



# Accountability Report

## Results-Based Evaluation System

Issued 2010–11



# Chesney Elementary School

*Carlotta Rozzi, Principal*

*Dr. Gale Hey, 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.

The Chesney 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 improve student performance in mathematics.

**Results:** Chesney students continue to perform very well on the math portion of the Criterion-Referenced Competency Tests (CRCT), with 94% of students in grades 3–5 meeting or exceeding expectations on the math portion, a 2 percentage-point increase compared to the prior year. Chesney posted a double-digit gain, up to 57% from 45%, in students achieving at the Exceeds Standards level, with 65% of 5th graders achieving at the highest performance level.

**Goal:** To improve student performance in reading English language arts and writing.

**Results:** Once again, Chesney posted notable performance on the reading/English language arts portion of the CRCT, with 95% of Chesney students in grades 3–5 meeting or exceeding standards. We are proud that 46% of those students achieved in the Exceeds Standards level, an increase of 8 percentage points compared to the previous year. On the Georgia Grade 5 Writing Assessment, which is used as a Gateway test for promotion in Gwinnett, 91% of the students required to pass for promotion were successful on the first try, including 11% who performed in the Exceeds Standards range.

**Goal:** To improve student performance in science.

**Results:** Students in grades 3–5 also took the science portion of the CRCT. Eighty-nine percent of those students performed in the Meets or Exceeds Standards levels. We are pleased that 51% of those students achieved in the Exceeds Standards range, a 10 percentage-point increase compared to the previous year.

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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.

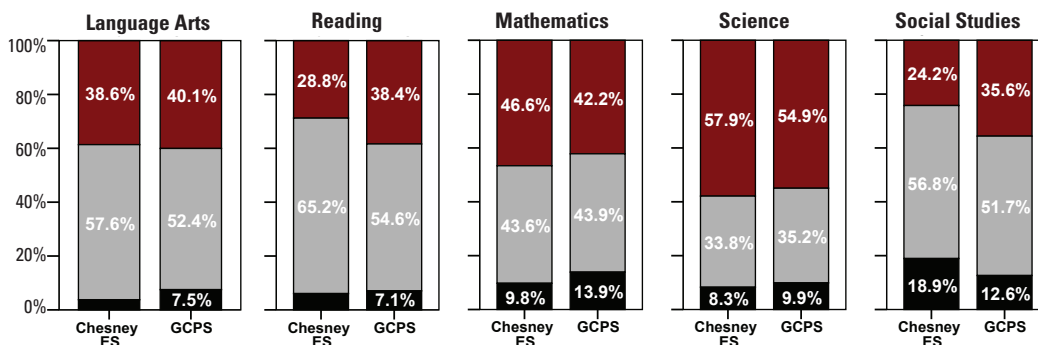
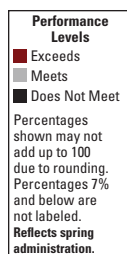
### 2009–10 Results: Gwinnett County Public Schools Promotion Requirements (Grades 4 and 5)

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 Chesney Elementary for these local promotion requirements.

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

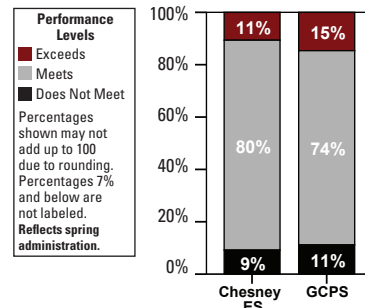
For 2009–10, a Gwinnett 4th grader was required to meet grade-level expectations on the CRCT in five subject areas—language arts, reading, mathematics, science, and social studies—in order to earn promotion. Students' test performance on the Grade 4 Gateway falls into three levels of mastery of the state's 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 Chesney Elementary's students did on the test in 2009–10, with 91% of Chesney 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 Chesney 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*			
	Chesney	GCPS	State
3rd Grade Reading CRCT	92	92	90
5th Grade Reading CRCT	94	92	90
5th Grade Math CRCT	94	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 Chesney CRCT achievement in each AYP subgroup.

