



# Accountability Report

Results-Based Evaluation System

Issued 2009–10



## Cooper Elementary School

Dr. Donna Bishop, *Principal*

Dr. John Green, *Area Superintendent*

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.

Cooper's 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 the school's improvement efforts and progress.**

### Key Results from 2008–09 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 meeting and exceeding expectations in mathematics on the Criterion-Referenced Competency Tests (CRCT) will increase by an average of 6 percentage points.

**Results:** The percentage of students in grades 3–5 performing in the Meets or Exceeds levels on the CRCT reflected an average increase of 3 percentage points. The percentage of students at each grade level performing at the Exceeds level in mathematics reflected an increase. Cooper significant gains in the percentage of students in grades 1–2 achieving at the Exceeds level.

**Goal:** The percentage of students in grades 1–5 meeting and exceeding expectations in reading and language arts on the CRCT will increase by an average of 5 percentage points.

**Results:** The percentage of students at each grade level performing at the Exceeds level in reading and language arts reflected an increase. Cooper posted significant gains for grades 1 and 2 at the Exceeds level.

**Goal:** All K–5 teachers will implement effective writing instruction to help support an increase in writing achievement by 5 percentage points on the Georgia Grade 5 Writing Assessment.

**Results:** Our students achieved similar writing performance compared to students the previous year. While individual students made achievement gains, some students need additional writing support. We will continue to focus on effective writing strategies via professional learning.

### CONTENTS:

Key Results on Improvement Plans

2008–09 Results:

– GCPS Promotion Requirements...  
Grade 4 Gateway  
Grade 5 Writing Gateway

– State Promotion Requirements...  
Grade 3 CRCT  
Grade 5 CRCT

– CRCT and Adequate Yearly Progress

2008–09 Highlights

Staff Data

Student Data

School Safety Perceptions

**Tell us what you think about this report.**

**Click here to complete a questionnaire online.**

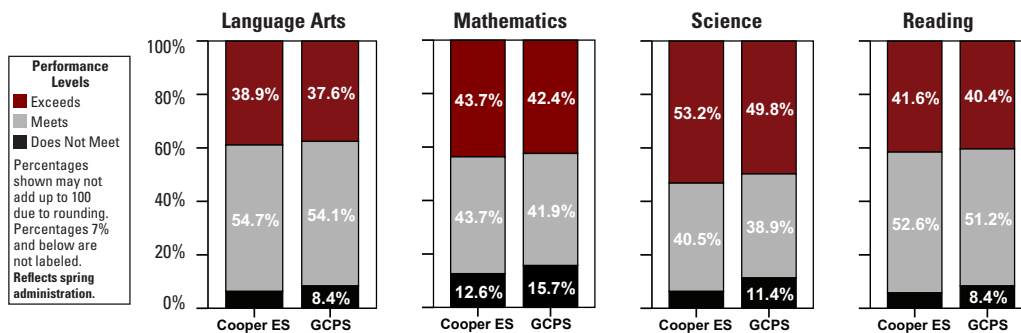
Gwinnett schools measure student learning of the school system's curriculum—the Academic Knowledge and Skills (AKS)—in a number of ways to ensure students have learned the AKS and will be successful in the next grade. One measure is the state's Criterion-Referenced Competency Tests (CRCT), which compares student achievement to state standards in several subject areas for grades 1–8. Georgia students in grades 3 and 5 also take a state writing assessment. Test results are used by teachers to identify individual student strengths and weaknesses and by the state to gauge the quality of education throughout Georgia.

### 2008–09 Results: Gwinnett County Public Schools Promotion Requirements (Grades 4 and 5)

In Gwinnett, state tests taken in grades 4 and 5 are used as Gateway assessments and results are used to determine whether a student is prepared for the next grade level. Following are results for Cooper Elementary for these local promotion requirements.

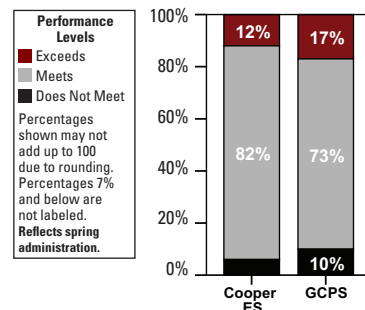
#### Grade 4 Gateway: Language Arts, Mathematics, Science, and Reading CRCT Subtests

For 2008–09, a Gwinnett 4th grader was required to meet grade-level expectations on the CRCT in four subject areas—language arts, mathematics, science, and reading—in order to earn promotion. Due to the revisions in the state's 4th grade social studies curriculum, CRCT results in that subject area were not used as a promotion requirement for 2008–09. Students' test performance on the Grade 4 Gateway falls into three levels of mastery of the state's curriculum: Exceeds, Meets, Does Not Meet.



