



Accountability Report

Results-Based Evaluation System

Issued 2010–11



Lilburn Elementary School

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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 Lilburn 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: To increase student achievement in all content areas.

Results:

- Lilburn Elementary met or exceeded state academic goals on the state's Criterion-Referenced Competency Tests (CRCT) in reading/English language arts and mathematics, schoolwide and for nearly all student groups.
- For Lilburn students learning English, CRCT passing rates in mathematics and reading/English language arts exceeded average passing rates for the county's English language learners.
- More than 90% of students in grades 1 and 3 met or exceeded grade-level expectations in reading. The passing rate for 3rd grade was 2 percentage points above the average state passing rate.
- In reading, Lilburn saw an increased percentage of students scoring in the highest category—Exceeds Standards—for grades 1, 3, and 5.
- A higher percentage in grades 1, 2, 3, and 5 scored in the top range in English language arts.
- The percentage of students exceeding standards in math increased for 5th grade.
- A higher percentage of students in grades 3–5 passed the social studies section of the CRCT, with a gain of 11 percentage points in the passing rate for 5th grade.
- In science, a higher percentage of 3rd and 4th graders met or exceeded expectations, and the percentage of 5th graders achieving above grade level increased by 10 percentage points.
- On the Georgia Grade 5 Writing Assessment, the percentage of students performing above grade-level expectations increased.

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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.

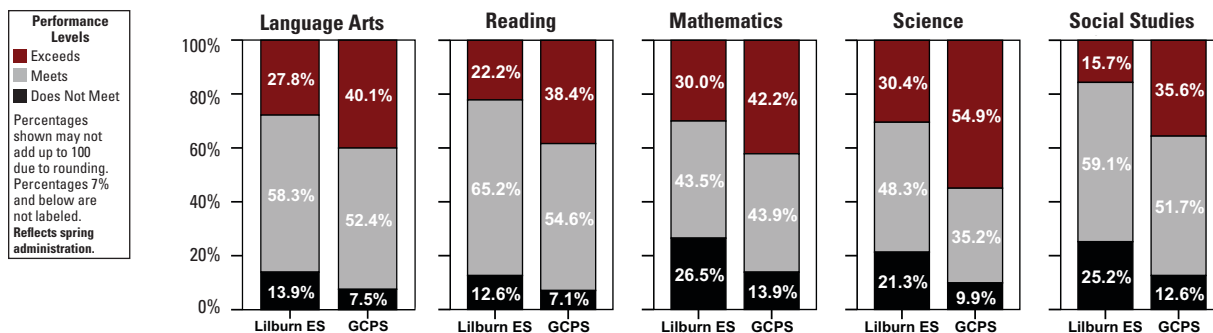
2009–10 Results: Gwinnett County Public Schools Promotion Requirements (Grades 4 and 5)

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 Lilburn Elementary for these local promotion requirements.

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

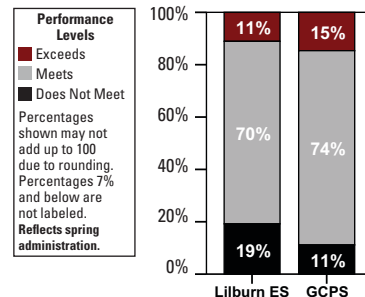
For 2009–10, a Gwinnett 4th grader was required to meet grade-level expectations on the CRCT in five subject areas—language arts, reading, mathematics, science, and social studies—in order to earn promotion. Students' test performance on the Grade 4 Gateway falls into three levels of mastery of the state's curriculum: Exceeds, Meets, Does Not Meet.

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 Lilburn Elementary's students did on the test in 2009–10, with 81% of Lilburn 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 Lilburn Elementary students in grades 3 and 5 who met grade-level expectations on the state's CRCT in order to earn promotion.

	Lilburn	GCPS	State
3rd Grade Reading CRCT	92	92	90
5th Grade Reading CRCT	83	92	90
5th Grade Math CRCT	73	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 Lilburn CRCT achievement in each AYP subgroup.

