



# Accountability Report

## Results-Based Evaluation System

Issued 2005–06

## Lilburn Elementary School

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Dr. Gale Hey, *Executive Director for School Improvement*

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 2004–05 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:** To increase the number of students achieving at or above grade level in reading, writing, and math.

**Results:** All improvement goals were met or exceeded. Here are some highlights...

- All benchmarks for Adequate Yearly Progress (AYP) were met or exceeded for all student groups, including English Language Learners (ELL) in the English to Speakers of Other Languages (ESOL) program and Students With Disabilities (SWD) in the Special Education program.
- In grades 3–5, 94% of students met or exceeded reading achievement benchmarks and 88% met or exceeded math achievement benchmarks, showing improvement in both categories.
- Of 5th grade students required to take and pass the Gateway Writing Assessment, 100% of those students passed the exam and were promoted to 6th grade.
- A Title I Survey with 956 parent responses found that...
  - 99% felt welcome at Lilburn Elementary;
  - 99% noted their child's teacher communicated with them on a regular basis;
  - 98% reported their child felt safe at school; and
  - 98% agreed that the administration listened to their concerns.

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**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 (600) and follow directions for returning your survey.

**Thank you!**

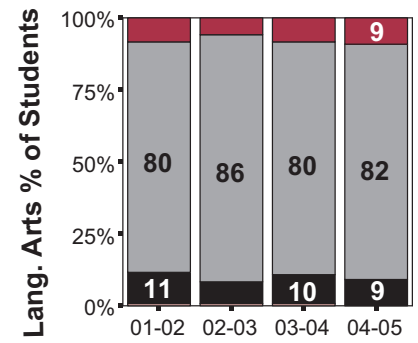
## 2004–05 Results: Grade 4 Gateway Assessment

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.

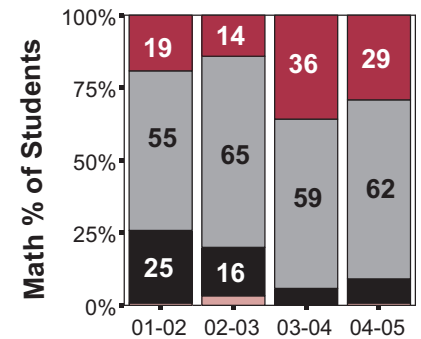
Our scores in spring of 2005 reflect high performance for all subgroups of students. In language arts, our positive trend of students passing the Gateway increased from 88.6% in 2004 to 90.8% in 2005. Particularly encouraging is an increase in the percentage of students performing at the highest level. Our students scoring in the Excellent range continue to reflect steady improvement, with a gain of 3.5 percentage points in this range since the 2003 test. Every student required to pass the language arts portion of the Gateway was successful (100% passing rate).

In math, our scores reflect the second-highest performing school in Gwinnett County with 91.1% of our students scoring in the Effective and Excellent ranges. We predict that our language arts and math Gateway scores will continue to improve and be a leader in the cluster and in the county.

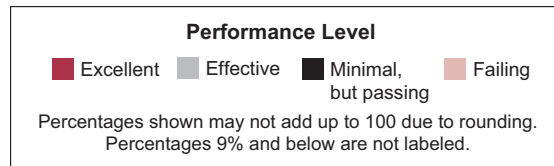
Our talented professional teachers continue to be successful because they strategically target their teaching according to the individual needs of each and every student.



% Scoring Excellent or Effective	
2001–02	88.2%
2002–03	91.4%
2003–04	88.7%
2004–05	90.8%



% Scoring Excellent or Effective	
2001–02	74.0%
2002–03	79.8%
2003–04	94.6%
2004–05	91.1%

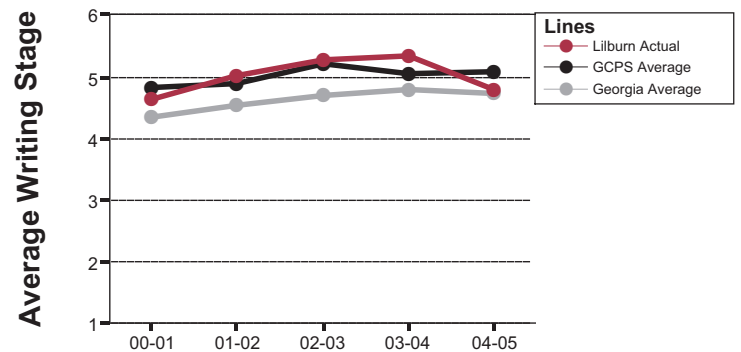


## 2004–05 Results: Georgia Grade 5 Writing Assessment/5th Grade Gateway

This chart reflects how well Lilburn Elementary’s students did on the state’s Grade 5 Writing Assessment. This state-required test also is used as a Gateway test for Gwinnett 5th graders.

