



# Accountability Report

Results-Based Evaluation System

Issued 2009–10



## 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.

Chesney's 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 2008–09 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.

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- School Safety Perceptions

# 240 Words/17 lines

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**Tell us what you think about your school's report!**

Go to the "Accountability Report Feedback" section in the Quick Links menu at [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us) and follow directions for participating in the survey.

**Thank you!**

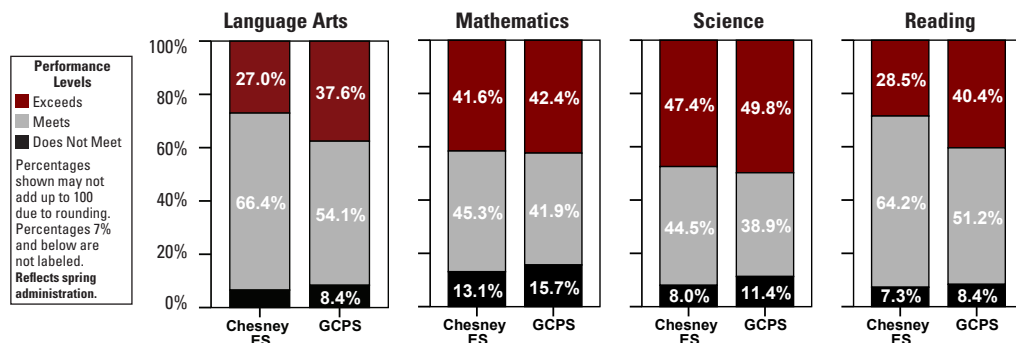
Gwinnett schools measure student learning of the school system's curriculum—the Academic Knowledge and Skills (AKS)—in a number of ways to ensure students have learned the AKS and will be successful in the next grade. One measure is the state's Criterion-Referenced Competency Tests (CRCT), which compares 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.

### 2008–09 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.

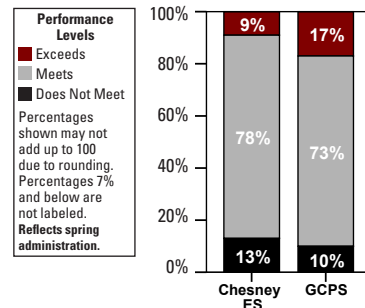
#### Grade 4 Gateway: Language Arts, Mathematics, Science, and Reading CRCT Subtests

For 2008–09, a Gwinnett 4th grader was required to meet grade-level expectations on the CRCT in four subject areas—language arts, mathematics, science, and reading—in order to earn promotion. Due to the revisions in the state's 4th grade social studies curriculum, CRCT results in that subject area were not used as a promotion requirement for 2008–09. 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 Chesney Elementary's students did on the test in 2008–09, with 87% 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.)



### 2008–09 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 | 85   | 90   | 88    |
| 5th Grade Reading CRCT | 88   | 91   | 88    |
| 5th Grade Math CRCT    | 92   | 86   | 79    |

\*Reflects spring administration

### 2008–09 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's CRCT achievement in each AYP subgroup.

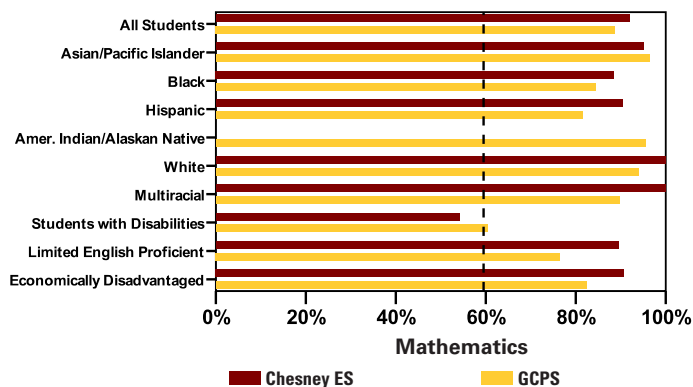
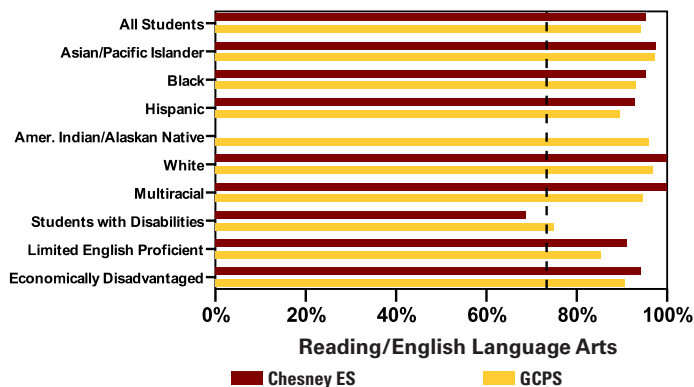
## Chesney Elementary AYP Results by Subgroup