#### Grade 5 Gateway: Georgia Grade 5 Writing Assessment

In addition to earning passing grades, GCPS 5th graders were required to make a passing score on the Georgia Grade 5 Writing Assessment, which is a Gateway test in Gwinnett. This chart reflects how well Cooper Elementary's students did on the test in 2008–09, with 94% of Cooper 5th graders passing the writing Gateway on the first try. (Data reflects achievement of all students, including special education students and students with limited English who were not required to pass the Gateway for promotion.)



### 2008–09 Results: State Promotion Requirements (Grades 3 and 5)

The state also has established promotion requirements for selected grade levels. The table at the right reflects the percentage of Cooper Elementary students in grades 3 and 5 who met grade-level expectations on the state's CRCT in order to earn promotion.

	% of Students Who Passed CRCT Subtests Required for Promotion*		
	Cooper	GCPS	State
3rd Grade Reading CRCT	89	90	88
5th Grade Reading CRCT	92	91	88
5th Grade Math CRCT	91	86	79

\*Reflects spring administration

### 2008–09 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. 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.

**See the table at the top of the next page for a detailed breakdown of Cooper's CRCT achievement in each AYP subgroup.**

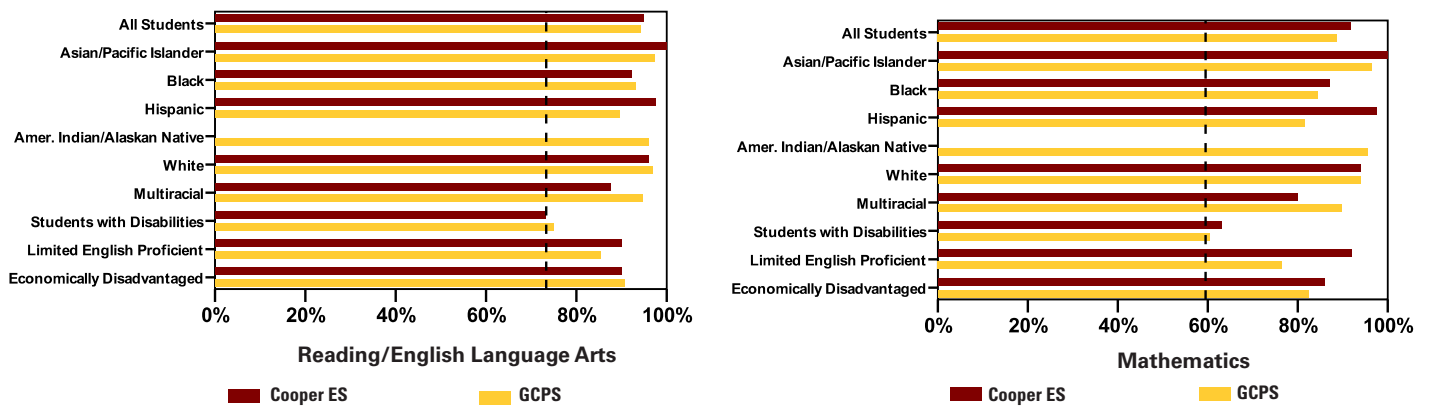
## Cooper Elementary AYP Results by Subgroup

Cooper Elementary achieved AYP	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 2009. The standards will increase to 100% by 2014. The charts above reflect spring and summer test administrations.

Cooper Elementary students continue to do well on the CRCT, with percentages of students meeting and exceeding standards above the system averages 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.

### A Message from the Principal About Student Achievement and Academic Initiatives

The students at Cooper Elementary continue to perform well on the CRCT and on other assessments. The percentages of students meeting and exceeding standards are on or above the system averages in reading, English/language arts, and mathematics. While the percentage of students performing at the Meets and Exceeds levels continues to rise, the percentage of students performing at the "Does Not Meet" level continues to decrease. Students who are not achieving at grade level will need additional support during the 2009–10 school year. The staff at Cooper Elementary identified students needing additional support and students needing enrichment across grade levels, and we currently are implementing differentiation strategies to help students reach their highest level of performance. While achievement gaps remain between student subgroups, we will continue to learn, identify, and implement instructional strategies to help all students reach their potential.

Our Local School Plan for Improvement (LSPI) goals for 2009–10 include:

- Increasing math, reading, and language arts performance for all students by implementing differentiation strategies for students not meeting standards and for students needing enrichment;
- Focusing on improving student writing skills and vocabulary in the content areas for grades K–5;
- Enhancing team and grade-level planning and collaboration through effective professional learning communities; and
- Planning a Parent Resource Room to help parents support their child through a variety of teaching resources.

