



# Accountability Report

## Results-Based Evaluation System

Issued 2006–07



# 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 2005–06 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 scoring at the top level (Level 3) in mathematics on the state's Criterion-Referenced Competency Tests (CRCT) will increase by an average of 10 percentage points.

**Results:** An average of 39% of our students in grades 1–5 scored on Level 3 on the CRCT, an increase of 9.5 percentage points. While we fell short of meeting our goal, we showed a significant increase.

**Goal:** All math teachers will demonstrate use of specific teaching strategies, including using essential questions to focus instruction, summarizing strategies for the students to construct meaning, activating strategies to link prior knowledge, and refining strategies to apply thinking skills to their new knowledge.

**Results:** All teachers implemented the strategies in their math instruction. We accomplished this goal.

**Goal:** On the GCPS writing standard assessment, 80% of K–5 students with a beginning writing score of 2 or below will make a two-level gain. Students with a score of 3, 4, or 5 will make a one-level gain.

**Results:** Overall, 69% of K–5 students made the identified one- or two-level gain in their writing performance. We did not accomplish this goal, but are continuing our efforts to help all students improve their writing skills.

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School Safety Perceptions

**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).

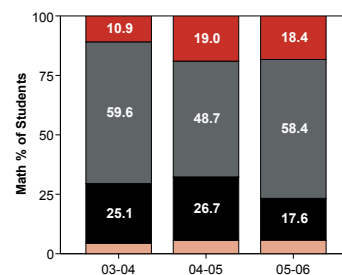
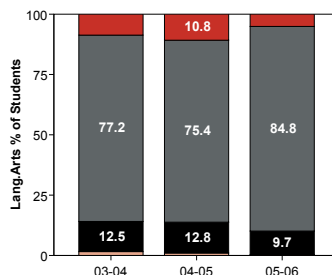
Please bubble in your school code (293) and follow directions for returning your survey.

**Thank you!**

## 2005–06 Results: Grade 4 Gateway Assessment

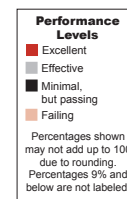
Gwinnett’s Gateway tests are designed to show how well a student has learned the school system’s curriculum, and are used to determine whether or not a student is ready to move on to the next grade level. Students’ test performance on the Grade 4 Gateway falls into four levels of mastery: Excellent;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

In the area of language arts, Cooper Elementary continued to show steady gains in the percentage of students scoring in the Effective and Excellent ranges. In mathematics, after a disappointing decline in 2004–05, Cooper students rebounded with an unprecedented gain of nine percentage points for students scoring in the Effective or Excellent ranges. Even with this improvement, we are implementing new strategies and grouping for mathematics instruction in grades 3, 4, and 5 in order to better meet the instructional needs of our students in mathematics.



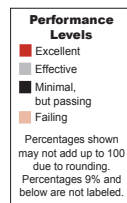
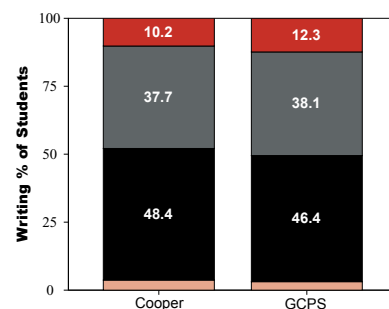
	% Scoring Excellent or Effective
2002–03	N/A
2003–04	85.9%
2004–05	86.2%
2005–06	89.9%

	% Scoring Excellent or Effective
2002–03	N/A
2003–04	70.5 %
2004–05	67.7%
2005–06	76.8%



## 2005–06 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. For 2005–06, this state-required test also was used as a Gateway test for Gwinnett 5th graders. Cooper students closely mirrored the success of their counterparts in other Gwinnett elementary schools. All Cooper students who were required to pass the Gateway were successful. Many of the 3.7% of Cooper students who did not pass the assessment on the first attempt passed the assessment on the May retest. We continue to make writing a focus in our Local School Plan for Improvement in order to improve writing schoolwide.



### 96.3% 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.

## 2005–06 Results: State Promotion Requirements

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 Cooper Elementary students who met grade-level expectations on Georgia’s Criterion-Referenced Competency Tests (CRCT) to earn promotion.

Note that in 2005–06, students were held to higher expectations on a more difficult CRCT reading subtest, which was based on the state’s new, more rigorous curriculum in that subject. Over time, the state’s strengthened curriculum will be phased in for core subjects at all grade levels. We showed a small decrease in passing rates on the reading subtest, a test on which the cut score (the score required for students to pass) increased in 2005–06. However, our students still outperformed state averages in both reading and mathematics.

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

	Cooper ES	GCPS	State
3rd Grade Reading CRCT	88	87	82
5th Grade Reading CRCT	85	87	81
5th Grade Math CRCT	92	92	88