| Chesney Elementary<br>achieved AYP | All Students | Asian/<br>Pacific<br>Islander | Black    | Hispanic | American<br>Indian/<br>Alaskan | White | Multi-<br>Racial | Students<br>with Disabili-<br>ties | Limited<br>English<br>Proficient | Economically<br>Disadvantaged |
|------------------------------------|--------------|-------------------------------|----------|----------|--------------------------------|-------|------------------|------------------------------------|----------------------------------|-------------------------------|
| Math Participation                 | Achieved     | Achieved                      | Achieved | Achieved | .                              | .     | .                | .                                  | Achieved                         | Achieved                      |
| Math Performance                   | Achieved     | Achieved                      | Achieved | Achieved | .                              | .     | .                | .                                  | Achieved                         | Achieved                      |
| Reading/ELA Participation          | 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 2009. 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

Space for schools to note progress on achievement goals, areas that need more work, and initiatives in place or planned to help students succeed. Approximately 375 words/21 lines using Adobe Garamond 11/13.5

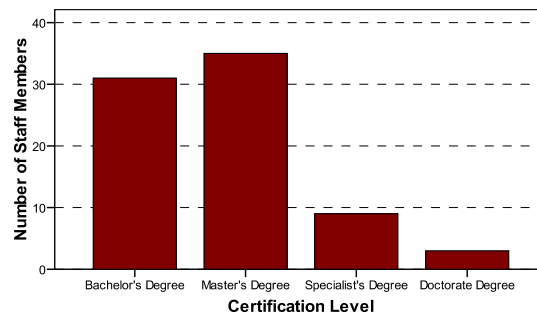
# Chesney Elementary School

Other 2008–09 Highlights...

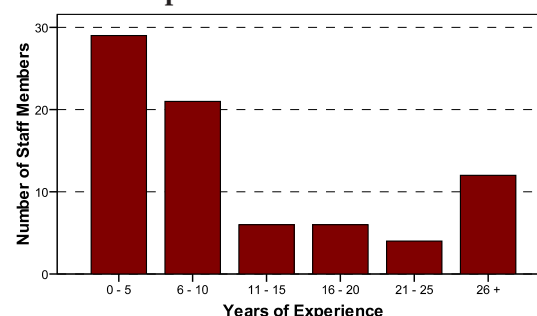
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**2008–09 Staff Data**  
Staff Certification Level



**Experience in Education**



**2005–2009 Student Data**

|                                | School Year |       |       |       |
|--------------------------------|-------------|-------|-------|-------|
|                                | 05-06       | 06-07 | 07-08 | 08-09 |
| <b>Enrollment</b>              | 796         | 803   | 811   | 853   |
| Asian/Pacific Islander         | 18%         | 16%   | 15%   | 13%   |
| Black                          | 24%         | 25%   | 23%   | 23%   |
| Hispanic                       | 44%         | 45%   | 49%   | 51%   |
| American Indian/Alaskan Native | 0%          | 0%    | 0%    | 0%    |
| White                          | 10%         | 11%   | 10%   | 10%   |
| Multiracial                    | 3%          | 2%    | 3%    | 4%    |
| Special Education              | 8%          | 8%    | 9%    | 7%    |
| ESOL                           | 17%         | 21%   | 20%   | 18%   |
| Free/Reduced Lunch             | 69%         | 69%   | 68%   | 76%   |
| Average Attendance             | 97%         | 97%   | 97%   | 97%   |

## School Safety Perceptions

Based on responses to 2008–09 RBES Perception Survey...

- 86.4% of students agreed or strongly agreed that they felt safe at Chesney Elementary.
- 94.3% of parents agreed or strongly agreed that their child's school was safe.

*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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