We are very proud that 94.9% of our 5th grade students passed the Writing Gateway on the first try. This reflects a gain of 7.9 percentage points over 2004 passing rates. All students required to take and pass the writing Gateway Assessment were promoted to the 6th grade.

The writing process requires students to think, plan, and revise their draft while editing and proofreading for clarity. Writing for a variety of purposes across all subject areas requires practice and persistence. These skills are important for all students, but present a special challenge for our English language learners and for those students served in special education. For the 2005–06 school year, our reading/writing specialist will work closely with all 5th grade teachers and their students to focus on improving writing skills. In addition to the work done in each classroom, small-group instruction will provide targeted assistance to those students who excel as well as to those who struggle with the writing process.



**94.9% of Lilburn 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.

## 2004–05 Results: Criterion-Referenced Competency Tests and Adequate Yearly Progress

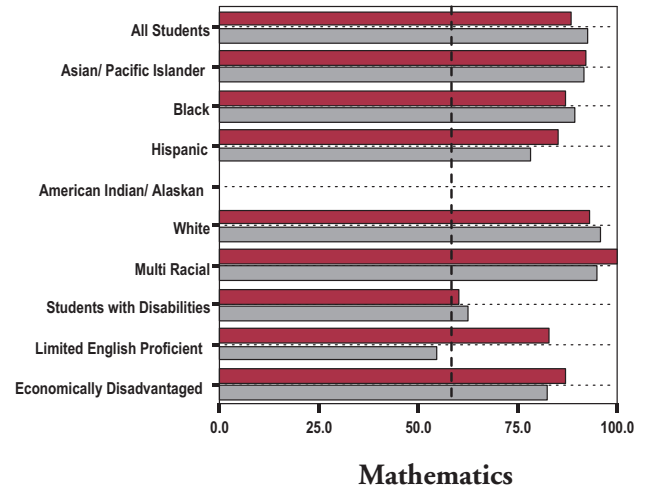
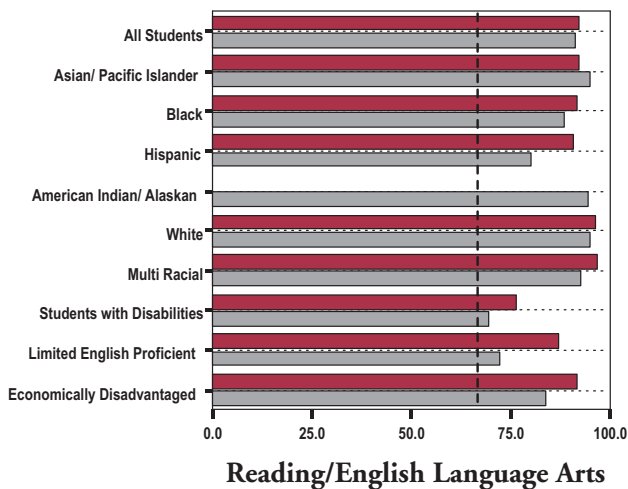
Schools earn Adequate Yearly Progress (AYP) status by meeting a series of performance goals that every school, system, and the state as a whole must achieve under the federal No Child Left Behind Act. In Georgia, AYP for elementary schools is determined using results from the Criterion-Referenced Competency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

<b>Lilburn Elementary Achieved AYP</b>	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	Achieved
Reading/ELA Participation	Achieved	Achieved	Achieved	Achieved	.	Achieved	.	Achieved	Achieved	Achieved
Reading/ELA Performance	Achieved	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 2005. The standards will increase to 100% by 2014.

