



# Accountability Report

## Results-Based Evaluation System

Issued 2007–08



# J. C. Magill Elementary School

Donna Ledford, *Principal*

Linda Anderson, *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.

Our 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 our school's improvement efforts and progress.**

## Key Results from 2006–07 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:** Students will show an increase in reading achievement at all grade levels and in all subgroups.

**Results:** All student subgroups met academic goals to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act, with 91.5% of our students meeting or exceeding state standards in reading and language arts. Results show improved student achievement for every grade and in every subgroup in the area of reading. In addition, our 4th grade students continue to make progress on the Gateway, with 97.3% of our students passing the language arts test.

**Goal:** Students will show an increase in mathematics achievement at all grade levels and in all subgroups.

**Results:** All student subgroups met academic goals to make AYP, with 92.7% of our students meeting or exceeding state standards in math. Results show an overall improvement in most grades and subgroups in the area of math. Approximately 88.5% of our 4th grade students passed the math section of the Gateway.

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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!**

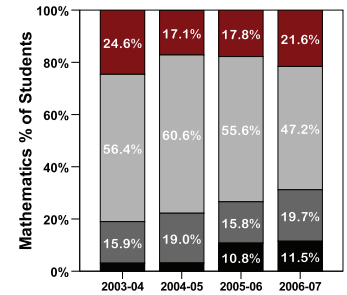
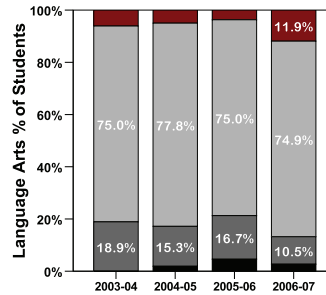
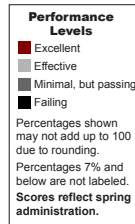
## 2006–07 Results: Gwinnett County Public Schools Promotion Requirements (Grade 4)

For 2006–07, a Gwinnett 4th grader was required to pass both Gateway subtests (language arts and mathematics) and meet on-grade-level expectations on the social studies CRCT subtest to be promoted. Due to the revisions in the state’s 4th grade science curriculum, science CRCT results were not used as a promotion requirement for 2006–07.

### Grade 4 Gateway: Language Arts and Mathematics Subtests

Gwinnett’s Gateway tests are designed to show how well a student has learned the school system’s curriculum, and are used to determine whether or not a student is ready to move on to the next grade level. Students’ test performance on the Grade 4 Gateway falls into four levels of mastery: Excellent; Effective; Minimal, but passing; and Failing.

On the language arts portion of the Gateway, 97.3% of our students passed the test. In addition, the percentage of students scoring in the top two ranges of the Gateway increased to the highest level in the last four years. On the math section of the Gateway, 88.5% of our students passed the test. Teachers worked in teams to provide remediation and enrichment of skills as needed to each student daily. A Math Special Area also was offered to students each week as we continue to work on math as a schoolwide goal for improvement.



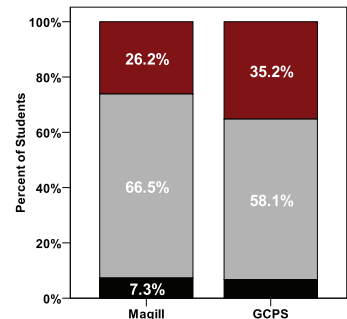
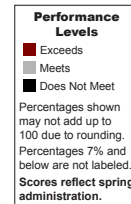
Year	% Scoring Excellent or Effective
2003-04	81.1%
2004-05	82.9%
2005-06	78.8%
2006-07	86.8%

Year	% Scoring Excellent or Effective
2003-04	81.0%
2004-05	77.7%
2005-06	73.4%
2006-07	68.8%

### Grade 4 Criterion-Referenced Competency Tests (CRCT): Social Studies Subtest

The table at the right reflects the percentage of J. C. Magill Elementary students who met grade-level expectations on the social studies subtest of Georgia’s Criterion-Referenced Competency Tests (CRCT) to earn promotion to the 5th grade under Gwinnett’s promotion criteria for 4th graders.

More than 92.7% of our students passed the 4th grade social studies subtest of the CRCT. Social studies and reading/writing instruction often are integrated to give students a more in-depth understanding of social studies content. Students read historical fiction or non-fiction text about social studies events, then write responses and essays, or engage in other forms of writing to express their understanding of the content.