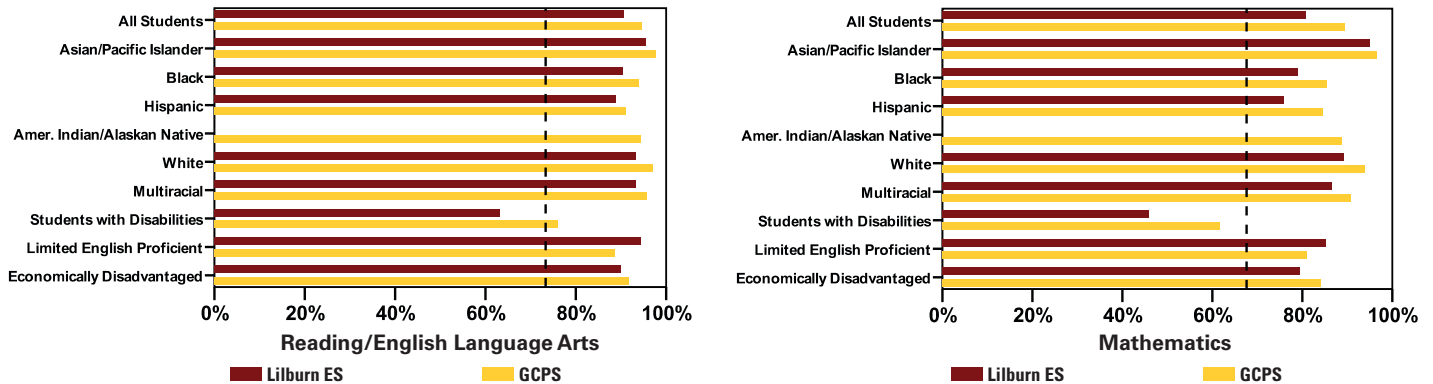
Lilburn Elementary AYP Results by Subgroup

Lilburn Elementary did not achieve 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	·	·	·	Not Achieved	Achieved	Achieved
Reading/ELA Participation	Achieved	Achieved	Achieved	Achieved	·	Achieved	·	Achieved	Achieved	Achieved
Reading/ELA Performance	Achieved	Achieved	Achieved	Achieved	·	·	·	Not 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.

Overall, Lilburn Elementary met or exceeded state academic goals on the CRCT in reading/English language arts and mathematics, schoolwide and for most student groups. The school met state-required testing participation requirements and attendance standards. Lilburn Elementary achieved 29 of 31 indicators in determining AYP. However, the school did not make Adequate Yearly Progress (AYP) because less than 73.3% of students with disabilities met state standards for reading/English language arts and less than 67.6% of students with disabilities met state standards for mathematics.

A Message from the Principal About Student Achievement and Academic Initiatives

Students at Lilburn Elementary School continue to make academic gains, even as state and local standards increase. In mathematics, more than 80% of all students met or exceeded grade-level expectations, significantly higher than the state target of 67.6% passing. Likewise, in reading, more than 90% of all students achieved at or above grade level, well above the state target of 73.3% passing. At Lilburn Elementary, we take pride in our diversity and our ability to teach all students at high levels. While 61% of our students have limited English proficiency, 94% of the students in this subgroup met or exceeded the state standard in reading and 85.3% met or exceeded in math. The passing rates for this subgroup are above the school system averages as reflected in the charts above. Overall, Lilburn Elementary met all of the state's requirements for achieving Adequate Yearly Progress (AYP) for nearly all subgroups. To ensure that all students are achieving to their learning potential, we will continue to offer additional support for children with disabilities, including the use of the High-Stakes Management (HSM) computer program which gathers data and provides a variety of reports to help us target students' performance levels and assess progress.

At Lilburn Elementary School, we attribute much of our success to a student-centered focus in a learning environment that supports teaching and learning. Lilburn Elementary has implemented a number of instructional initiatives to support learning for all students, including Balanced Literacy Model, Balanced Numeracy Model, tutoring, targeted interventions, and the availability of math and literacy coaches for all students.