**Key** ■ Lilburn Elementary ■ GCPS

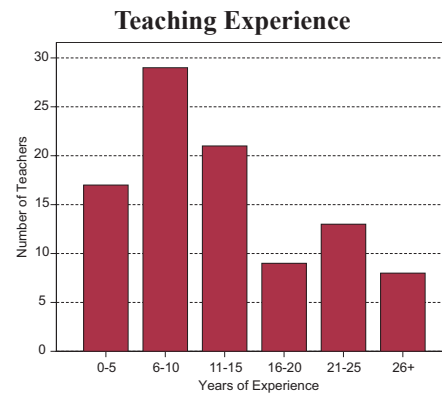
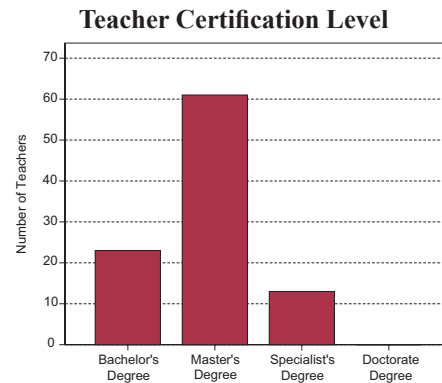
Lilburn Elementary students continue to make progress on the CRCT, with percentages of students meeting and exceeding standards above the system average in reading/English language arts and close to the system average in mathematics. The school made Adequate Yearly Progress (AYP), meeting all of the state’s academic goals, testing participation requirements, and attendance standards. The required CRCT score is 300 for grades 1–5. Our students’ average scores were above 300 in all subjects— ranging from 319 to 353. The average 4th grade scores led the Meadowcreek cluster in all subjects. Average 5th grade scores led the cluster in reading, math, science, and social studies. Using research-based teaching strategies, we focus on student mastery of Academic Knowledge and Skills (AKS) in all curriculum areas. Our enrichment and extension programs ensure that all students are challenged to do their best.

# LILBURN ELEMENTARY SCHOOL

## Other 2004–05 Highlights...

- **Recipient of After-School Alliance Champion Award:** Lilburn Elementary was one of three schools in the nation recognized for excellence for our After-School Program.
- **KC3 Citizenship in Motion Award National Winner:** Lilburn Elementary was honored, in recognition of outstanding achievement in Positive Citizenship and Character Education, with the KC3 Citizenship in Motion Award by the National Museum of Patriotism.
- **Promote Georgia:** In this project-based research competition, our teams placed 2nd in the region for creating educational Web sites in the field of Geometry.
- **Stock Market Game:** One of our teams placed 1st in the region, competing with more than 2,000 teams in this worldwide competition.
- **Destination Imagination:** In this international creativity and problem-solving competition, our teams placed 1st, 2nd, and 3rd in the state in their respective categories.
- Business partnerships with United Way, Kaiser Permanente, and Publix provided financial and community support for many special projects.
- Our Academic Summer School program is available for struggling students.
- The Parent Leadership Academy offers academic, English, and Parenting classes for Lilburn parents.
- The gifted education (FOCUS) program provides enrichment and acceleration for gifted students in grades K–5.
- The Accelerated Reader Program promotes independent reading and increased reading comprehension.
- The NCS SuccessMaker program provides individualized, computer-based reinforcement and acceleration in reading and math.
- COLT Club provides student leadership training for students in grades 4 and 5.
- Before-school enrichment classes are offered in music, math, and creative problem-solving.

## 2004–05 Teacher Data



## 2001–2005 Student Data

	School Year			
	01-02	02-03	03-04	04-05
<b>Enrollment</b>	<b>1090</b>	<b>1086</b>	<b>1097</b>	<b>1134</b>
Average Attendance	96%	97%	96%	96%
ESOL	35%	33%	40%	40%
Special Education	12%	15%	7%	11%
Free/Reduced Lunch	58%	68%	77%	79%
American Indian	0%	0%	0%	0%
Asian	17%	16%	17%	17%
Black	26%	29%	22%	20%
Hispanic	38%	38%	44%	48%
White	16%	15%	14%	11%
Multiracial	3%	2%	4%	4%

## School Safety Perceptions

Based on responses to the 2004–05 RBES Perception Survey...

- 88% of students agreed or strongly agreed that they felt safe and secure at Lilburn Elementary.
- 95% 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.*

**Lilburn Elementary School**  
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