



Accountability Report

Results-Based Evaluation System

Issued 2006–07



Harmony Elementary School

Anne Marie Keskonis, *Principal*

Delores Hendrix, *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 2005–06 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: Harmony Elementary will meet or exceed standards for Adequate Yearly Progress (AYP) in the areas of reading, mathematics, and writing.

Results: AYP standards were achieved in every content area across all identified subgroups. Schoolwide averages indicate that 91.3% of all students met or exceeded state standards on the Criterion-Referenced Competency Tests (CRCT) in reading, with a 89.1% pass-rate in language arts, and 93.2% passing in mathematics. Growth was evident in reading, particularly for students in 1st and 2nd grades. Achievement scores followed historical patterns as the majority of 1st and 2nd grade students performed in the Excellent range, even as higher standards and a more rigorous curriculum were implemented in reading. 5th grade students posted improved scores on standardized testing, with 43% of students scoring in the top range (Level 3–Exceeds Standards) on the mathematics portion of the CRCT, an increase of 20 percentage points over the past two years. To increase student achievement in targeted areas, teachers used a variety of strategies, including guided reading, literacy circles, Sitton Spelling, Writers Workshop, Literature Links to Math, Math Magic training sessions, and computer lab programs to enhance student performance.

CONTENTS:

Key Results on Improvement Plans

2005–06 Results:
– Grade 4 Gateway
– Georgia Grade 5 Writing Assessment/5th Grade Gateway
– State Promotion Requirements
– Criterion-Referenced Competency Tests and Adequate Yearly Progress

2005–06 Highlights

Staff Data

Student Data

School Safety Perceptions

Tell us what you think about your school’s report.

Download a questionnaire from the “Accountability Report Feedback” section in the Quick Links menu at www.gwinnett.k12.ga.us. Please bubble in your school code (450) and follow directions for returning your survey.

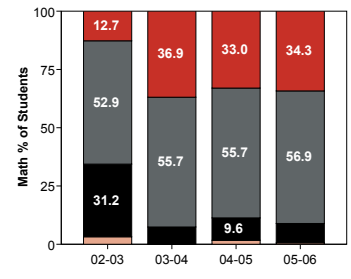
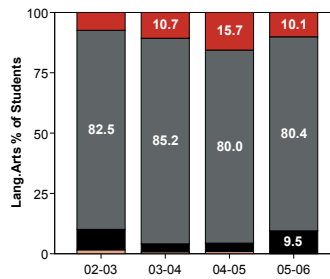
Thank you.

2005–06 Results: Grade 4 Gateway Assessment

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.

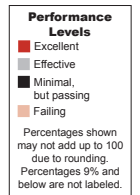
Harmony Elementary 4th grade students performed satisfactorily on the Gateway assessment. Comparison data from recent years indicate that students are maintaining a consistent level of performance. On the language arts subtest, 10.1% of Harmony students performed in the Excellent range, while 80.5% of students scored within the Effective range. Teachers participated in literacy

study groups to encourage student reading across genres. Harmony’s professional learning focused on interactive writing techniques, such as Writer’s Workshop. 4th grade students also continued to sustain remarkable levels of growth in the area of mathematics. On the mathematics subtest, 34.3% of scores were in the Excellent range while 56.9% were in the Effective range. Harmony will continue to use research-based instructional strategies to address the needs of students in the area of mathematics. Teachers will provide multiple hands-on enrichment and remedial lessons to strengthen math concepts.



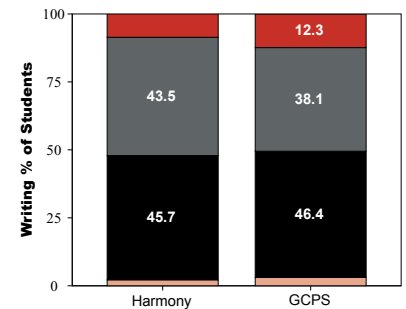
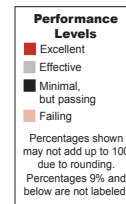
Year	% Scoring Excellent or Effective
2002–03	89.9%
2003–04	95.9%
2004–05	95.7%
2005–06	90.5%

Year	% Scoring Excellent or Effective
2002–03	65.6%
2003–04	92.6%
2004–05	88.7%
2005–06	91.2%



2005–06 Results: Georgia Grade 5 Writing Assessment/5th Grade Gateway

This chart reflects how well Harmony Elementary’s students did on the state’s Grade 5 Writing Assessment. For 2005–06, this state-required test also was used as a Gateway test for Gwinnett 5th graders. Harmony’s writing scores continue to be comparable with the average GCPS scores. Approximately 52% of Harmony 5th grade students scored in the top two ranges of this assessment, with 43.5% of our students scoring in the Effective performance level and 8.6% scoring in the Excellent performance level. The teachers continue to improve the craft of writing, challenging more students to perform in the Excellent level by focusing writing instruction in all curriculum areas. Our school places an emphasis on professional learning to improve writing instruction in our classrooms.