For 2010–11, we will continue to maintain high expectations for all students and staff members. Our goal is to provide targeted instruction for students who need additional support to master the curriculum, to challenge all students to strive for academic excellence, and to ensure that all teachers teach all students at high levels. Since academic outcomes begin in the classroom, we will increase staff development to help teachers stay current on best practices related to improving student achievement.

The focus at our school will remain the same; that is, we want all students to achieve at high levels. To this end, we will continue to expect nothing less than the BEST!

Lilburn Elementary School

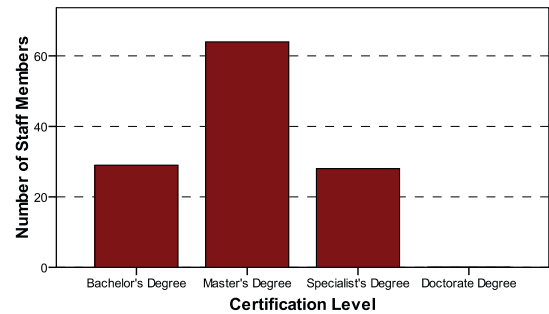
Other 2009–10 Highlights...



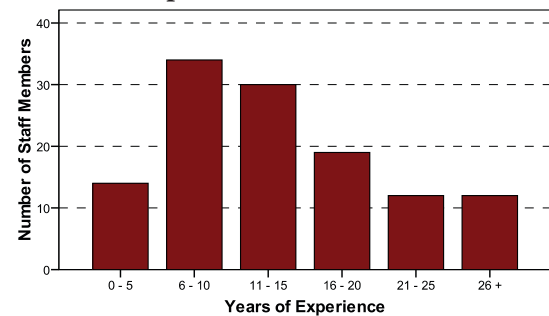
Gwinnett County Public Schools is the 2010 winner of The Broad Prize for Urban Education, the country's most prestigious honor for K–12 education.

- We continue to receive grants that help to support our After-School Program, literacy classes, and special projects.
- Our music department received a grant from the Little Kids Rock Foundation. The grant provided 60 guitars.
- Our B.E.S.T. Bots Robotics team earned 2nd place in Teamwork at the FIRST (For Inspiration and Recognition of Science and Technology) LEGO League state competition.
- We have a continuing mentoring relationship with Emory's Neuroscience and Entomology departments as well as Georgia Tech's Mechanical Engineering and Motor Sports departments.
- Our 4th and 5th grade students participated in Continental Math League, a national mathematics problem-solving competition.
- A team of 5th grade students competed in the Stock Market Game.
- Student contributions for United Way totaled more than \$11,800, the second highest amount for elementary schools in the county.
- Business partnerships with United Way and Kaiser Permanente provided financial and community support for special projects.
- At the International Student Media Festival, two Lilburn Elementary teams won recognition for their website entries.
- Challenge Science 4th Grade presented an Inventors Convention, with awards and Georgia Tech staff serving as volunteer judges.
- Students competed in the National Science League.
- A 5th grade student's artwork was selected "Best of Show" in the 2010 Lilburn Art Show.
- The Parent Center was staffed eight hours per day to support student learning through parent involvement. The Parent Center began an Exceptional Support for Parents (ESP) program for parents of students with disabilities. The Center offered off-site opportunities through "The Promise House."
- The SuccessMaker program provided individualized, computer-based reinforcement and acceleration in reading and math.
- Before- and after-school enrichment classes were offered in music, math, and creative problem-solving.
- More than 20 staff members earned advanced degrees or additional certification during the 2009–10 school year.

2009–10 Staff Data Staff Certification Level



Experience in Education



2009–10 Student Data

	School Year
	09–10
Enrollment	1,323
+American Indian/Alaskan Native*	0%
+Asian*	14%
+Black/African American*	15%
+Hispanic or Latino, any race	61%
+Multiracial, two or more races*	2%
+Native Hawaiian/Pacific Islander*	0%
+White*	7%
Special Education	11%
ESOL	43%
Free/Reduced Lunch	89%
Average Attendance	96%

+ 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...

- 85.5% of students agreed or strongly agreed that they felt safe at Lilburn 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.

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