



Accountability Report

Results-Based Evaluation System

Issued 2010–11



Norcross Elementary School

Dr. Dora Hill, *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 Norcross 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 academic performance of all learners by exceeding requirements for Adequate Yearly Progress (AYP).

Results:

For the eighth consecutive year, Norcross Elementary School made Adequate Yearly Progress. Our students continue to show consistent progress in the academic areas of reading, English language arts, mathematics, and science.

- **Reading/English Language Arts:** More than 80% of students in grades 1–5 met or exceeded state standards in the areas of reading and English language arts. In 1st grade, 90% of students met or exceeded the standard in English language arts, while 90% of 2nd graders met or exceeded the standard in reading. The highest passing rate for reading and English language arts was posted by 3rd grade, with more than 90% of students meeting or exceeding state standards.
- **Mathematics:** All grade levels met or exceeded the state's goal of a 67.6% passing rate in this content area. More than 80% of students in grades 2, 3, and 5 met or exceeded state math standards.
- **Science:** In 2009–10, grades 3–5 showed a 5-point gain in the percentage of students who met or exceeded standards in science, compared to passing rates in 2008–09.

Norcross Elementary has a very diverse population, including a high percentage of students who are learning to speak English. More than 85% of English language learners in grades 3–5 met or exceeded the state standards in reading and English language arts.

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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)

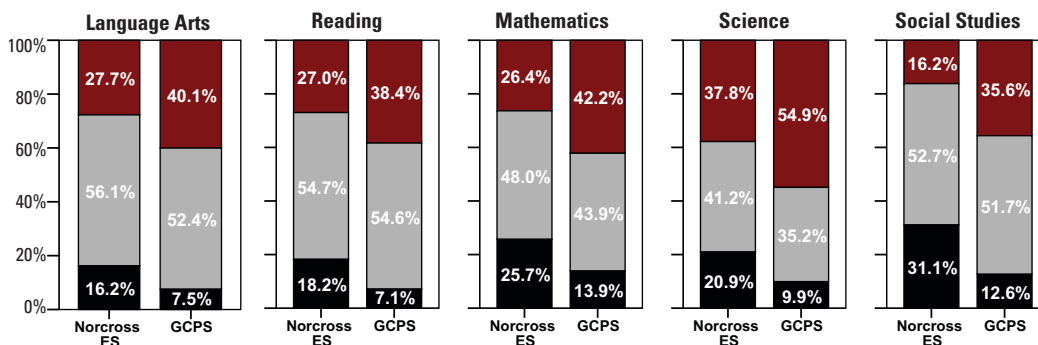
In Gwinnett, state tests taken in grades 4 and 5 are used as Gateway assessments and results are used to determine whether a student is prepared for the next grade level. Following are results for Norcross Elementary for these local promotion requirements.

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.

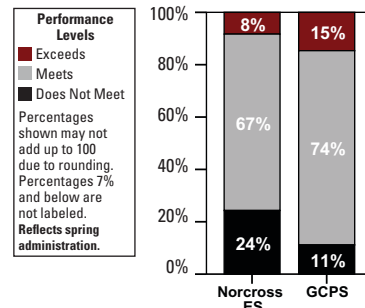
Exceeds, Meets, Does Not Meet.

Performance Levels
 ■ Exceeds
 ■ Meets
 ■ Does Not Meet
 Percentages shown may not add up to 100 due to rounding. Percentages 7% and below are not labeled. Reflects spring administration.



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 Norcross Elementary's students did on the test in 2009–10, with 76% of Norcross 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 Norcross 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*		
	Norcross	GCPS	State
3rd Grade Reading CRCT	93	92	90
5th Grade Reading CRCT	85	92	90
5th Grade Math CRCT	80	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 Norcross CRCT achievement in each AYP subgroup.

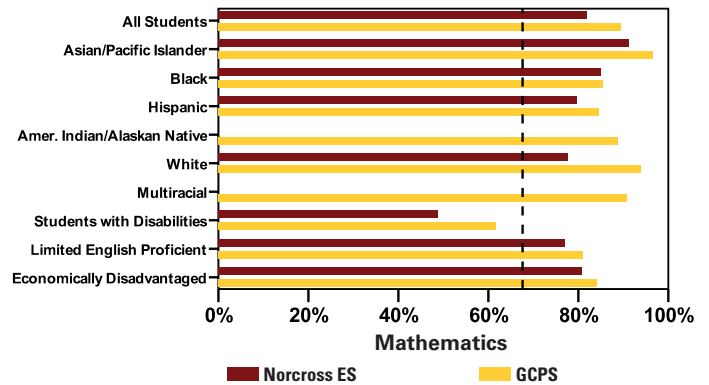
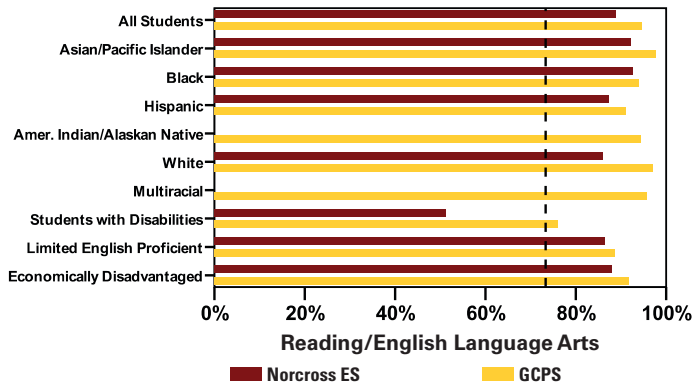
Norcross Elementary AYP Results by Subgroup

Norcross 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
Math Performance	Achieved	·	Achieved	Achieved	·	·	·	·	Achieved	Achieved
Reading/ELA Participation	Achieved	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 2010. The standards will increase to 100% by 2014. The charts above reflect spring and summer test administrations.