98.8% of Harmony 5th graders passed the writing Gateway on the first try.*

*Data includes all students, including special education students and students with limited English who are not required to pass the Gateway for promotion.

2005–06 Results: State Promotion Requirements

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 Harmony Elementary students who met grade-level expectations on Georgia’s Criterion-Referenced Competency Tests (CRCT) to earn promotion. Note that in 2005–06, students were held to higher expectations on a more difficult CRCT reading subtest, which was based on the state’s new, more rigorous curriculum in that subject. Over time, the state’s strengthened curriculum will be phased in for core subjects at all grade levels. The percentage of students who passed reading and math subtests required for promotion on the CRCT was at or above state averages in all areas.

% of Students Who Passed CRCT Subtests Required for Promotion*

	Harmony ES	GCPS	State
3rd Grade Reading CRCT	87	87	82
5th Grade Reading CRCT	89	87	81
5th Grade Math CRCT	88	92	88

*Reflects spring administration

2005–06 Results: Criterion-Referenced Competency Tests and Adequate Yearly Progress

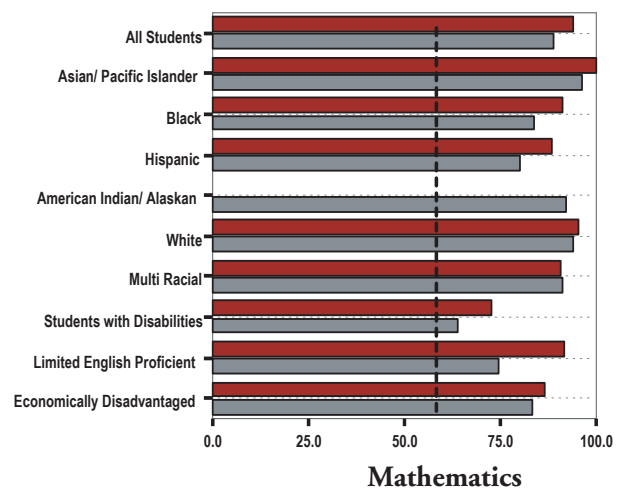
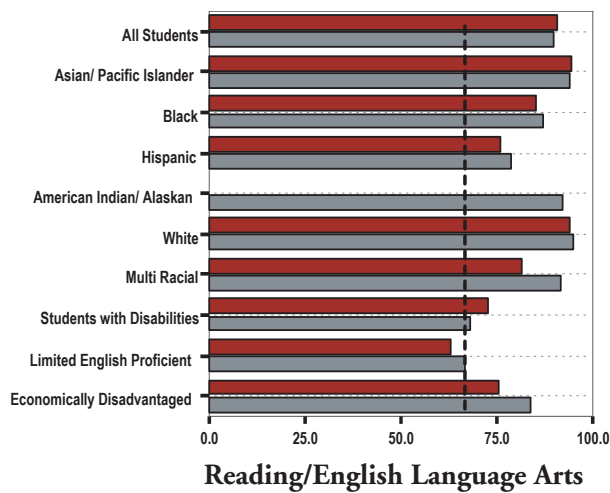
Schools earn Adequate Yearly Progress (AYP) status by meeting a series of performance goals that every school, system, and the state as a whole must achieve under the federal No Child Left Behind Act. In Georgia, AYP for elementary schools is determined using results from the Criterion-Referenced Competency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

Harmony 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	.	.
Reading/ELA Participation	Achieved	Achieved	Achieved	Achieved	.	Achieved	.	Achieved	.	Achieved
Reading/ELA Performance	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 2006. The standards will increase to 100% by 2014.

Bars ■ Harmony Elementary ■ GCPS

Harmony Elementary students continue to do well on the CRCT, with percentages of students meeting and exceeding standards above the system average 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.