## 2006–07 Results: State Promotion Requirements (Grades 3 and 5)

Gwinnett elementary schools measure student learning of GCPS’ Academic Knowledge and Skills (AKS) curriculum in multiple ways to ensure students are prepared for the next grade. In addition, the state has established promotion requirements for selected grade levels. The table at the right reflects the percentage of J. C. Magill Elementary

**% of Students Who Passed CRCT Subtests Required for Promotion\***

	Magill ES	GCPS	State
3rd Grade Reading CRCT	89	88	85
5th Grade Reading CRCT	91	90	86
5th Grade Math CRCT	91	93	88

\*Reflects spring administration

students who met grade-level expectations on Georgia’s Criterion-Referenced Competency Tests (CRCT) to earn promotion. Over time, the state is phasing in a more rigorous curriculum for core subjects at all grade levels, with students held to higher expectations on more difficult CRCT subtests. The percentages of students passing the 3rd and 5th grade CRCT subtests required for promotion are above the state and Gwinnett County Public Schools averages with the exception of the passing rate for 5th grade math, which surpassed the state. Teachers use student data to determine specific areas of strength and weakness for each child so they may tailor their instruction to meet students’ individual needs. In addition, teachers and administrators conduct test talks with each student to share individual test scores, to celebrate gains, and to determine a personal plan of action for improvement.

## 2006–07 Results: Criterion-Referenced Competency Tests and Adequate Yearly Progress

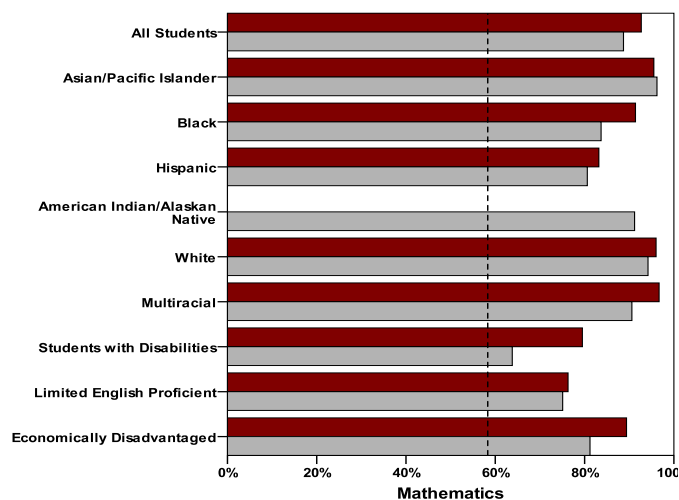
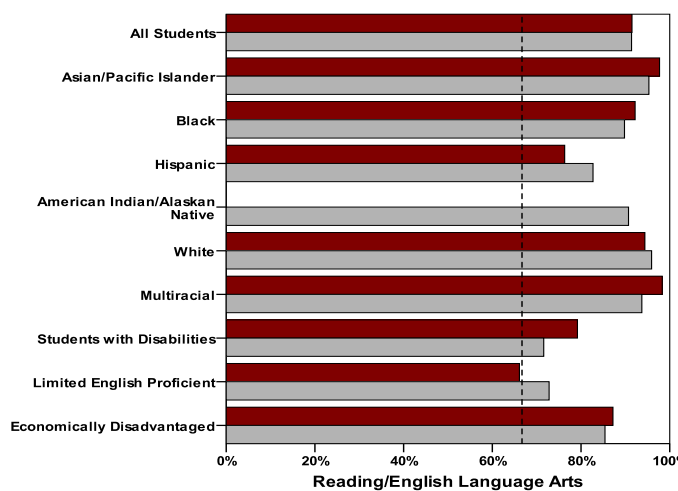
Schools earn Adequate Yearly Progress (AYP) status by meeting a series of performance goals that every school, system, and the state as a whole must achieve under the federal No Child Left Behind Act. In Georgia, AYP for elementary schools is determined using results from the Criterion-Referenced Competency 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 content standards. 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.

Magill Elementary achieved 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
Math Performance	Achieved	.	Achieved	Achieved	.	Achieved	.	Achieved	.	Achieved
Reading/ELA Participation	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 2007. The standards will increase to 100% by 2014.

