

Accountability Report

Issued 2020–21

Pharr Elementary School

Lisa Rhodes, *Principal*

Clifton Alexander, *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 Pharr 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



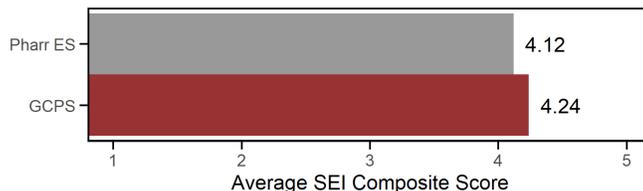
2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

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. Pharr's 2020 NPR for 2nd graders taking the Iowa Assessments is 73, compared to the overall GCPS NPR of 60. For 2020, the Pharr's NPR for 5th graders is 65, 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 Pharr 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 Pharr ES in 2019–20 was 4.12, compared to the GCPS elementary school average of 4.24.

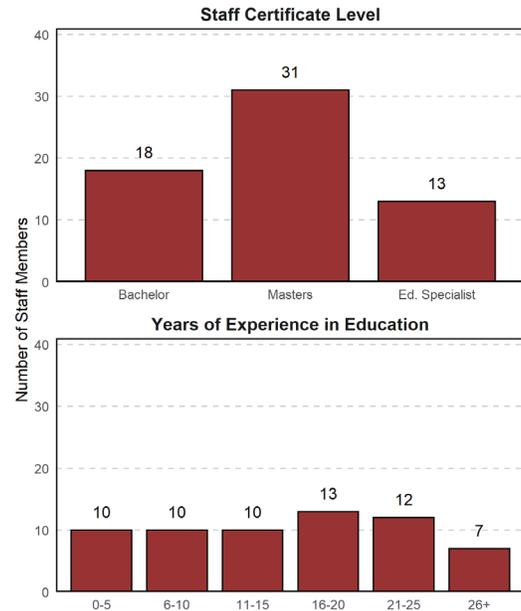


Pharr Elementary School

Other 2019–20 Highlights...

- Pharr Elementary 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.
- Pharr received a STEM (Science, Technology, Engineering, and Mathematics) Camp Grant and was awarded \$11,340 in equipment and supplies.
- Pharr received a School Empowerment Grant from Walton EMC for \$7,288.
- Pharr offered a variety of student clubs, including National Junior Beta Club, Rambotics, Chorus, Readers Rally, Garden Club, Safety Patrol, Student Council, Yearbook, and Wizzzle Pro Math.
- Pharr's National Junior Beta Club, founded in 2019, completed service projects for Children's Healthcare of Atlanta's Holiday Toy Drive, Pop Tabs for Atlanta's Ronald McDonald House Charities, and other community volunteer opportunities.
- Pharr's Relay For Life team organized fundraising events throughout the year and raised more than \$1,754.02 for the American Cancer Society.
- Pharr's staff and students participated in a variety of fundraising activities benefiting the United Way campaign.
- Pharr participated in the American Heart Association's Jump Rope for Heart.
- Pharr Elementary's 5th grade students continued the tradition of celebrating veteran service members in a Veterans Day program. Our students, with the help of our music teacher, sang the official song of each branch of the military and distributed certificates to all veterans present.
- Pharr continued the tradition of welcoming more than 500 family members to our Holiday Lunch in December and Lunch with a Loved One in February.
- Pharr has a strong and active PTA that works closely with the school. The PTA offered many family involvement activities, including Bingo Night, Movie Nights, and the Father/Daughter Dance.
- Pharr Elementary is proud of the support provided by our community partners: The Smith Group/REMAX, KIDS HOPE USA mentoring program, Culver's Restaurant, and Chick-fil-A.
- Pharr Elementary was recognized as a Reaching Higher Green & Healthy School in the Environmental Achievement Awards sponsored by Gwinnett Clean & Beautiful.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

	School Year		
	17–18	18–19	19–20
Enrollment	639	690	704
+American Indian/Alaskan Native*	0%	0%	0%
+Asian*	7%	7%	8%
+Black/African American*	38%	40%	41%
+Hispanic or Latino, any race	18%	20%	22%
+Multiracial, two or more races*	7%	7%	6%
+Native Hawaiian/Pacific Islander*	0%	0%	1%
+White*	29%	26%	22%
Special Education	15%	16%	16%
English Learner**	17%	21%	23%
Gifted Eligible	10%	8%	8%
Free/Reduced Lunch	49%	49%	50%
Average Attendance***	97%	97%	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...

- 77.1% of students agreed or strongly agreed that they felt safe at Pharr Elementary.
- 94.4% 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.

Pharr Elementary School

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