Accountability Report

Results-Based Evaluation System

Issued 2008–09

W.J. Cooper Elementary School

Dr. Donna Bishop, ***Principal***

Jean Walker, ***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.

W.J. 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 2007–08 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 master specific, content-related vocabulary words in the subject areas of reading/language arts, mathematics, science, and social studies.

Results: A schoolwide vocabulary test reflected an increase in vocabulary results on the grade 3 and 5 Iowa Tests of Basic Skills (ITBS). We will use content-related vocabulary during instruction by using effective vocabulary teaching strategies. The staff will participate in professional development to enhance their use of vocabulary during instructional time.

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

Results: Overall, the percentage of students scoring in the Meets or Exceeds ranges on the CRCT did not reflect an increase of 5 percentage points. However, the percentage of students at specific grade levels scoring at the Exceeds level in mathematics showed an increase. We will continue to focus on effective teaching strategies in math through professional learning.

Goal: All teachers will be engaged in implementing the use of Quality-Plus Teaching Strategies.

Results: With 10 hours of staff development, all teachers successfully implemented these research-based instructional strategies in all classrooms. We will continue to use these strategies in specific subject areas as a part of our local school plan for improvement.

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Tell us what you think about this report.

Click here to complete a questionnaire online.

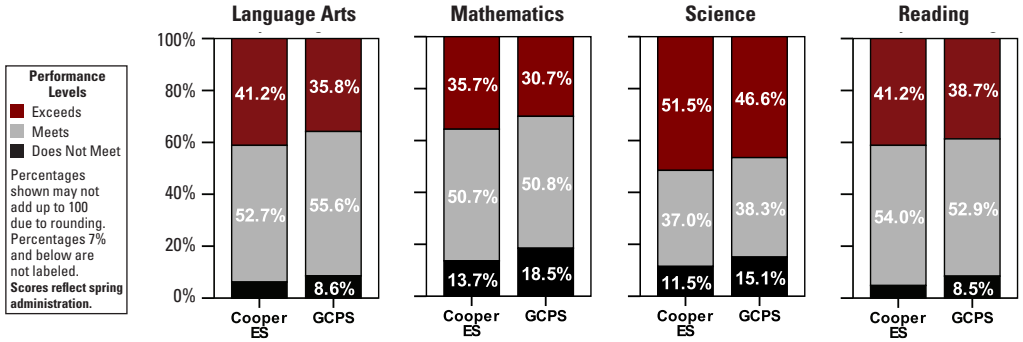
Gwinnett schools measure student learning of the school system's curriculum— the Academic Knowledge and Skills (AKS)— in a number of ways to ensure students have learned the AKS and will be successful in the next grade. One measure is the state's Criterion-Referenced Competency Tests (CRCT), which compares 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.

2007–08 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 W. J. Cooper Elementary for these local promotion requirements.

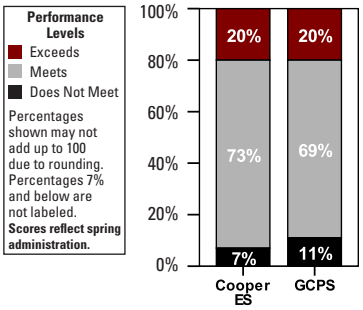
Grade 4 Gateway: Language Arts, Mathematics, Science, and Reading CRCT Subtests

For 2007–08, 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 2007–08. 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 W. J. Cooper Elementary's students did on the test, with 93% 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.)



2007–08 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 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*

	W. J. Cooper	GCPS	State
3rd Grade Reading CRCT	91	91	87
5th Grade Reading CRCT	91	90	87
5th Grade Math CRCT	89	80	72

**Reflects spring administration*

2007–08 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.

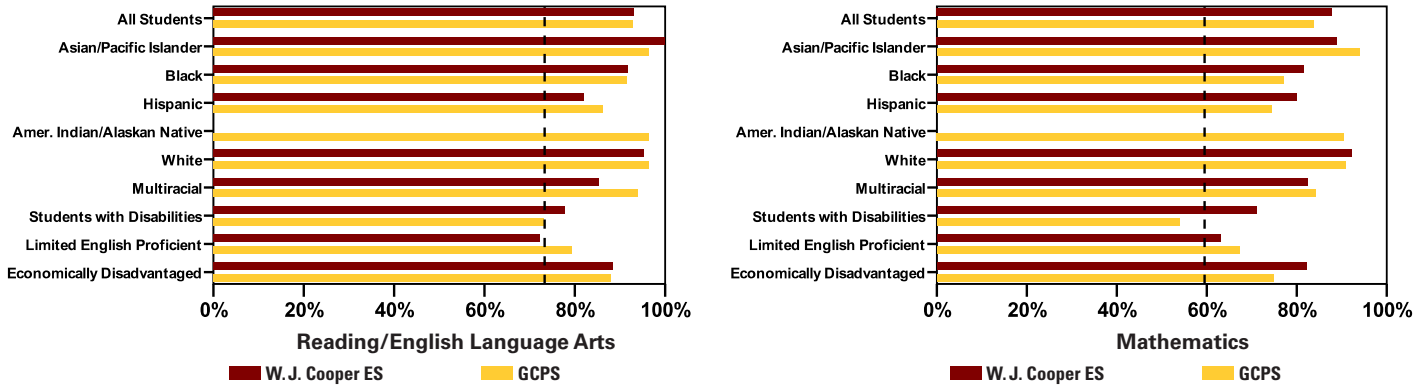
See the table at the top of the next page for a detailed breakdown of Cooper's CRCT achievement in each AYP subgroup.

