



# Accountability Report

## Results-Based Evaluation System

Issued 2005–06

# W. J. Cooper Elementary School

Dr. Phil Epperson, *Principal*

Dale Robbins, *Executive Director for School Improvement*

Gwinnett County Public Schools (GCPS) has developed an accountability system for improving schools called the Results-Based Evaluation System (RBES). RBES fairly and systematically measures a school's progress, providing a process that clearly communicates expectations; reviews, monitors, and supports school performance; and evaluates that performance.

Our school council and school leaders collaborated on the highlights included in this accountability report, which also serves as the school's annual report. The report provides consolidated information on the school's effectiveness, based on multiple measures and student characteristics.

**Please review this report to learn more about our school's improvement efforts and progress.**

## Key Results from 2004–05 Local School Plans for Improvement

Local School Plans for Improvement are plans developed locally by school administrators, teachers, and parent advisory groups. These plans outline school goals.

**Goal:** The percentage of students in grades 1–5 who score on Level 2 or 3 (Meets/Exceeds Standards) in “reading for meaning” on the Criterion-Referenced Competency Tests (CRCT) will increase by five percentage points.

**Results:** In 2003–04, the percentage of students meeting or exceeding standards on this section was 90%. We showed an increase to 90% this year. Our goal was a five-point increase, so we did not successfully meet our goal.

**Goal:** The percentage of students in grades 1–5 who score on Level 2 or 3 in “number sense” on the CRCT will go up by five points.

**Results:** In 2003–04, the percentage of students scoring on Level 2 or 3 on the “number sense” section of the CRCT was 89%. We showed an increase to 90% this year. Our goal was a five-point increase, so we did not successfully meet our goal.

**Goal:** The percentage of 3rd and 5th grade students scoring at the highest level on the Georgia Writing Test will meet or exceed the system average.

**Results:** In both 3rd and 5th grades, the percentage of Cooper students scoring in the highest level on the Georgia Writing Test exceeded the system average. We met our goal for this objective.

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**Tell us what you think about your school's report!**

Download a questionnaire from the “Accountability Report Feedback” section in the Quick Links menu at [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us).

Please bubble in your school code (293) and follow directions for returning your survey.

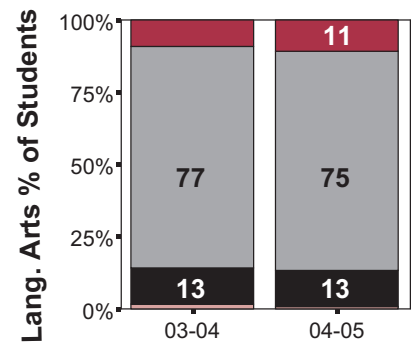
**Thank you!**

## 2004–05 Results: Grade 4 Gateway Assessment

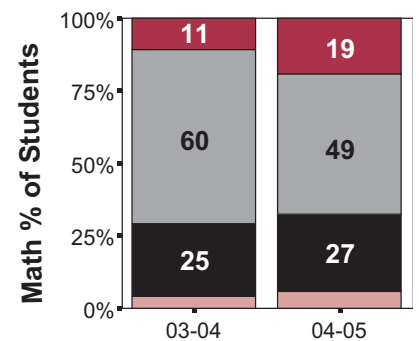
Gwinnett’s Gateway tests are designed to show how well a student has learned the school system’s curriculum, and are used to determine whether or not a student is ready to move on to the next grade level. Students’ test performance on the Grade 4 Gateway falls into four levels of mastery: Excellent; Effective; Minimal, but passing; and Failing.

In the area of language arts, we not only saw an improvement in the percentage of students scoring in the Excellent and Effective ranges over the previous year, we also decreased the percentage of students who were unsuccessful on the assessment. We also exceeded the school system average for the percentage of students scoring at the Excellent level on the language arts assessment.

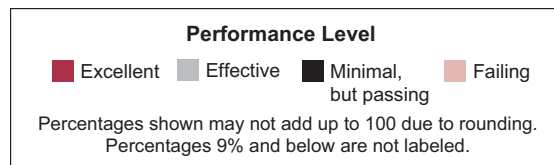
In the area of mathematics, we saw a decrease in the percentage of our students scoring in the Excellent and Effective ranges compared to the previous year, but the percentage of students scoring at the Excellent level increased by 8.6 percentage points. We will continue to offer math enrichment as a “specials” class. We also are adding a math support teacher this year to work with our students in grades 3–5 who are struggling in math. We also are focused on implementing strategies associated with Learning-Focused Schools in the area of math.



