

Accountability Report

Issued 2020–21

Sugar Hill Elementary School

Dr. Nick Boyers, *Principal*

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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 Sugar Hill 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.**

CONTENTS

About School Improvement

2019–20 Iowa Assessment Results

2019–20 Student Engagement

2019–20 Highlights



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

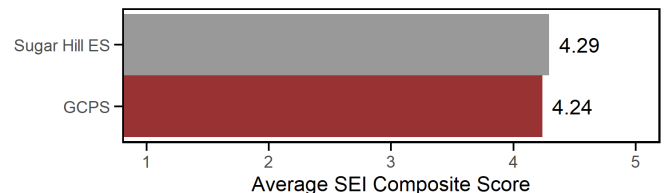
The Iowa Assessments measure a student's progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test was administered in Gwinnett in grades 2 and 5 in 2019–20. Results from the fall administration help identify 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. Sugar Hill's 2020 NPR for 2nd graders taking the Iowa Assessments is 69, compared to the overall GCPS NPR of 60. For 2020, the Sugar Hill's NPR for 5th graders is 58, 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 Sugar Hill 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 Sugar Hill ES in 2019–20 was 4.29, compared to the GCPS elementary school average of 4.24.

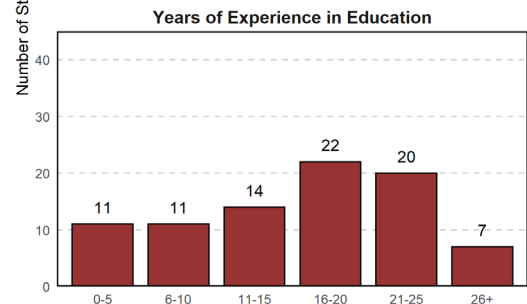
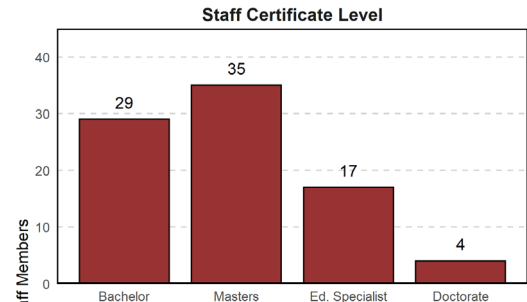


Sugar Hill Elementary School

Other 2019–20 Highlights...

- Sugar Hill’s PTO and staff sponsored the Laps 4 Longhorns event, Father-Daughter Dance, Family Movie Night, and All Pro Dad Monthly Breakfasts. Families and staff members raised funds for charitable organizations, including United Way, Georgia Race for Autism, and the American Cancer Society.
- Students had a variety of extracurricular enrichment opportunities, including National Junior Beta Club, Safety Patrols, Peer Leader Mentors, Chess Club, Art Club, Drama Club, Dancing Club, Recycling Club, Good News Club, Chorus, Readers Rally, Continental Mathematics League, Spanish Club, and Robotics.
- Sugar Hill Elementary earned top honors for 2019–20 in the Continental Mathematics League (CML). The 5th grade earned 2nd place in the nation and 1st place in the Southeast region for the Pythagorean Division. Our 4th grade earned 1st place in the U.S. and 1st in the region for the Euclidean Division. Our 3rd grade earned 4th place nationally and 2nd place at the regional level for the Euclidean Division. Three of our students were recognized and earned top honors, including 5th Grade National Student Leader of the Year, and two 4th Grade National Student Leaders of the Year.
- The Sugar Hill Elementary FIRST LEGO League Robotics (FLLR) Club was awarded the Project Award at the Lanier Longhorn Regional Tournament. The team received high marks on the FLLR Rubric for The Innovation of Project, Core Values, and Robot Design.
- Our Creative Longhorns Club decorated two book exchanges for the G.R.E.A.T. Little Minds exhibition in February 2020. These book exchanges were used in communities in Gwinnett to inspire people to read! One of Sugar Hill’s 5th grade students had artwork selected and displayed at the High Museum of Art.
- Sugar Hill was recognized as a Taking Action Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful.
- Sugar Hill earned a platinum medal and a place on the 2020 Governor’s SHAPE Honor Roll. The award recognizes school level efforts in the areas of physical activity, nutrition, and wellness.
- Sugar Hill was recognized by the Georgia Department of Education with Operational status for implementation of Positive Behavioral Interventions and Supports (PBIS) during the 2019–20 school year. PBIS encourages positive behaviors with recognition for those students who exhibited appropriate school conduct.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	1173	1141	1201
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	11%	12%	12%
+Black/African American*	17%	17%	16%
+Hispanic or Latino, any race	24%	25%	24%
+Multiracial, two or more races*	5%	6%	6%
+Native Hawaiian/Pacific Islander*	0%	0%	0%
+White*	43%	41%	42%
Special Education	16%	20%	20%
English Learner**	21%	21%	22%
Gifted Eligible	10%	11%	10%
Free/Reduced Lunch	43%	42%	39%
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...

- 90.6% of students agreed or strongly agreed that they felt safe at Sugar Hill Elementary.
- 96.2% 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.

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