



Accountability Report

Results-Based Evaluation System

Issued 2011–12

CAMP CREEK ELEMENTARY SCHOOL

Camp Creek Elementary School

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Jonathan Patterson, *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.

Key Results from 2010–11 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: Camp Creek will increase student achievement in reading, writing, language arts, and mathematics.

Results: Camp Creek's continued focus on reading, writing, language arts, and mathematics within the Academic Knowledge and Skills (AKS) curriculum resulted in overall increases in achievement on the Criterion-Referenced Competency Tests (CRCT). Intervention specialists worked with students needing additional support in small groups to master the core subject AKS. Students with targeted needs participated in after-school tutoring and Saturday Writing Academy to help increase achievement. Gifted students and high-performing students participated in challenging gifted-level courses in language arts. Evidence of our success is shown by 66% of our students exceeding expectations in mathematics and 69% exceeding expectations on the language arts portion of the CRCT, both representing areas of increased performance compared to the previous year. Staff development opportunities in conjunction with the University of Georgia were successful in improving writing instruction, resulting in our highest-ever percentage of students performing in the Exceeds Standards range (55.2%) on the Georgia Grade 5 Writing Assessment. Our 3rd grade teachers worked extensively with the assistant principal to realign the 3rd grade Everyday Mathematics curriculum to the AKS. This realignment resulted in higher performance on the CRCT (the percentage of students performing in Level 3 increased by 24 percentage points), as well as better knowledge and comprehension of the AKS.

The Camp Creek 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.**

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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 3–8. 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.

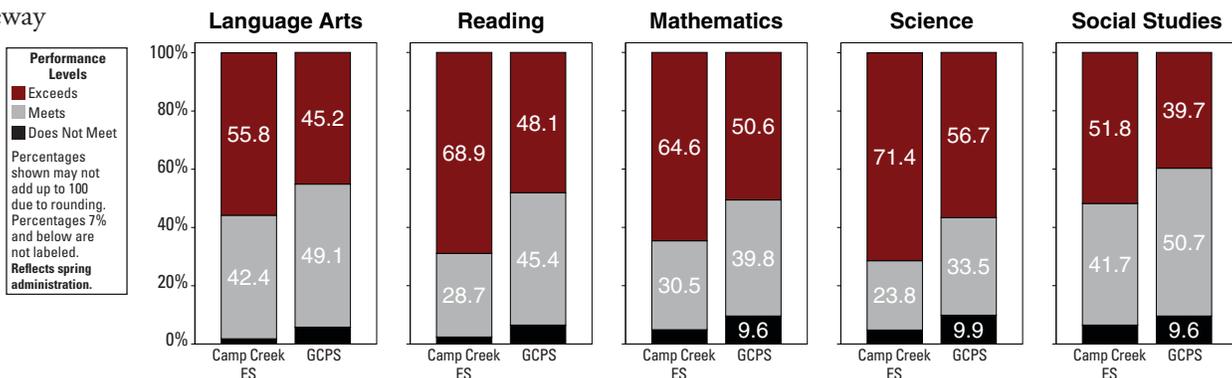
2010–11 Results: Gwinnett County Public Schools Promotion Requirements (Grades 4 and 5)

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 Camp Creek Elementary for these local promotion requirements.

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

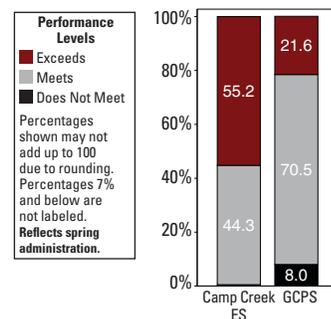
For 2010–11, a Gwinnett 4th grader was required to meet grade-level expectations on the CRCT in five subject areas—language arts, reading, mathematics, science, and social studies—in order to earn promotion. Students' test performance on the Grade 4 Gateway

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 Camp Creek Elementary's students did on the test in 2010–11, with 100% of Camp Creek 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.)



