

# Accountability Report

Issued 2020–21

## Centerville Elementary School

Bonita Banks, *Principal*

Dr. Donna Ledford, *Assistant Superintendent*



### Local school improvement connected to district's strategic direction

Gwinnett County Public Schools' accountability system for improving schools is 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. With a waiver from federal requirements during the COVID-19 pandemic, the Georgia Department of Education did not administer state tests in the spring or produce related reports on school effectiveness. This abbreviated report reflects available achievement data from the 2019–20 school year. Using local data, school

administrators, teachers, and parent advisory groups developed this year's Local School Plans for Improvement (LSPI) which outline our improvement goals and guide the work we will do throughout the 2020–21 school year to support student learning. These improvement plans are connected to the school district's strategic direction and our core business of teaching and learning. Find our school's LSPI on the website. The Centerville school council and school leaders collaborated on the highlights in this accountability report, which also serves as the school's annual report. **Please review this report to learn more about our improvement efforts and progress.**

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### 2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

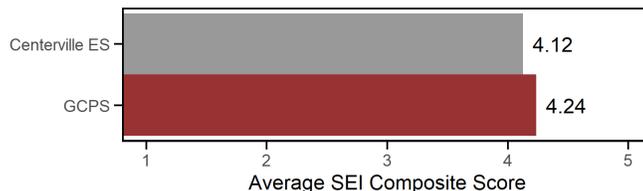
The Iowa Assessments measure a student's progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test was administered in Gwinnett in grades 2 and 5 in 2019–20. Results from the fall administration help identify students' areas of academic strength as well as areas that need improvement. Teachers and schools use these results during the school year to inform instruction and monitor growth.

Core Composite results reflect overall performance on tests covering a variety of skill areas, including reading, spelling and other language arts conventions, vocabulary, and mathematics, including computation. Scores are expressed as a national percentile rank (NPR), with an NPR of 50 marking typical achievement on the Iowa Assessments. For example, a Core Composite NPR of 60 indicates that students at a school, on average, scored as well as or better than students at 60% of U.S. schools on the test. Centerville's 2020 NPR for 2nd graders taking the Iowa Assessments is 44, compared to the overall GCPS NPR of 60. For 2020, the Centerville's NPR for 5th graders is 34.6, compared to the overall GCPS NPR of 48.6.

### 2019–20 Student Engagement

The Student Engagement Instrument (SEI) is a survey used to measure how engaged students are at school and with learning. When taking the SEI, students respond to items that cover a variety of topics related to their engagement in their education, including the level of support they receive from teachers, peers, and family, as well as their perceptions of school work and future educational goals. We measure student engagement at GCPS because it is related to important outcomes such as on-time graduation and postsecondary success. The bar graph below shows the average SEI Composite Score—a summary of a student's responses across all items on the SEI—for Centerville Elementary School compared with an average of results for all GCPS elementary

schools. The Composite Score can range from 1.0 to 5.0, with higher scores reflecting stronger student engagement. This chart shows that the average Student Engagement Instrument Composite Score for Centerville ES in 2019–20 was 4.12, compared to the GCPS elementary school average of 4.24.

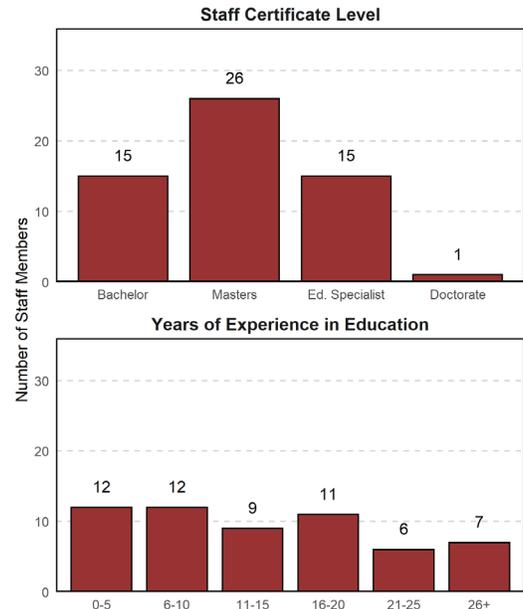


# Centerville Elementary School

## Other 2019–20 Highlights...

- Centerville offered several student leadership programs and clubs in 2019–20, including the 5-Star Readers, Student Council, Chorus, Basketball Club, Safety Patrol, Flag Detail, and Peer Leaders.
- Centerville is in its sixth year of implementation of Positive Behavioral Interventions and Support (PBIS). PBIS encourages positive behaviors with recognition for those students who exhibited appropriate conduct.
- We recognized students for academics, behavior, and leadership through our Student of The Month Program and Semester Awards Program.
- Through our school’s media program, we hosted a Fall Book Fair and two Book Mobile events where all of our students had the opportunity to select books to add to their home libraries.
- The Centerville PTA hosted several successful events for our parents and community, including Fall Bash, Family Fun Day, Curriculum Night, Bingo for Books, and celebrations during Black History Month and Hispanic Heritage Month.
- Through our Quarterly Guest Reader Program, the school hosted community members and parents who volunteered to read books to classes to help encourage a love of reading.
- Centerville hosted parent workshops to increase student achievement in mathematics and reading.
- Centerville hosted Extended Learning Programs on Saturdays and after the school day ended for students in grades 2–5 in the areas of reading and mathematics. Students also received additional support to master the curriculum by participating in the Summer Bridge Learning Program, Summer School, or Kindergarten Learning Academy.
- Head Custodian Ken Irish and the school’s custodial staff were recognized at the county-level for exemplary performance during 2019–20 school year.
- The 5th grade broadcast team produced a live, closed-circuit news program daily.
- Interventions provided for students included Reading Recovery, Early Intervention Program (EIP), and Book Buddies.
- Our Centerville school community embraced opportunities to support the community through United Way.

## 2019–20 Staff Data



## Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
<b>Enrollment</b>	693	712	690
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	4%	3%	4%
+Black/African American*	58%	56%	53%
+Hispanic or Latino, <i>any race</i>	25%	26%	28%
+Multiracial, <i>two or more races</i> *	4%	4%	4%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	9%	10%	10%
Special Education	14%	14%	13%
English Learner**	21%	25%	26%
Gifted Eligible	6%	4%	5%
Free/Reduced Lunch	81%	79%	78%
Average Attendance***	96%	96%	96%

\*Not Hispanic or Latino

\*\*Since 2017–18, the category for English Learners has reflected both students who qualify for services and those being monitored.

\*\*\*Based on in-school attendance through March 12, 2020. Students participated in online learning from March 16 to May 20.

## School Safety Perceptions

Based on responses from those with an opinion who responded to the 2019–20 RBES Perception Survey...

- 82.4% of students agreed or strongly agreed that they felt safe at Centerville Elementary.
- 98.6% 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.*

### Centerville Elementary School

3115 Centerville Highway, • Snellville, GA 30039  
(770) 972-2220 • <https://www.gcpsk12.org/CentervilleES>  
Bonita Banks, Principal

### Gwinnett County Public Schools

437 Old Peachtree Rd., NW • Suwanee, GA 30024-2978  
[www.gcpsk12.org](http://www.gcpsk12.org)

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