J. C. Magill 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. Student results show an improvement in every grade and in every subgroup in the area of reading. Reading CRCT results show dramatic gains for several subgroups, including students with disabilities, students learning English, Hispanic students, and children with economic disadvantages. In addition, we saw slight gains in the percentage of students in various subgroups exceeding grade-level expectations on the CRCT, Asian students (gain of 18.2 percentage points), multiracial students (gain of 12.8 percentage points), and Hispanic students (gain of 6.2 percentage points).

The percentage of students scoring in the top ranges of the math CRCT increased significantly for these subgroups: Asian students (gain of 17 percentage points), Hispanic students (gain of 11.5 percentage points), and students learning English [English Language Learners] (gain of 13.6 percentage points). Our teaching models focus on daily remediation and enrichment of weak skills in language arts and math to continue to move our students to higher levels.

# J. C. MAGILL ELEMENTARY SCHOOL

## Other 2006–07 Highlights...

J. C. Magill Elementary School is staffed by a group of dedicated professionals continuously striving to improve student achievement. Staff members engage in more than 20 hours of professional learning each year that focuses on improving their teaching and students' learning. In addition, a very active and committed PTA contributes to our success by supporting teachers and students in a variety of ways, including offering free family programs, providing teacher grants, and purchasing student and school materials to enhance student learning. Our students are focused, enthusiastic learners striving for excellence each day.

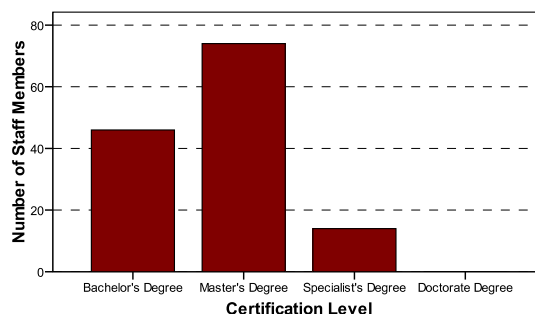
Other important highlights about our school:

- A variety of student clubs are offered, including Beta Club, Student Council, Peer Leaders, Magic Service Club, Chess Club, Accelerated Reader, Chorus, Art Club, Fitness Club, Safety Patrols, and Page Turners.
- Student interventions include English to Speakers of Other Languages (ESOL), Early Intervention Program (EIP), SuccessMaker Computer Lab, and FOCUS gifted education.
- An afterschool Tutorial and Enrichment program is offered to students each week.
- Magill's Outdoor Classroom is maintained by parents and teachers to provide environmental education opportunities for students.
- Magill's School Council met eight times last year to provide input and discuss significant school improvement issues. The School Council is made up of teachers, parents, and business partners.
- The Academic Knowledge and Skills Continuous Quality Improvement (AKS CQI) Model provides remediation and enrichment each day to students, based on individual needs in language arts and math.

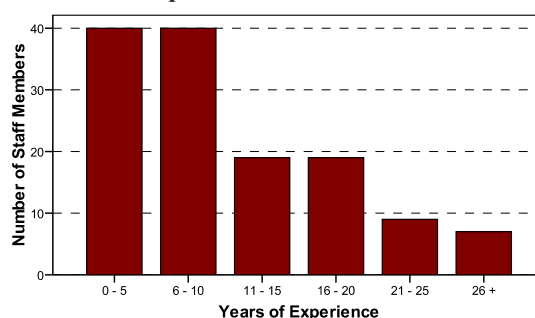
We would like to say a special, "Thank You!" to the parents and community members who work together with us each day to assist J. C. Magill students as we soar to excellence.

## 2006–07 Staff Data

### Staff Certification Level



### Experience in Education



## 2003–2007 Student Data

	School Year			
	03-04	04-05	05-06	06-07
<b>Enrollment</b>	<b>1,325</b>	<b>1,441</b>	<b>1,592</b>	<b>1,736</b>
Average Attendance	96%	96%	96%	96%
ESOL	4%	6%	5%	5%
Special Education	9%	13%	13%	13%
Free/Reduced Lunch	30%	34%	40%	45%
American Indian	1%	0%	0%	1%
Asian	3%	3%	3%	3%
Black	21%	25%	33%	39%
Hispanic	8%	11%	11%	12%
White	63%	57%	48%	41%
Multiracial	5%	5%	4%	4%

## School Safety Perceptions

Based on responses to 2006–07 RBES Perception Survey...

- 90% of students agreed or strongly agreed that they felt safe and secure at J. C. Magill Elementary.
- 94% of parents agreed or strongly agreed that their child's school was safe and secure.

*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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