



# Accountability Report

Results-Based Evaluation System

Issued 2010–11



## 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.

The Cooper Elementary 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 2009–10 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 exceeding expectations (Level 3) in mathematics on the Criterion-Referenced Competency Tests (CRCT) will increase by an average of 3 percentage points.

**Results:** The percentage of students in grades 1–5 performing at the Exceeds Standards level remained the same as 2009, with close to half of the student population performing at Level 3. Cooper staff will continue to raise the bar instructionally by using Math Exemplars and teaching critical-thinking skills across content areas.

**Goal:** The percentage of students in grades 1–5 exceeding expectations (Level 3) in reading and language arts on the CRCT will increase by an average of 3 percentage points.

**Results:** We met our goal for an increase in Level 3 achievement. The percentage of students at each grade level performing in the Exceeds Standards range reflected an increase in both reading and language arts.

**Goal:** All K–5 teachers will implement an effective writing program and use grade level-specific writing rubrics to support an increase in achievement on the Georgia Grade 5 Writing Assessment.

**Results:** Our students' writing performance was comparable to that of students in the previous year. We will continue to explore effective writing strategies through professional learning across grade levels and establish a schoolwide writing plan.

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

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

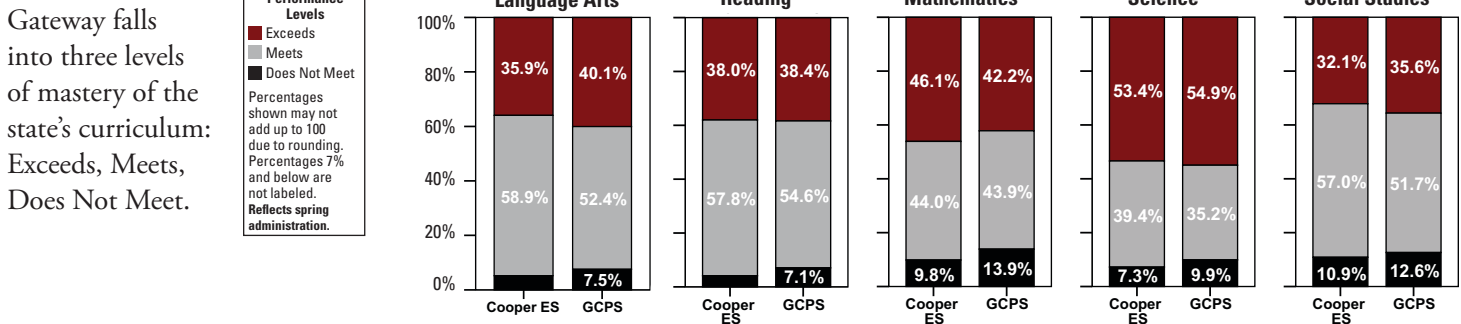
Gwinnett schools measure student learning of the school system's curriculum—the Academic Knowledge and Skills (AKS)—in a number of ways to ensure students have learned the AKS and will be successful in the next grade. One measure is the state's Criterion-Referenced Competency Tests (CRCT), which compares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

### 2009–10 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.

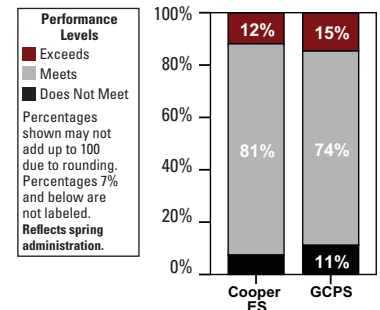
#### Grade 4 Gateway: Language Arts, Mathematics, Science, and Reading CRCT Subtests

For 2009–10, a Gwinnett 4th grader was required to meet grade-level expectations on the CRCT in five subject areas—language arts, reading, mathematics, science, and social studies—in order to earn promotion. 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 2009–10, 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.)



### 2009–10 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	97	92	90
5th Grade Reading CRCT	92	92	90
5th Grade Math CRCT	89	87	82

\*Reflects spring administration

### 2009–10 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 CRCT achievement in each AYP subgroup.

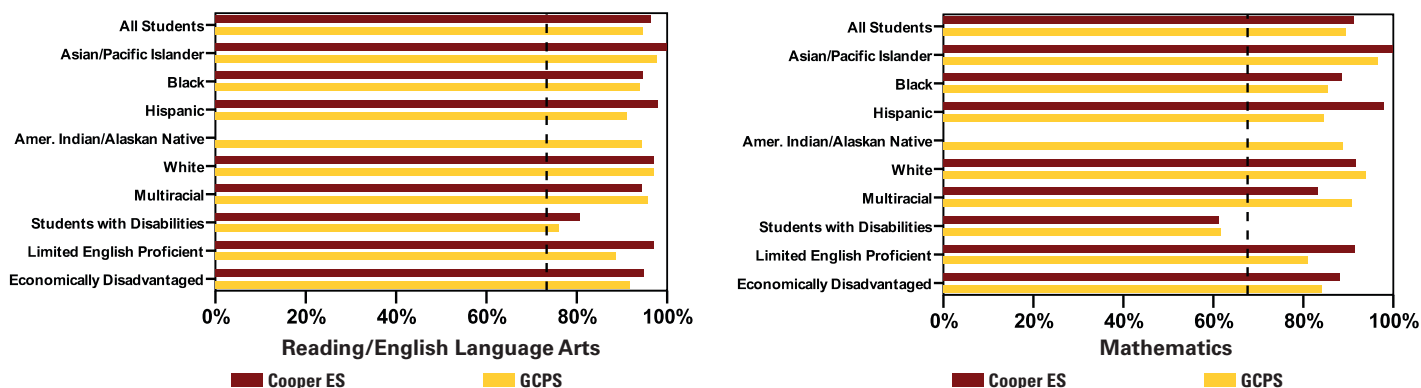
## Cooper Elementary AYP Results by Subgroup

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 2010. 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

In 2009–10, the students at Cooper Elementary School continued to perform well on the CRCT and on other assessments. The percentages of students meeting or exceeding standards (Levels 2 and 3) were on or above the system averages in reading, English language arts, and mathematics. The percentages of students meeting or exceeding standards continued to rise while the percentage of students not meeting grade-level expectations decreased.