2010–11 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 Camp Creek 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*		
	Camp Creek	GCPS	State
3rd Grade Reading CRCT	99	94	91
5th Grade Reading CRCT	97	94	91
5th Grade Math CRCT	100	93	87

*Reflects spring administration

2010–11 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 Camp Creek CRCT achievement in each AYP subgroup.

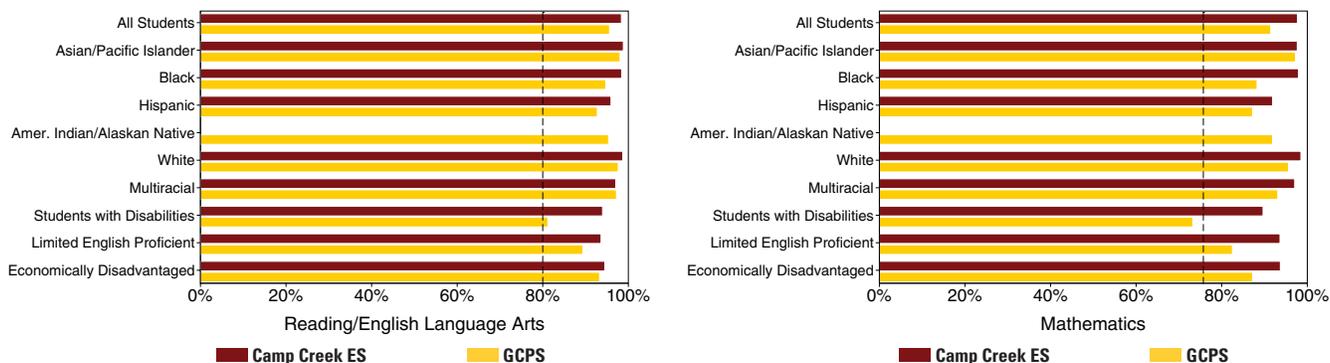
Camp Creek Elementary AYP Results by Subgroup

Camp Creek 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	Achieved
Math Performance	Achieved	Achieved	Achieved	.	.	Achieved	.	Achieved	.	Achieved
Reading/ELA Participation	Achieved	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 2011. The charts above reflect spring and summer test administrations.

Camp Creek Elementary students continue to do well on the CRCT, with percentages of students meeting and exceeding standards above/at 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

Our performance on the mathematics portion of the CRCT indicates sustained of high achievement in all areas of the curriculum. The implementation of Everyday Mathematics has allowed our staff to create new mathematics challenges for our students. Intervention specialists and professional development activities— such as the Summer Math Institute, schoolwide Math Exemplar program training, and the use of SuccessMaker software— have helped our staff improve our mathematics instruction. SuccessMaker is a computer-based learning program that allows students to practice targeted skills in mathematics and reading at their own pace as they work toward mastery of grade-level content. In addition, our mathematics specialist provides daily coaching for teachers, tutoring for students with special needs, and support for all K–5 students through the mathematics “special.” Our 28 gifted education teachers have created opportunities for students to accelerate in mathematics by providing above-grade-level instruction. The results of these initiatives are seen in our increased mathematics performance in every student subgroup on the CRCT.

Another major improvement initiative for our school was to focus our efforts on writing achievement. For the past two years, every classroom teacher has participated in staff development opportunities and professional book studies to learn new strategies for writing instruction. Teachers also have used grade-level curriculum maps to target different writing genres for students to practice each month. Our 5th grade students were encouraged to participate in our Saturday Writing Academy and small-group instruction was offered for students needing additional writing support. These opportunities allowed students to practice the craft of writing over the course of four Saturdays and in smaller groups. The result of this initiative was seen in our school's performance on the Georgia Grade 5 Writing Assessment, a promotion requirement in Gwinnett. We are pleased that 100% of all 5th grade students passed the assessment and 55.2% achieved at the Exceeds Standards level. Camp Creek tied for its achievement of the second-highest writing performance level among the system's elementary schools and was one of the top-performing schools in the state!