W. J. Cooper Elementary AYP Results by Subgroup

W. J. 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 2008. The standards will increase to 100% by 2014. The charts above reflect spring administration only. For passing rates after the summer retest, see updated AYP results on the Georgia Dept. of Education web site.

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.

A Message from the Principal About Student Achievement and Academic Initiatives

The students at W. J. Cooper Elementary continue to perform well on the CRCT, along with other assessments. Approximately one-third of the student population performed at the Exceeds level (Level 3) in the areas of reading/English language arts, and mathematics. The percentage of students performing at the Meets or Exceeds levels (Levels 2 and 3) is higher than the system average. We are proud of our students, teachers, and parents who have helped us achieve AYP for the past six years. While an achievement gap remains between subgroups, we have made gains with all groups in the area of reading/English language arts. We will continue to work toward world-class standards and narrowing the achievement gaps between subgroups.

Our local school improvement plan's goals for 2008–09 include:

- increasing math academic performance for all students by 6 percentage points,
- focusing on improving student writing skills and vocabulary in the content areas, and
- continuing world-class academic performance with all students in reading/English language arts.

Our teachers and staff members will continue to participate in professional learning opportunities based on student needs in the academic areas and will use Quality-Plus Teaching Strategies. These research-based teaching techniques have been proven effective with all types of learners across grade levels and subject areas. The Academic Knowledge and Skills-Continuous Quality Improvement (AKS-CQI) Model will be implemented to help all students achieve. This model incorporates data analysis, a yearlong instructional calendar, team time, target lessons, and frequent informal assessments to gauge students' progress in mastering objectives, will be implemented to help all students achieve. The staff at W. J. Cooper Elementary is committed to being dream-makers by making sure that our students achieve at their highest potential.

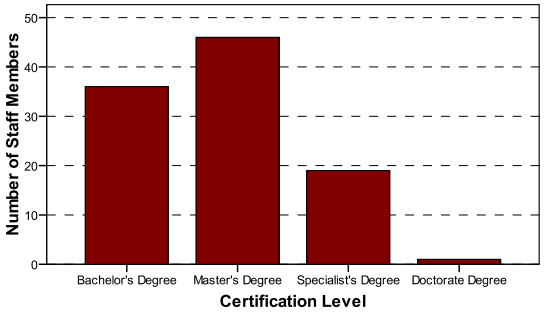
W. J. Cooper Elementary School

Other 2007–08 Highlights...

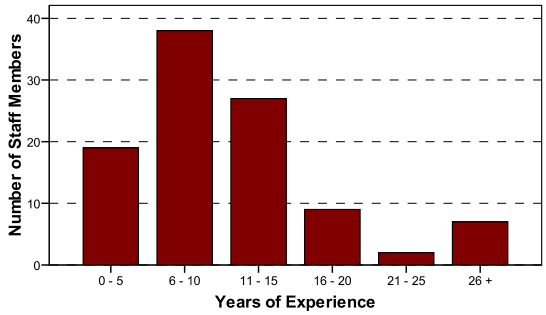
- Our school earned its fifth straight Environmental Achievement Award from Gwinnett Clean & Beautiful. W. J. Cooper Elementary is proud of its trend of excellence in supporting recycling and protecting the environment.
- Cooper celebrated its award-winning educators: **James Meadows**, the 2007-08 Teacher of the Year, and **Krista Pruehs**, the 2008-09 Teacher of the Year.
- A world-class outdoor learning center was constructed through the support of the PTA, staff members, and community businesses.
- W. J. Cooper Elementary continues to support the American Cancer Society at a world-class level. The school was recognized for being one of the top 15 schools in Gwinnett County in fundraising for Relay For Life.
- PTA and parent volunteers continued their great support for "Lunch and Learn," a staff development opportunity for W. J. Cooper Elementary staff members.
- The Cooper Chili Chicks won the People's Choice Award for the best-tasting chili during the "Chili Cook Off" for the Grayson Foundation Fundraiser. All proceeds benefit the instructional programs at elementary schools within the Grayson Cluster.
- The teachers wrote and received grants from the Grayson Cluster School Foundation totaling nearly $5,000.

2007–08 Staff Data

Staff Certification Level



Experience in Education



2004–2008 Student Data

	School Year			
	04-05	05-06	06-07	07-08
Enrollment	**1,354**	**1,581**	**1,783**	**1,402**
Asian/Pacific Islander	3%	3%	3%	2%
Black	23%	27%	30%	28%
Hispanic	7%	7%	9%	8%
American Indian/Alaskan Native	0%	0%	0%	0%
White	64%	59%	54%	57%
Multiracial	3%	4%	3%	4%
Special Education	12%	12%	13%	12%
ESOL	2%	2%	4%	2%
Free/Reduced Lunch	22%	25%	29%	25%
Average Attendance	96%	97%	97%	97%

School Safety Perceptions

Based on responses to 2007–08 RBES Perception Survey...

- 92.5% of students agreed or strongly agreed that they felt safe at W. J. Cooper Elementary.
- 100% 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.

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