



Accountability Report

Results-Based Evaluation System

Issued 2011–12



Corley 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 Corley 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 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: To increase academic performance in the areas of reading, writing, mathematics, and science, for all students and for all student subgroups, in order to meet or exceed annual targeted passing rates on the state's Criterion-Referenced Competency Tests (CRCT) through professional learning, collaborative planning, and differentiated instruction.

Results: Corley Elementary made progress on its goal, with the following achievement highlights from 2011 CRCT data:

- On the CRCT subtest for reading/English language arts, 90.3% of all students in grades 3–5 met or exceeded grade-level expectations.
- On the CRCT subtest for math, 82.7% of these students met or exceeded expectations.
- On the CRCT subtest for science, 76.7% of test-takers met or exceeded expectations.

Gains in all academic areas may be attributed to the successful implementation of schoolwide initiatives, including professional learning in math and literacy instruction, collaborative planning to analyze data in order to guide instruction, collaboration with support staff, and the use of technology to support learning.

The staff at Corley continues to work diligently to help every child reach his or her full learning potential. We strongly believe that we must assess each individual student's academic strengths and needs for improvement and use that data in an individualized approach to teach the Academic Knowledge and Skills (AKS) curriculum.

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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.

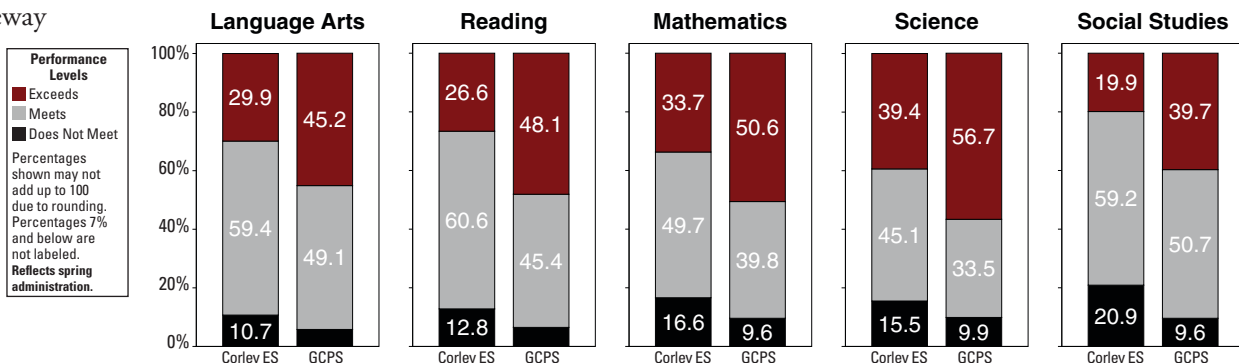
2010–11 Results: Gwinnett County Public Schools Promotion Requirements (Grades 4 and 5)

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 Corley Elementary for these local promotion requirements.

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

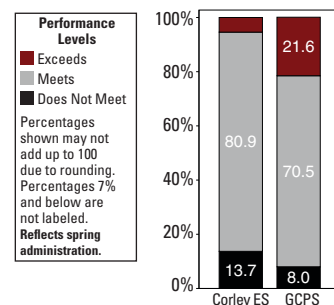
For 2010–11, a Gwinnett 4th grader was required to meet grade-level expectations on the CRCT in five subject areas—language arts, reading, mathematics, science, and social studies—in order to earn promotion. Students' test performance on the Grade 4 Gateway

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 Corley Elementary's students did on the test in 2010–11, with 86% of Corley 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 Corley 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*

	Corley	GCPS	State
3rd Grade Reading CRCT	86	94	91
5th Grade Reading CRCT	91	94	91
5th Grade Math CRCT	87	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 Corley CRCT achievement in each AYP subgroup.

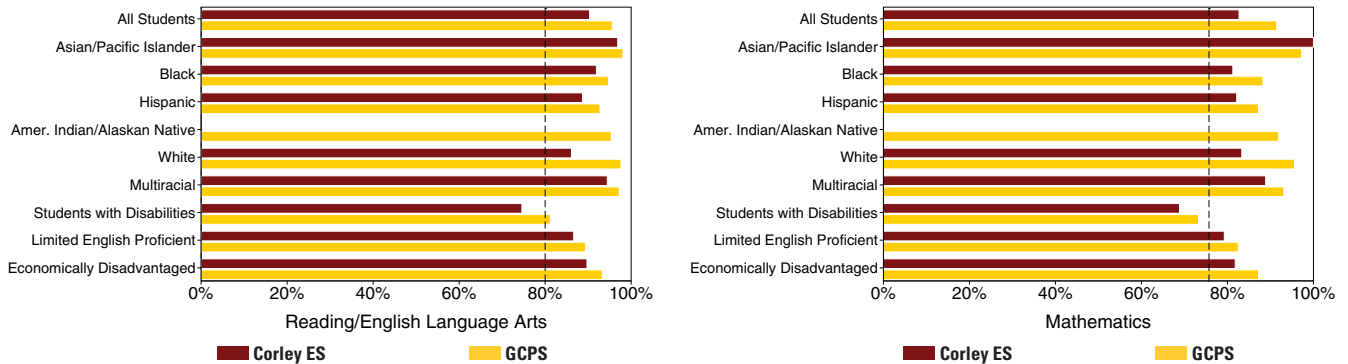
Corley Elementary AYP Results by Subgroup

Corley Elementary achieved AYP	All Students	Asian/ Pacific Islander	Black	Hispanic	American Indian/ Alaskan	White	Multi- Racial	Students with Disabili- ties	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 2011. The charts above reflect spring and summer test administrations.

