid Scores	294	289	294	292
Percent of total students tested	100	100	100	100
STATE SCORES				
% At or Above Level III	85	84	83	80

NORTH CAROLINA ASSESSMENT DATA
W. A. Bess Elementary School

Data Display Table for Math Grade Level: 3/4/5 Edition: Updated Annually

Publisher: North Carolina Department of Public Instruction

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May
SCHOOL SCORES				
% At or Above Level III (on grade level)	98	99	98	96
% At Level IV (above grade level)	75	78	71	70
Number of students tested	294	289	294	292
Number of Valid Scores	294	289	294	292
Percent of total students tested	100	100	100	100
STATE SCORES				
% At or Above Level III	87	89	87	85