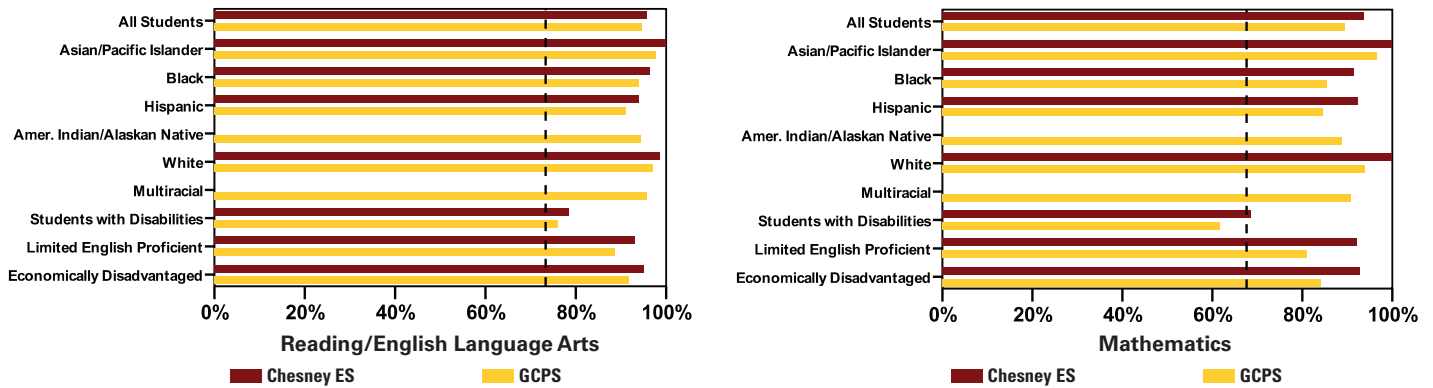
## Chesney Elementary AYP Results by Subgroup

Chesney 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	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 2010. The standards will increase to 100% by 2014. The charts above reflect spring and summer test administrations.

Chesney Elementary students continue to do well on the CRCT, with percentages of students meeting and exceeding standards above 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

Chesney students performed well on the CRCT, with 94% of all Chesney students in grades 3–5 performing in the Meets or Exceeds Standards categories on the math portion and 95% performing at these levels in reading. In math, Chesney's 5th grade passing rate was above the system average by 7 percentage points. Sixty-five percent of 5th graders achieved at the Exceeds Standards level.

Reviewing CRCT achievement data, for the school overall and for groups of students, helps us identify gaps in achievement. This focus helps the school provide needed support as we work to close identified gaps and help every student to achieve his or her learning potential. A close review of the graphs comparing Chesney's student subgroups with GCPS' subgroup averages shows that at Chesney, we are making progress in closing achievement gaps. Chesney student subgroups generally outperformed almost all of the pass rate averages for subgroups at the county level. In science, 89% of Chesney students in grades 3–5 performed at the Meets or Exceeds Standards levels and 51% exceeded standards.

For four consecutive years, Chesney has been recognized as a Georgia Title I Distinguished School and has made Adequate Yearly Progress (AYP) since opening in 2004. In each of those years, 100% of our students in grades 1–5 have participated in state testing. Having earned the 2008–09 Governor's Office of Student Achievement recognition for Making Greatest Gains in the Percentage of Students Meeting or Exceeding Academic Standards on the CRCT, our continuing focus is to increase the percentage of students in all subgroups performing at the highest levels on state tests and to continue to exceed AYP standards.

We are grateful to the Chesney community for taking advantage of all that our school offers, including our rich instructional programs, the Chesney family center, and our summer media center program. Chesney students are bright and willing to learn, and attendance is strong. We continue to expand our enrichment and support programs during the school day, as well as offerings on Saturdays three times per year. Our teachers improve instruction by employing a model classroom method in which master teachers model effective strategies for their peers. We believe our efforts to differentiate educational opportunities based on the needs of our families, involve students in goal-setting and tracking their performance, and to develop close ties with parents and the community helps increase the percentage of students achieving at the highest level. We pledge to continue to promote and sustain a culture of excellence in which students meet and exceed their potential.