We observed increased student engagement and are exploring ways to keep students motivated to reach their highest potential in all content areas. Our teachers continue to use Quality-Plus Teaching Strategies in the classroom. These research-based teaching techniques have proven to be effective with all types of learners across grade levels and subject areas.

All grade levels followed the Academic Knowledge and Skills-Continuous Quality Improvement (AKS-CQI) Model. With the AKS-CQI Model, Cooper staff members analyze data, follow a yearlong instructional calendar, share collaborative planning time with colleagues, and use frequent informal assessments to gauge students' progress in mastering objectives. The Cooper staff established a professional learning community and a shared decision-making model to ensure the most effective instructional and non-instructional decisions are made. These decisions are based on data analysis of assessments, calendar planning, collaboration, and administrative and staff input, and are focused on supporting increased student achievement.

Our school community supports increased student achievement as well. The PTA and School Council established a Parent Resource Room to help parents support their child through a variety of teaching resources.

Local School Plans for Improvement (LSPI) goals for 2010–11 include the following:

- To increase math and literacy performance for all students using Quality-Plus Teaching Strategies;
- To promote the use of critical-thinking skills across content areas, implementing Math Exemplars and Guided Math;
- To enhance student writing schoolwide; and
- To increase student engagement during instructional time.

We are proud of our students, teachers, parents, and business partners who have helped us to create a climate of academic success for our school community.

# Cooper Elementary School

## Other 2009–10 Highlights...

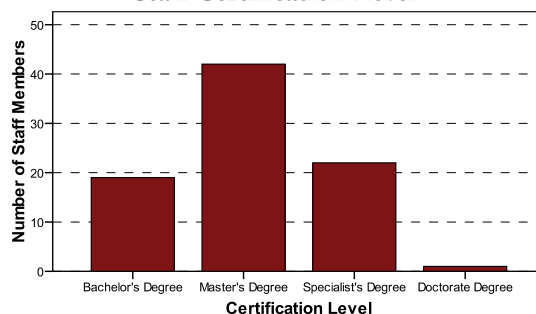


*Gwinnett County Public Schools is the 2010 winner of The Broad Prize for Urban Education, the country's most prestigious honor for K–12 education.*

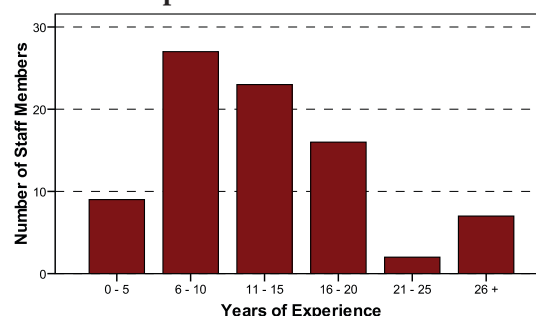
- Cooper Elementary celebrated its award-winning educators. Leslie Mitchem was the school's 2009–10 Teacher of the Year.
- In 2009–10, overall CRCT performance for students in grades 2 and 3 placed Cooper Elementary among the top-performing schools in GCPS for student achievement.
- Cooper Elementary served as one of the host schools for the site team visit for The Broad Prize. The Broad visitors were able to speak with various staff members and community members, and observe teachers and students in several classrooms. We are proud to know we had a part in the school system winning this prestigious award.
- Our school continued to support recycling efforts that protect the environment.
- Our world-class outdoor learning center was constructed with the support of the PTA, staff members, and community businesses. The science committee members enhanced learning by connecting science AKS lessons and experiments for all students in grade K–5 with the use of our beautiful outdoor classroom.
- Our school continued 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 continued to extend their support of "Lunch and Learn," an opportunity for Cooper staff members to participate in professional learning during the school day.
- Cooper Elementary School Council and PTA members established our first Parent Resource Room. Donations and fundraisers helped purchase various resources to assist parents with supporting their child academically.

## 2009–10 Staff Data

### Staff Certification Level



### Experience in Education



## 2009–10 Student Data

	School Year
	09–10
<b>Enrollment</b>	1,176
+American Indian/Alaskan Native*	0%
+Asian*	2%
+Black/African American*	30%
+Hispanic or Latino, any race	9%
+Multiracial, two or more races*	2%
+Native Hawaiian/Pacific Islander*	0%
+White*	57%
Special Education	12%
ESOL	4%
Free/Reduced Lunch	31%
Average Attendance	97%

*+ Reflects changes in ethnic and racial designations set by the federal government. As a result, 2009–10 data is not comparable to ethnic and racial categories from previous years and is reported for one year only.*

*\*Not Hispanic or Latino*

## School Safety Perceptions

Based on responses\* to 2009–10 RBES Perception Survey...

- 89% of students agreed or strongly agreed that they felt safe at Cooper Elementary.
- 100% of parents agreed or strongly agreed that their child's school was safe.

*\*Reflects voluntary responses to parent and student perception surveys.*

*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

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