% Scoring Excellent or Effective	
2001–02	N/A
2002–03	N/A
2003–04	85.9%
2004–05	86.2%



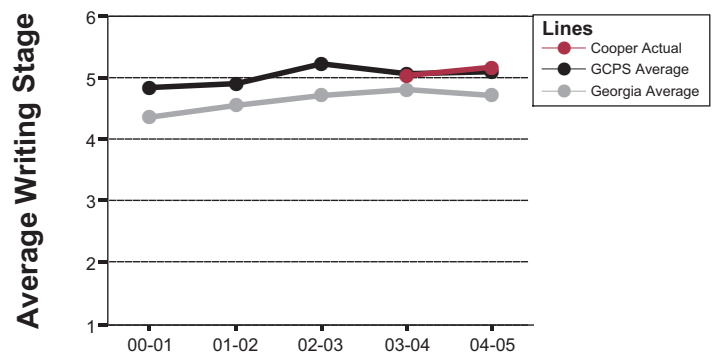
% Scoring Excellent or Effective	
2001–02	N/A
2002–03	N/A
2003–04	70.5%
2004–05	67.7%



## 2004–05 Results: Georgia Grade 5 Writing Assessment/5th Grade Gateway

This chart reflects how well Cooper Elementary’s students did on the state’s Grade 5 Writing Assessment. This state-required test also is used as a Gateway test for Gwinnett 5th graders.

Our 5th graders exceeded the state and system average on the writing assessment. In addition, a higher percentage of our students passed on their first try compared to last year. The percentage of students in the top two ranges, Engaging and Extending, was 82.1% this year, compared to 77.5% last year. One of our LSPI goals last year was for the percentage of Cooper 5th graders scoring at the Extending level (the highest level) to exceed the school system average. We accomplished our goal, with 33.7% of our students scoring at the highest level. This reflected an increase of seven percentage points over the previous year. The school system average of students performing in this writing stage was 33.1%.



**98.7% of Cooper 5th graders passed the writing Gateway on the first try.\***

\*Data includes all students, including special education students and students with limited English who are not required to pass the Gateway for promotion.

## 2004–05 Results: Criterion-Referenced Competency Tests and Adequate Yearly Progress

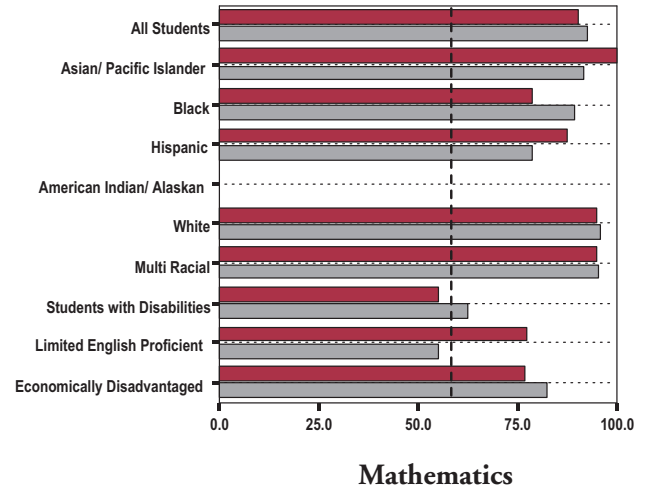
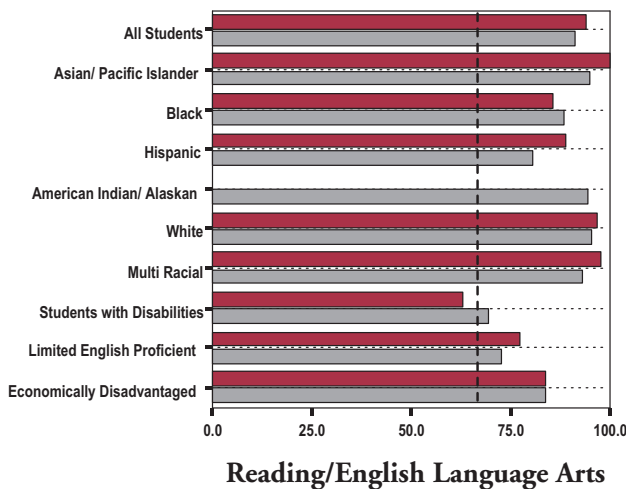
Schools earn Adequate Yearly Progress (AYP) status by meeting a series of performance goals that every school, system, and the state as a whole must achieve under the federal No Child Left Behind Act. In Georgia, AYP for elementary schools is determined using results from the Criterion-Referenced Competency Tests (CRCT) in reading/English language arts and mathematics. These tests measure the knowledge and skills of students by assessing how well students have learned the state’s curriculum content standards. To make AYP, elementary schools must meet state-set student achievement goals and attendance standards for all students, and for all subgroups that have 40 or more students or 10% of the students in grades 3–5, whichever is greater (with a 75-student cap). In addition, schools must test 95% of all students and of all subgroups with 40 or more students. Georgia reports achievement scores for every subgroup with 10 or more students. However, the state only considers results for subgroups that meet the state-set minimum number of students in determining a school’s AYP status.

<b>Cooper Elementary Achieved AYP</b>	All Students	Asian/ Pacific Islander	Black	Hispanic	American Indian/ Alaskan	White	Multi- Racial	Students with Disabilities	Limited English Proficient	Economically Disadvantaged
Math Participation	Achieved	.	Achieved	Achieved	.	Achieved	.	Achieved	.	Achieved
Math Performance	Achieved	.	Achieved	.	.	Achieved	.	Achieved	.	Achieved
Reading/ELA Participation	Achieved	.	Achieved	Achieved	.	Achieved	.	Achieved	.	Achieved
Reading/ELA Performance	Achieved	.	Achieved	.	.	Achieved	.	Achieved	.	Achieved

This school **achieved** the state’s attendance standard for all students.

