



# Accountability Report

## Results-Based Evaluation System

Issued 2007–08



## W.J. Cooper Elementary School

Dr. Phil Epperson, *Principal*

Delores Hendrix, *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.

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 2006–07 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:** All students in grades K-5 will exhibit mastery of 75% of specific, content-related vocabulary words in the core subject areas of reading/language arts, mathematics, science, and social studies.

**Results:** Though we saw a significant gain in vocabulary results on the grade 3 and 5 Iowa Tests of Basic Skills (ITBS), we fell short of the desired percentage (100%) of K-5 students mastering the content-related vocabulary, with 75.76% of students meeting the goal.

**Goal:** The percentage of students in grades 1-5 exceeding state standards in mathematics on the Criterion-Referenced Competency Tests (CRCT) will increase by an average of five percentage points.

**Results:** Although we saw gains of up to 10 percentage points at individual grade levels, our overall percentage of students exceeding standards (level 3) remained at 39%.

**Goal:** All teachers will be engaged in introducing, implementing and teaching through the use of the thirteen Quality-Plus Teaching Strategies (QPTS).

**Results:** After 10 hours of staff development, all teachers successfully implemented these proven, research-based instructional strategies in all classrooms by March 2007.

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

Go to the "Accountability Report Feedback" section in the Quick Links menu at [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us) and follow directions for participating in the survey.

**Thank you!**

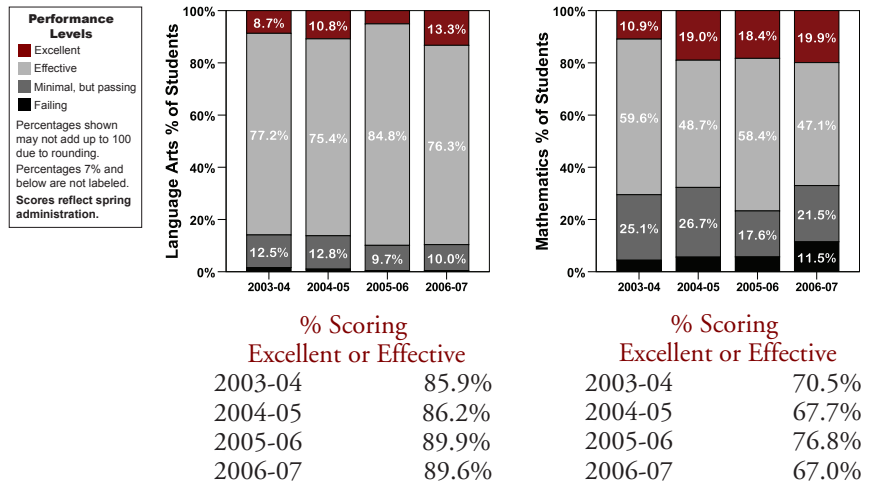
## 2006–07 Results: Gwinnett County Public Schools Promotion Requirements (Grade 4)

For 2006–07, a Gwinnett 4th grader was required to pass both Gateway subtests (language arts and mathematics) and meet on-grade-level expectations on the social studies CRCT subtest to be promoted. Due to the revisions in the state’s 4th grade science curriculum, science CRCT results were not used as a promotion requirement for 2006–07.

### Grade 4 Gateway: Language Arts and Mathematics Subtests

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.

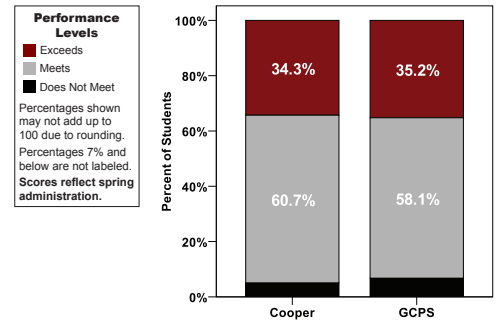
In the area of language arts, Cooper students maintained previous gains in the percentage of students scoring in the Effective and Excellent ranges (89.6%). In mathematics, our results showed 67% of our students scoring in the top two ranges. We are actively reviewing the math strands of the Academic Knowledge and Skills (AKS) curriculum to determine the best ways to improve achievement for 2007–08.



### Grade 4 Criterion-Referenced Competency Tests (CRCT): Social Studies Subtest

The table at the right reflects the percentage of W.J. Cooper Elementary students who met grade-level expectations on the social studies subtest of Georgia’s Criterion-Referenced Competency Tests (CRCT) to earn promotion to the 5th grade under Gwinnett’s promotion criteria for 4th graders.