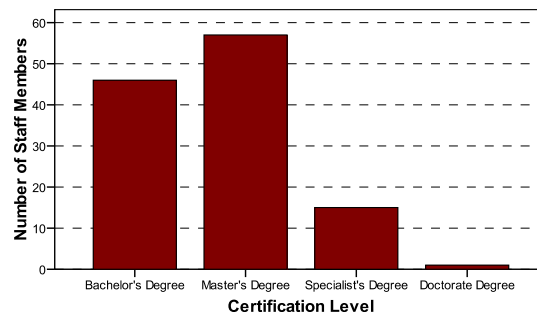
Quality-Plus Teaching Strategies will continue to be implemented in all content areas and grade levels. These research-based teaching techniques have been proven effective with all types of learners across grade levels and subject areas. All grade levels will follow the AKS-Continuous Quality Improvement (AKS-CQI) Model, which incorporates data analysis, a yearlong instructional calendar, team time, target lessons, and frequent informal assessments to gauge students' progress in mastering objectives. Schoolwide committees will be established to ensure data analysis of assessments, calendar planning, collaboration, and implementation of effective teaching strategies in the content areas. We are proud of our students, teachers, parents, and business partners who have helped us create academic success for our school community for the past five years. We are committed to being "dream-makers" for our students!

# Cooper Elementary School

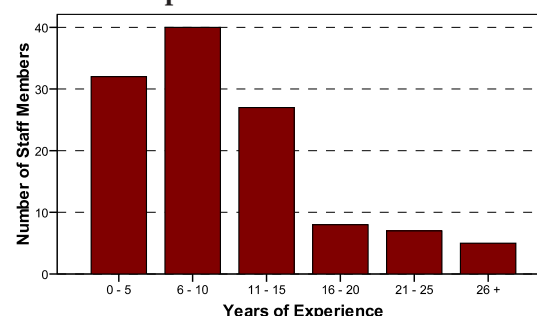
## Other 2008–09 Highlights...

- Cooper Elementary celebrated its award-winning educators: Krista Pruehs, the 2008–09 Teacher of the Year, and Leslie Mitchem, 2009–10 Teacher of the Year.
- In 2008–09, overall CRCT performance for students in grade 1 placed Cooper Elementary among the top five GPCS schools for student achievement.
- Cooper Elementary made a smooth transition into the new Archer Cluster, adopting a new mascot (tigers) and new school colors (red and silver).
- Our school continues to support recycling and efforts that protect the environment.
- A world-class outdoor learning center was constructed with the support of the PTA, staff members, and community businesses. The science committee members are enhancing the use of our beautiful outdoor classroom by connecting science AKS lessons and experiments for students in grades K–5.
- Our school continues to support the American Cancer Society at a world-class level. The school was recognized for being one of the top elementary schools in Gwinnett County for our Relay For Life fundraising efforts.
- PTA and parent volunteers continue to extend their great support of “Lunch and Learn,” an opportunity for Cooper staff members to receive staff development during the school day.
- Cooper Elementary School Council members supported the purchase of materials for our Parent Resource Room by using proceeds from our first Cooper cookbook, “Reading, Writing, and Recipes.”
- Differentiation strategies will be offered as a staff development opportunity for Cooper staff.

## 2008–09 Staff Data Staff Certification Level



## Experience in Education



## 2005–2009 Student Data

	School Year			
	05-06	06-07	07-08	08-09
<b>Enrollment</b>	1,581	1,783	1,402	1,157
Asian/Pacific Islander	3%	3%	2%	2%
Black	27%	30%	28%	29%
Hispanic	7%	9%	8%	8%
American Indian/Alaskan Native	0%	0%	0%	0%
White	59%	54%	57%	58%
Multiracial	4%	3%	4%	4%
Special Education	12%	13%	12%	11%
ESOL	2%	4%	2%	2%
Free/Reduced Lunch	25%	29%	25%	26%
Average Attendance	97%	97%	97%	97%

## School Safety Perceptions

Based on responses to 2008–09 RBES Perception Survey...

- 91.7% of students agreed or strongly agreed that they felt safe at Cooper Elementary.
- 94.8% of parents agreed or strongly agreed that their child's school was safe.

*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.*

**Cooper Elementary School**  
555 Ozora Road • Loganville, GA 30052  
(770) 554-7050 • [www.gwinnett.k12.ga.us/CooperES](http://www.gwinnett.k12.ga.us/CooperES)  
Dr. Donna Bishop, *Principal*

**Gwinnett County Public Schools**  
437 Old Peachtree Rd., NW • Suwanee, GA 30024-2978  
[www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us)

**2009 Gwinnett County Board of Education**  
Daniel D. Seckinger, 2009 Chairman;  
Dr. Mary Kay Murphy, 2009 Vice Chairman;  
Carole C. Boyce; Dr. Robert McClure; and Louise Radloff  
J. Alvin Wilbanks, CEO/Superintendent