Corley Elementary 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

Having met state requirements for Adequate Yearly Progress (AYP) in 2010–11 for the eighth consecutive year, Corley Elementary is proud to represent our community as a Georgia Title I Distinguished School. We strongly believe the partnership between school, family, and community is essential to educating and preparing our students for the future.

Corley Elementary School is a community focused on quality teaching and learning to ensure academic success for all students. We strive to meet the individual needs of our student learners by analyzing achievement data throughout the year. This data serves as a baseline for collaborative planning, drives instructional and achievement initiatives, and provides a framework for professional learning.

During the 2010–11 school year, one of our major initiatives was to expand the use of technology to increase student engagement and to challenge students to perform at higher levels. All of our classrooms have been equipped with SMART Board interactive whiteboards or Mimio interactive devices. Our goal is to integrate technology into instruction to foster an active learning environment. Corley students also continued use of SuccessMaker Math, a computer-based learning program that allows students to practice targeted skills at their own pace as they work toward mastery of grade-level content.

To ensure that all students received targeted instruction in reading and math, teachers used differentiated instructional models with Balanced Literacy and Balanced Numeracy. After-school Extended Learning Programs provided both remediation and enrichment in reading, writing, and math. In addition, students not performing on grade level were supported through our Early Intervention Program (EIP) and Reading Recovery Program.

Corley's staff is committed to employing Quality-Plus Teaching Strategies. These research-based teaching techniques have been proven effective with all types of learners across grade levels and subject areas. In addition, teachers use a range of instructional resources and provide all students with the very best academic support.

To promote these efforts, the school will continue to provide teachers with time for collaborative planning and professional development that supports adult learning. In addition, Corley Elementary will continue to collect and analyze data to determine the course of action needed to ensure increased student achievement and to support each student in meeting his or her highest learning potential.

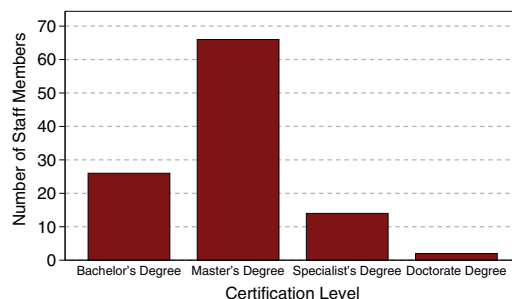
Corley Elementary School

Other 2010–11 Highlights...

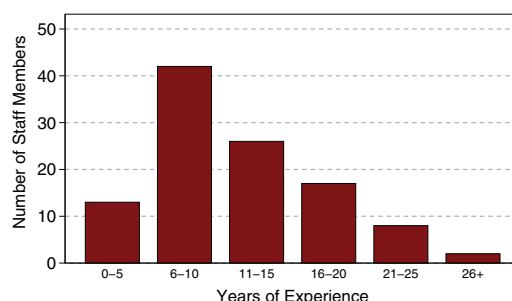
- For 2010–11, Corley Elementary made Adequate Yearly Progress for the eighth year in a row to qualify as a Georgia Title I Distinguished School for the sixth consecutive year.
- A group of 30 certified teachers participated in the GCPS Math and Science staff development initiative. The methods and strategies learned during these sessions were implemented in the classroom and shared with grade-level colleagues.
- We held parent involvement nights for reading, writing, mathematics, science, social studies, and the arts.
- The school also offered parent sessions on several topics, including Increasing Your Child’s Self-Esteem, Preparing for Parent-Teacher Conferences, and Understanding Standardized Testing.
- Our Parent Center hosted English classes for the parents of children learning English and held monthly parent group collaboration meetings.
- Academic Pep Rallies honored the achievement of our students.
- Corley Elementary continued its collaborative relationship with its business partners— Costco, Publix Super Markets, Chick-fil-A, Kumon Learning Centers, and Choong-Sil Kwan Tae Kwon Do.
- The following programs were provided for students :
 - Accelerated Reader
 - Six Flags “Read to Succeed” Reading Club
 - Gwinnett Gladiators Hat Trick for Reading Club
 - READ 180
 - Pizza Hut BOOK IT! Reading Incentive Program
 - Readers Rally
 - Career Day
 - Spelling Bee
 - Chorus
 - Guitar Club
 - Recorder Club
 - Wizzle Pro Math Club
 - “WCOR” (a closed-circuit news broadcast)
 - International Day
- Students collected canned food for the Lawrenceville Co-op.
- Students and staff raised funds to benefit the American Cancer Society’s Relay For Life and the United Way campaign.
- The South Gwinnett Rotary Club organized a Corley Beautification Day, supported our students through a Rotary Reader program, and recognized Corley’s Student of the Month.
- Corley was recognized at the Silver Star level for implementation of Gwinnett’s 21st Century Comprehensive Counseling Program.
- Corley was recognized as a “Reaching Higher” Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful.

2010–11 Staff Data

Staff Certification Level



Experience in Education



2010–11 Student Data

	School Year 09–10	School Year 10–11
Enrollment	1,352	1,270
+American Indian/Alaskan Native*	0%	0%
+Asian*	4%	3%
+Black/African American*	37%	37%
+Hispanic or Latino, any race	50%	54%
+Multiracial, two or more races*	4%	3%
+Native Hawaiian/Pacific Islander*	0%	0%
+White*	4%	3%
Special Education	8%	9%
ESOL	23%	29%
Free/Reduced Lunch	90%	93%
Average Attendance	96%	96%

*Not Hispanic or Latino

School Safety Perceptions

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

- 88.4% of students agreed or strongly agreed that they felt safe at Corley Elementary.
- 96% 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.

Corley Elementary School

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