On the social studies subtest, 95% of students met or exceeded the standard for promotion. These results exceeded GCPS results of 93.3%. The state CRCT measures how well a student has learned the state curriculum in social studies. Gwinnett’s AKS curriculum in social studies includes and goes beyond the state curriculum.



## 2006–07 Results: State Promotion Requirements (Grades 3 and 5)

Gwinnett elementary schools measure student learning of GCPS’ Academic Knowledge and Skills (AKS) curriculum in multiple ways to ensure students are prepared for the next grade. In addition, the state has established promotion requirements for selected grade levels. The table at the right reflects the percentage of W.J. Cooper Elementary students who met grade-level expectations on Georgia’s Criterion-Referenced Competency Tests (CRCT) to earn promotion. Over time, the state is phasing in a more rigorous curriculum for core subjects at all grade levels, with students held to higher expectations on more difficult CRCT subtests. In the area of 3rd grade reading, Cooper exceeded the GCPS and state percentages of students passing, and also exceeded the 2005–06 passing percentage by 3 percentage points. For 5th grade reading achievement, the passing rate increased 4 percentage points, exceeding the state rate. In math, Cooper 5th graders had a higher passing rate (up by 3 points) than in 2005–06, exceeding both the county and state averages.

% of Students Who Passed CRCT Subtests Required for Promotion\*

	Cooper ES	GCPS	State
3rd Grade Reading CRCT	91	88	85
5th Grade Reading CRCT	89	90	86
5th Grade Math CRCT	95	93	88

\*Reflects spring administration

## 2006–07 Results: Criterion-Referenced Competency Tests and Adequate Yearly Progress

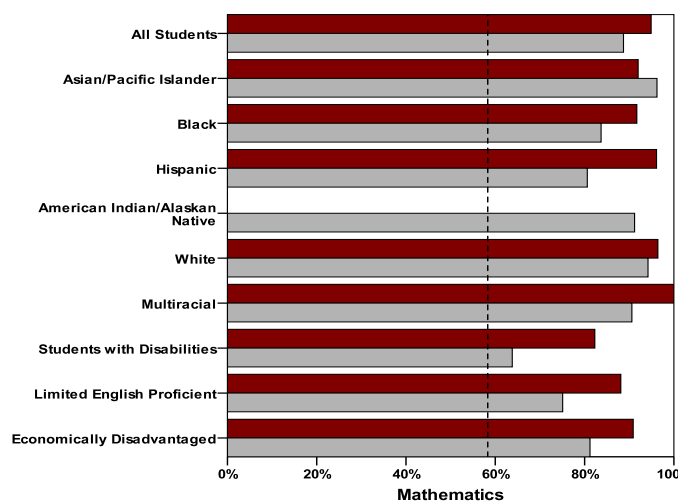
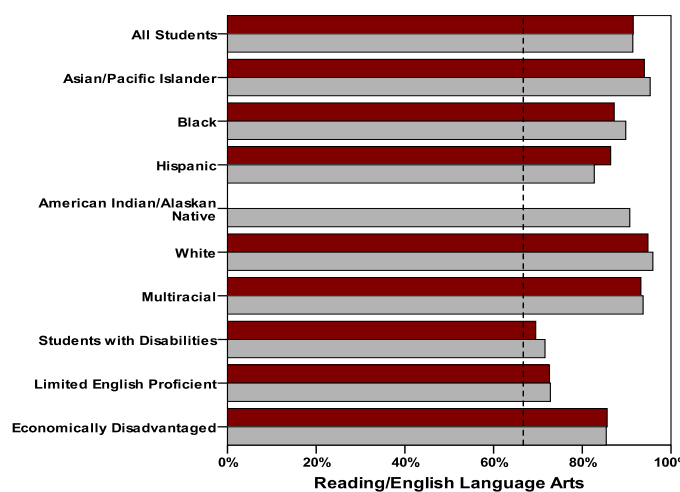
Schools earn Adequate Yearly Progress (AYP) status by meeting a series of performance goals that every school, system, and the state as a whole must achieve under the federal No Child Left Behind Act. In Georgia, AYP for elementary schools is determined using results from the Criterion-Referenced Competency 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.