Harmony Elementary students achieved state standards. In most subgroups, a higher percentage of students passed compared to system averages in the area of mathematics. Overall, the percentage of students meeting or exceeding standards in reading was 91.3%. The percentage of students meeting or exceeding standards in language arts was 89.1%. The percentage of students meeting or exceeding standards in mathematics was 93.2%.

Consistently high standardized test scores indicate that students are being taught and are learning the curriculum. Research demonstrates that excellent student attendance is directly correlated to higher student achievement. Harmony student attendance averaged 97%, consistent with average daily attendance the previous year.

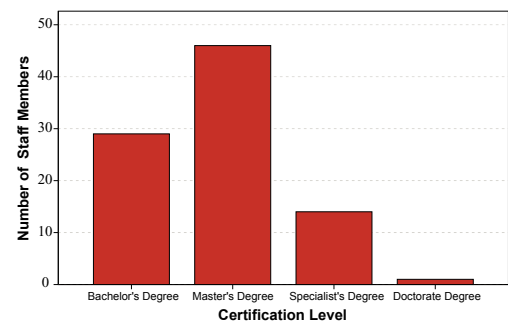
HARMONY ELEMENTARY SCHOOL

Other 2005–06 Highlights...

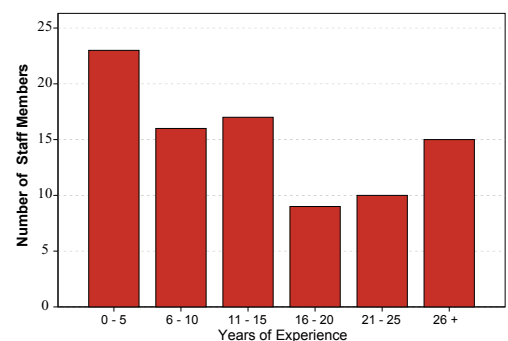
- Approximately 38% of Harmony’s teachers and staff members have earned a master’s degree or higher.
- Approximately 55% of Harmony’s teachers have 11 or more years of teaching experience.
- The majority of parents and students feel Harmony is a safe and secure environment for teaching and learning.
- 1st grade teachers effectively maintained high levels of student performance through the implementation of teaching strategies that prepared students for a more rigorous curriculum in the area of reading.
- 4th grade teachers organized a group called Literacy Leaders to assist one another in the strategic development of lessons and activities targeted to improving the skills and interests of students in language arts.
- 5th grade teachers effectively planned and implemented teaching strategies that sustained a significant increase in student performance in mathematics.
- Math specialists organized a highly successful Family Math Night to share strategies for parents to use at home.
- The 5th grade student broadcast team organized and implemented a daily television production.
- After-school enrichment clubs, such as Odyssey of the Mind, helped many students broaden their horizons.
- Teachers organized before-school programs, such as Fitness Club and Chess Club, to further student interest in the school environment.
- Our PTA sponsored Family Technology Workshops, Pizza Nights, Fall Festival, Skate Nights, and beautifully maintained the naturalized areas of the campus.
- Counselors organized informational parent meetings, such as Comfort and Coffee, Magic 1•2•3, and shared preventative safety measures for students.
- Harmony School Council met monthly to review school achievement and goals.
- Cafeteria Manager Mabel Herrington serves as the president for the Gwinnett County chapter of Georgia School Food Service Association.
- Teacher Candace Perkola is president of the Gwinnett chapter of Phi Delta Kappa, an education fraternity.

2005–06 Staff Data

Staff Certification Level



Experience in Education



2002–2006 Student Data

	School Year			
	02-03	03-04	04-05	05-06
Enrollment	1358	828	972	1151
Average Attendance	97%	96%	97%	97%
ESOL	4%	3%	4%	4%
Special Education	12%	12%	12%	13%
Free/Reduced Lunch	15%	16%	15%	18%
American Indian	0%	0%	0%	0%
Asian	4%	4%	6%	8%
Black	7%	9%	10%	13%
Hispanic	8%	9%	10%	10%
White	80%	75%	72%	66%
Multiracial	2%	3%	3%	3%

School Safety Perceptions

Based on responses to 2005–06 RBES Perception Survey...

- 91.1% of students agreed or strongly agreed that they felt safe and secure at Harmony Elementary.
- 85.5% 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.

Harmony Elementary School

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