Norcross 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

Norcross Elementary once again met requirements for AYP under the federal No Child Left Behind Act. We attribute the success of Norcross Elementary to a variety of strategies and initiatives that are in place at our school. We maintain high expectations for all learners, with a commitment to increasing student achievement in all academic areas. Our instructional staff works as a Professional Learning Community that focuses on the individual needs of our students. We strive for academic success in all content areas and anticipate continued gains in achievement as a result of staff development to increase rigor in Norcross classrooms.

We attribute our science gains to additional classroom support and hands-on opportunities provided through the science enrichment special. Additional gains are likely to be experienced with the implementation of our new, interactive science lab.

To promote math achievement, our math coach, math specialist, and instructional coach work collaboratively to provide additional instructional support— modeling best practices, providing key resources, and offering intervention strategies. We have fully implemented Balanced Numeracy, with a focus on Guided Math and problem solving. We also have implemented a morning tutoring program and offer additional support in math through the Early Intervention Program (EIP).

To support achievement in literacy, our teachers use differentiated instruction and multiple strategies to target the individual academic needs of our students. It is a schoolwide expectation that all students will receive meaningful and relevant instruction through the use of the Balanced Literacy framework. Our literacy coach, reading specialists, and instructional coach collaborate with classroom teachers to provide additional small-group support for students on a daily basis. We enrich students' skills in reading and math through Extended Learning Time (ELT) and the use of SuccessMaker, a computer-based learning program that allows students to practice targeted skills in math and reading at their own pace as they work toward mastery of grade-level content. Students learning English are supported in all content areas by classroom teachers and teachers in our English to Speakers of Other Languages (ESOL) program.

Norcross teachers use Quality-Plus Teaching Strategies in the classroom. These research-based teaching techniques have been proven effective with all types of learners in all content areas. With a consistent focus on high-quality teaching and learning, we anticipate continued growth and achievement gains for all Norcross Elementary students.

Norcross Elementary School

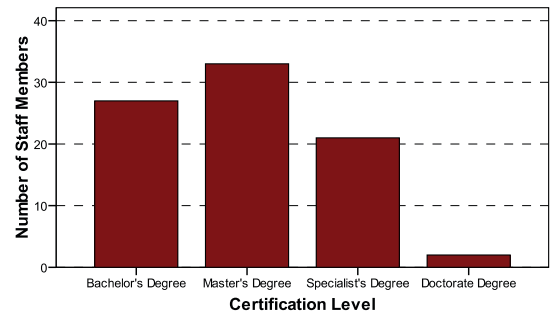
Other 2009–10 Highlights...



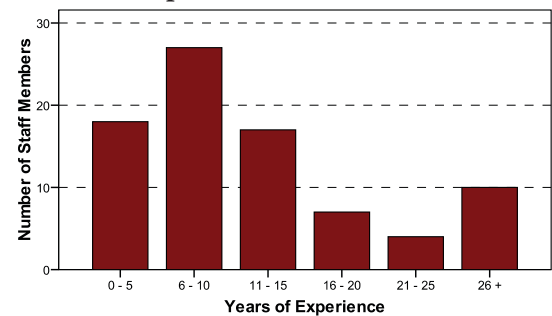
Gwinnett County Public Schools is the 2010 winner of The Broad Prize for Urban Education, the country's most prestigious honor for K–12 education.

- Norcross 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.
- Our Parent Center coordinated family nights in the academic areas and technology. Ongoing classes are offered to assist parents in becoming more proficient in the English language. A greater percentage of parents attended parent programs and parent-teacher conferences than in prior years.
- The Counseling Department fostered positive school-community partnerships. Our successful mentoring program continued to support our students with volunteers from State Farm and with the participation of local firefighters through the FLAME Project.
- With a technological focus, individual teacher websites are used as a supplementary parent-school communication tool.
- Our award-winning Chess Club is one of many extracurricular activities offered to students. Kinder Camp and Camp Invention are academic programs provided for Norcross students.
- International Night, Cinco de Mayo festivities, and Hispanic Heritage Night celebrated our school's diversity as our students and their families shared their traditions and customs.
- The Science Fair and Technology Fair were held to showcase students' work and accomplishments.
- Math success was rewarded through monthly celebrations for students in grades K–5.
- Montage, an art exhibit to showcase artwork from all grade levels, attracted many parents, students, and community members.
- Proceeds from the Empty Bowls event were donated to the Norcross Cooperative Ministry, which provides assistance to families in our school community.
- The Kiwanis Club and other organizations sponsored initiatives linked to teaching and learning. Scana Energy sponsored our after-school enrichment program in the areas of science, math, reading, and technology. The Latin American Association sponsored a kindergarten afterschool program and a morning tutoring program for grades 3–5. Through Operation Hope, students in grades 4 and 5 and their parents gained financial literacy.

2009–10 Staff Data Staff Certification Level



Experience in Education



2009–10 Student Data

	School Year 09–10
Enrollment	1,006
+American Indian/Alaskan Native*	0%
+Asian*	9%
+Black/African American*	14%
+Hispanic or Latino, any race	70%
+Multiracial, two or more races*	2%
+Native Hawaiian/Pacific Islander*	0%
+White*	5%
Special Education	8%
ESOL	24%
Free/Reduced Lunch	89%
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% of students agreed or strongly agreed that they felt safe at Norcross Elementary.
- 94.4% 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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