\*Reflects spring administration

## 2005–06 Results: Criterion-Referenced Competency Tests and Adequate Yearly Progress

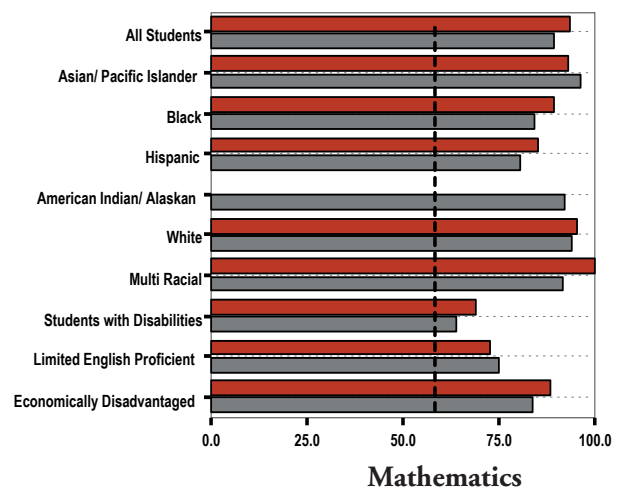
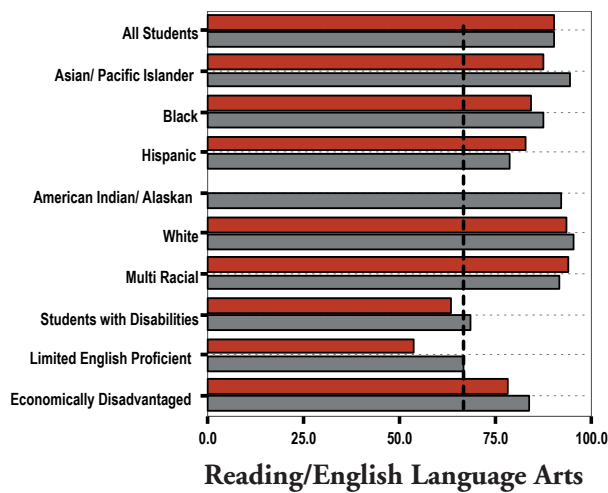
Schools earn Adequate Yearly Progress (AYP) status by meeting a series of performance goals that every school, system, and the state as a whole must achieve under the federal No Child Left Behind Act. In Georgia, AYP for elementary schools is determined using results from the Criterion-Referenced Competency 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
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 2006. The standards will increase to 100% by 2014.

Bars ■ Cooper Elementary ■ GCPS

W.J. Cooper Elementary students did well on the CRCT, with percentages of students meeting and exceeding standards at the system average in reading/English language arts and above the system average in 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 to achieve Adequate Yearly Progress for the past three years. We have achieved our goals in all of our qualifying subgroups in participation, performance, and attendance. While there still remains an achievement gap between some groups of students, that gap is narrowing some each year. We have identified opportunities for closing the achievement gap for all of our students, and will continue to examine ways to better serve specific groups of students to increase their level of student achievement.

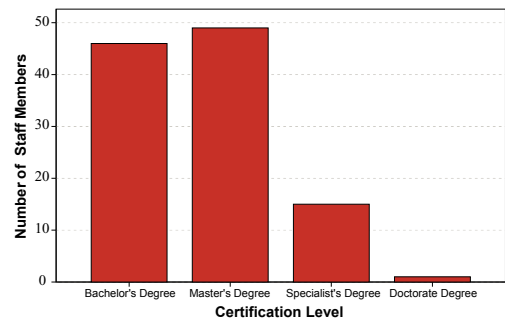
# COOPER ELEMENTARY SCHOOL

## Other 2005–06 Highlights...

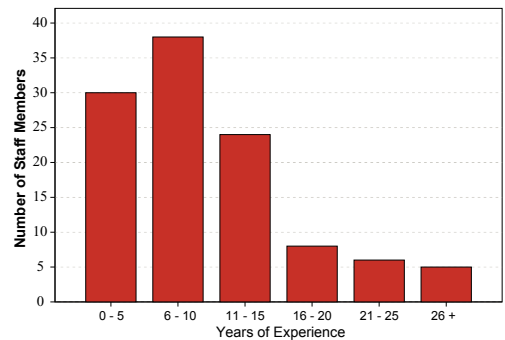
- Our school continued to grow, reaching an enrollment of 1,581 students.
- Our three-story addition was completed in May 2005, and at the end of the school year we began to move in and prepare for the next school year. Our projected enrollment for 2006–07 did not exceed the new total building capacity and we will not have trailers for the 2006–07 school year.
- Our school earned its third straight Environmental Achievement Award from Gwinnett Clean & Beautiful in 2005–06 for our school’s efforts in recycling and protecting the environment.
- For the first time in three years, W. J. Cooper 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 \$13,240.
- Our teachers wrote and received grants from the Grayson Cluster Schools Foundation totaling \$4,600, an increase of \$3,210 over the previous year.
- 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 advanced degrees increased.
- Our book collection in the media center increased by 1,003 books, for a total of 14,279 volumes.
- Parent volunteers continued their great support for our staff professional learning opportunity, “Lunch and Learn.”
- Our reading incentive program, “Community of Readers,” continues to grow in student and class participation in grades 2–5. We hope to extend the program down to 1st grade in the future.

## 2005–06 Staff Data

Staff Certification Level



Experience in Education



## 2002–2006 Student Data

	School Year			
	02-03	03-04	04-05	05-06
<b>Enrollment</b>	N/A	<b>1218</b>	<b>1354</b>	<b>1581</b>
Average Attendance	N/A	96%	96%	97%
ESOL	N/A	2%	2%	2%
Special Education	N/A	1%	12%	12%
Free/Reduced Lunch	N/A	20%	22%	25%
American Indian	N/A	0%	0%	0%
Asian	N/A	3%	3%	3%
Black	N/A	18%	23%	27%
Hispanic	N/A	6%	7%	7%
White	N/A	70%	64%	59%
Multiracial	N/A	3%	3%	4%

## School Safety Perceptions

Based on responses to 2005–06 RBES Perception Survey...

- 91.2% of students agreed or strongly agreed that they felt safe and secure at Cooper Elementary.
- 94.1% 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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