# Chesney Elementary School

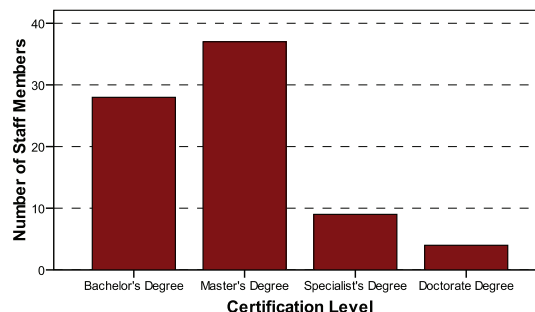
## Other 2009–10 Highlights...



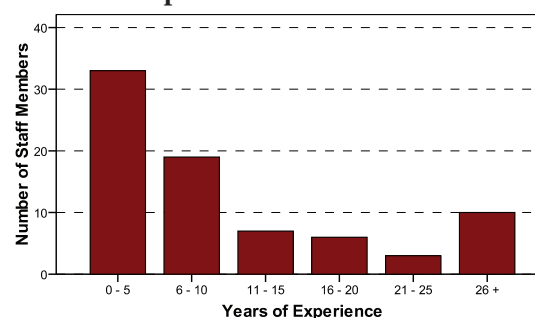
*Gwinnett County Public Schools is the 2010 winner of The Broad Prize for Urban Education, the country's most prestigious honor for K–12 education.*

- Since opening in 2004, Chesney has made AYP each year. For 2009–10, Chesney Elementary made AYP for the sixth year in a row to qualify as a Georgia Title I Distinguished School for the fourth consecutive year.
- Chesney's 2nd grade team placed 1st in the International Student Media Festival for its informational video, "The Most Extreme Places on Earth," and was named a Judge's Favorite.
- Chesney's Readers Rally team placed 2nd in the Gwinnett County Readers Rally competition.
- Results of the Duke University's Talent Identification Program (TIP) 4th/5th Grade Talent Search qualified 21 Chesney students for challenging educational opportunities.
- Chesney students received leadership and enrichment opportunities through Wizzle Pro/Math, Spanish, Science/Environmental and Brain Games Clubs, and 4th/5th grade Chorus. Chesney Ambassadors welcomed guests and conducted orientations for new students. The Student Council led a Relay For Life student campaign, raising more than \$1,000. Chesney K-Kids and 5th grade students, sponsored by Duluth Kiwanis and Home Depot, dedicated planters and a garden in honor of the school's namesake, firefighter Brant Chesney. Our 5th grade broadcast team produced a live, closed-circuit news program daily. Principals' Honor Roll, Bringing Up Grades (BUG) and Never Been Absent (NBA) students were recognized quarterly. Chesney students earned 100/200/300 Book Club t-shirts as they achieved 90% on reading comprehension tests.
- We thank Chesney parents and community members for their volunteer efforts. Duluth Fire Department friends of Charles Brant Chesney provided fire safety training and tips and volunteered for Chesney events. Half-Hour Heroes from the Duluth community served in the Family Center or tutored students. Volunteers from Duluth High's ROTC, Gwinnett School of Mathematics, Science, and Technology local businesses, and churches joined us for Brant Chesney Day, Fun Day, Career Day, and monthly events with an academic focus. We are pleased that 85% of Chesney families attended student-led conferences. Check-out of bilingual books, educational games, and software increased. More than 4,400 books were loaned during the summer. Chesney earned its sixth consecutive Gwinnett Clean & Beautiful Environmental Achievement Award.

## 2009–10 Staff Data Staff Certification Level



## Experience in Education



## 2009–10 Student Data

	School Year 09–10
<b>Enrollment</b>	859
+American Indian/Alaskan Native*	0%
+Asian*	14%
+Black/African American*	24%
+Hispanic or Latino, any race	54%
+Multiracial, two or more races*	0%
+Native Hawaiian/Pacific Islander*	0%
+White*	8%
Special Education	8%
ESOL	21%
Free/Reduced Lunch	80%
Average Attendance	97%

*+ 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...

- 91.2% of students agreed or strongly agreed that they felt safe at Chesney 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.*

**Chesney Elementary School**  
3878 Old Norcross Road • Duluth, GA, 30096  
(678) 542-2300 • [www.chesneyelementary.org](http://www.chesneyelementary.org)  
Carlotta Rozzi, Principal

**Gwinnett County Public Schools**  
437 Old Peachtree Rd., NW • Suwanee, GA 30024-2978  
[www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us)

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