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	Achieved
Math Performance	Achieved	.	Achieved	Achieved	.	Achieved	.	Achieved	.	Achieved
Reading/ELA Participation	Achieved	.	Achieved	Achieved	.	Achieved	.	Achieved	Achieved	Achieved
Reading/ELA Performance	Achieved	.	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 2007. The standards will increase to 100% by 2014.

W.J. 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. We are very proud of our students, teachers, and parents who have helped us achieve Adequate Yearly Progress (AYP) for the past four years. We have achieved our goals, with all of our qualifying subgroups, in participation, performance, and attendance. While there still remains an achievement gap between subgroups, we have made gains with all groups. Several subgroups made significant gains: students with disabilities, a gain of 13.3 percentage points in math and 6 percentage points in reading/English language arts; students with limited English skills, a gain of 15.7 percentage points in math and 19.2 percentage points in reading/English language arts; and Hispanic students, a gain of 11.2 percentage points in math and 3.4 percentage points in reading/English language arts. We will continue to work toward eliminating any achievement gaps that may exist between subgroups.

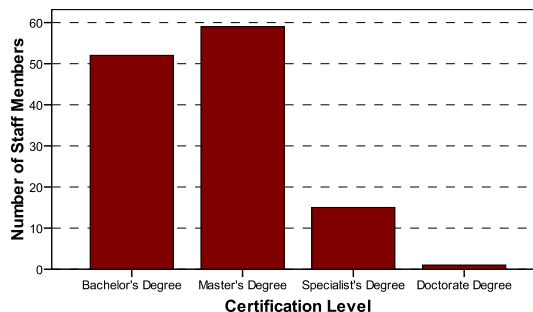
# W.J. COOPER ELEMENTARY SCHOOL

## Other 2006–07 Highlights...

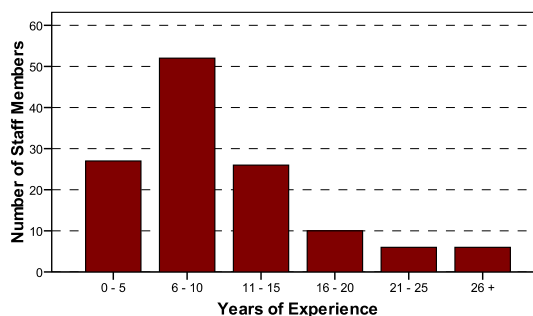
- Our school continued to grow, reaching an enrollment of 1,783 students.
- Our three-story addition opened in August 2006, and we did not have any classes in trailers for the first time since Cooper opened its doors in 2003.
- Through Gwinnett Clean & Beautiful, our school earned its fourth straight Environmental Achievement Award in 2006–07 for our efforts to support recycling and protect the environment.
- Through the support of the PTA and our staff members, we constructed and opened a world-class outdoor learning center classroom for our students and staff.
- W.J. Cooper Elementary was recognized by the American Cancer Society for being one of the top 15 schools in the county in fund-raising for Relay For Life. Our total raised for the fight against cancer was \$17,569, made possible by the tremendous response by parents and students supporting the Boosterthon Fun Run.
- Our teachers wrote and received grants from the Grayson Cluster Schools Foundation totaling \$1,425.
- Our 5th grade had a record number of students eligible for and inducted into the Junior Beta Club, reflecting a higher level of student achievement.
- The percentage of our teachers holding master's degrees or higher increased by more than 12 percent.
- Our book collection in the media center increased by 657 books for a total of 14,936 books.
- Parent volunteers continued their great support for "Lunch and Learn," a staff development opportunity for our staff.

## 2006–07 Staff Data

Staff Certification Level



Experience in Education



## 2003–2007 Student Data

	School Year			
	03-04	04-05	05-06	06-07
<b>Enrollment</b>	<b>1,218</b>	<b>1,354</b>	<b>1,581</b>	<b>1,783</b>
Average Attendance	96%	96%	97%	97%
ESOL	2%	2%	2%	4%
Special Education	1%	12%	12%	13%
Free/Reduced Lunch	20%	22%	25%	29%
American Indian	0%	0%	0%	0%
Asian	3%	3%	3%	3%
Black	18%	23%	27%	30%
Hispanic	6%	7%	7%	9%
White	70%	64%	59%	54%
Multiracial	3%	3%	4%	3%

## School Safety Perceptions

Based on responses to 2006–07 RBES Perception Survey...

- 92% of students agreed or strongly agreed that they felt safe and secure at W.J. Cooper Elementary.
- 96% 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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