Our 5th grade students participated in the advanced science curriculum (6th/7th grade acceleration) in a class taught by our gifted-certified Local School Technology Coordinator (LSTC). The LSTC was able to connect advanced science concepts to technology for the promising young scientists among our students. Results of this class yielded high performance for these students, as 96% met or exceeded expectations on the science portion of the CRCT, with 82% exceeding expectations. The Parkview Cluster Vertical Team for Science and Technology provided recommendations to our staff to improve science instruction through technology.

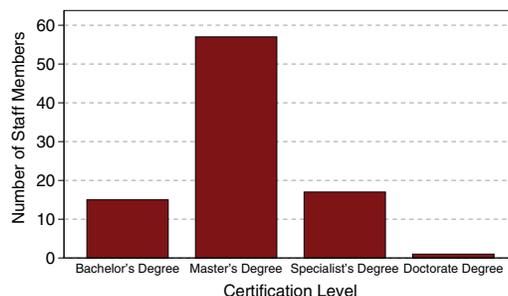
Camp Creek Elementary School

Other 2010–11 Highlights...

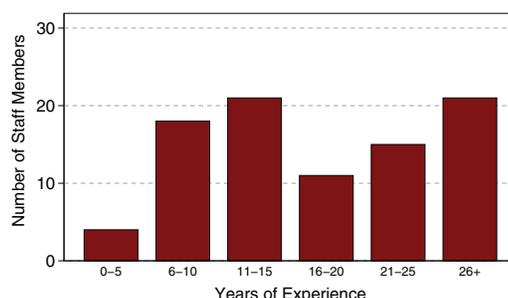
- Camp Creek Elementary was recognized by the Governor’s Office of Student Achievement at the gold level for the Highest Percentage of Students Meeting or Exceeding Academic Standards. We have been pleased to continue this pursuit of excellence for the past six years.
- Camp Creek’s students earned high marks for average daily attendance, with an average of 98% of students attending school daily.
- Camp Creek Elementary achieved the “Reaching Higher Green & Healthy School” level of Environmental Achievement Award sponsored by Gwinnett Clean & Beautiful.
- Camp Creek posted the second-highest percentage of students achieving in the Meets Standards and Exceeds Standards levels (99.5%) and had one of the highest levels of students performing in the Exceeds Standards level on the Georgia Grade 5 Writing Assessment in the state.
- A year-long accelerated math curriculum (6th grade level) class was presented to qualifying 5th grade students.
- School staff members were hired or acquired specific certification to meet the needs of all students:
 - Specialists in the curriculum areas of mathematics, science, and social studies provided additional support to teachers and students in those content areas.
 - Four intervention teachers provided support to students needing opportunities for improvement in the areas of mathematics and reading.
 - 28 gifted-certified classroom teachers provided enrichment to gifted and above grade-level students.
- More than 300 students participated in reading enrichment through the CCES Book Club, led by trained parents during students’ lunchtime.
- Camp Creek provided student leadership opportunities through the Student Council, National Junior Beta Club, National Elementary Honor Society, and Safety Patrol Programs.
- An accelerated science and technology course was provided to identified 5th grade students to advance science achievement
- We will continue to offer gifted and accelerated mathematics classes for qualifying students working above grade level.

2010–11 Staff Data

Staff Certification Level



Experience in Education



2010–11 Student Data

	School Year 09–10	School Year 10–11
Enrollment	969	979
+American Indian/Alaskan Native*	1%	1%
+Asian*	18%	17%
+Black/African American*	17%	17%
+Hispanic or Latino, any race	7%	8%
+Multiracial, two or more races*	6%	6%
+Native Hawaiian/Pacific Islander*	0%	0%
+White*	51%	51%
Special Education	10%	11%
ESOL	4%	3%
Free/Reduced Lunch	21%	24%
Average Attendance	97%	98%

*Not Hispanic or Latino

School Safety Perceptions

Based on responses* to 2010–11 RBES Perception Survey...

- 87.7% of students agreed or strongly agreed that they felt safe at Camp Creek Elementary.
- 97.9% 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.

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