• In the table above, only results for subgroups that meet the state-set minimum number of students are used to determine AYP

### Percentage of Students Meeting or Exceeding State Standards



Note: In charts above, only subgroups with 10 or more students are reported. Results for groups smaller than the state minimum are not considered for AYP. The dotted line on each graph represents the state’s AYP standard in 2005. The standards will increase to 100% by 2014.

**Key** ■ Cooper Elementary ■ GCPS

W. J. Cooper Elementary students continue to do well on the CRCT, with percentages of students meeting and exceeding standards above the system average in both reading/English language arts and mathematics. The school made Adequate Yearly Progress (AYP), meeting all of the state’s academic goals, testing participation requirements, and attendance standards.

All 3rd graders were required to meet or exceed the increased state standards on the reading section of the CRCT to earn promotion, as was the case last year. In addition, starting in 2004–05, 5th grade students are required to meet or exceed state standards on the reading and mathematics sections of the CRCT in order to earn promotion. Cooper students continue to excel on the CRCT. We are proud of all of our students, who worked hard to meet the AYP requirements. Our students with limited English skills showed significant gains in achievement, compared to last year’s results. We will continue to work to close the achievement gaps among student subgroups, helping all students achieve at their highest levels.

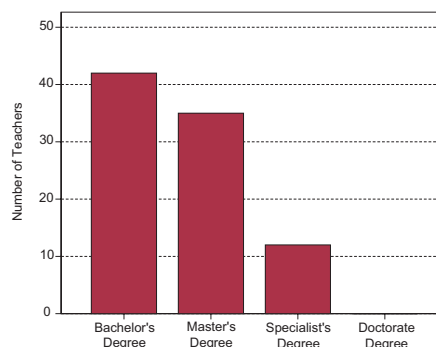
# W. J. COOPER ELEMENTARY SCHOOL

## Other 2004–05 Highlights...

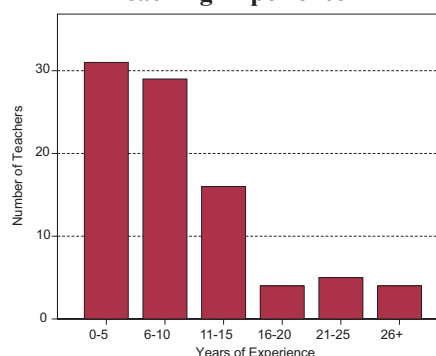
- W. J. Cooper Elementary continued to grow in enrollment. Our largest increase was in our enrollment of special education students, which increased by 11 percentage points.
- In order to meet the expanded enrollment, we have continued to hire experienced and highly qualified teachers for all grade levels. The percentage of our staff holding advanced degrees also has increased.
- Our parent perception surveys indicated that more parents feel that our school is safe and secure. We feel our camera surveillance system and policies and procedures help contribute to the safety of our students.
- We are continuing to build our book collection in the media center. Our collection now is at 13,276 books, an increase of 673 books over the previous year. Our PTA and individual donors, through the “Bountiful Books” program, have contributed funds for us to purchase additional books.
- Our teachers received \$1,390 in grants from the Grayson School Cluster Foundation, funding materials and projects to enhance learning.
- The number of 5th grade students inducted into the Cooper Chapter of the Junior Beta Club increased by 25% over the previous year, indicating a higher level of student achievement.
- Volunteers moved sections of our concrete walkways to the portable classrooms’ new location in front of the school. We also were fortunate to have two community members donate more than \$4,500 for the installation of additional portable classroom side-walks for our students and teachers.
- We continued efforts to provide our staff with professional learning activities and opportunities, including our “Lunch and Learns,” made possible for teachers by parent volunteers.
- Construction began a year early on our 45-classroom addition, at a cost of \$7,365,000.

## 2004–05 Teacher Data

### Teacher Certification Level



### Teaching Experience



## 2001–2005 Student Data

	School Year			
	01-02	02-03	03-04	04-05
Enrollment	N/A	N/A	1218	1354
Average Attendance	N/A	N/A	96%	96%
ESOL	N/A	N/A	2%	2%
Special Education	N/A	N/A	1%	12%
Free/Reduced Lunch	N/A	N/A	20%	22%
American Indian	N/A	N/A	0%	0%
Asian	N/A	N/A	3%	3%
Black	N/A	N/A	18%	23%
Hispanic	N/A	N/A	6%	7%
White	N/A	N/A	70%	64%
Multiracial	N/A	N/A	3%	3%

## School Safety Perceptions

Based on responses to the 2004–05 RBES Perception Survey...

- 89% of students agreed or strongly agreed that they felt safe and secure at Cooper Elementary.
- 99% of parents agreed or strongly agreed that their child’s school was safe and secure.

*The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards.*

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