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 2004–05 Local School Plans for Improvement

Local School Plans for Improvement are plans developed locally by school administrators, teachers, and parent advisory groups.

Goal: The 2004–2005 school year was the inaugural year for Osborne Middle School. Therefore, our goals focused on establishing a high level of student academic performance combined with building a foundation of trust with the community.

Results: Our student academic performance results were very good. On the Gateway exams, our students’ scores were comparable with the top-scoring schools in all subject areas. On the state Criterion-Referenced Competency Tests (CRCT), our student scores consistently exceeded state and district averages in all three grade levels on all five sections (reading, English/language arts, math, science, and social studies) of the test. Osborne’s expectation for a high level of academic performance has been established.

A 2005 parent perception survey indicates a foundation of trust between the community and the school has been established. Of fourteen trust-related survey questions, Osborne parent responses were higher than the district average on every item.

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 (442) and follow directions for returning your survey.

Thank you.
2004–05 Results: Grade 7 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 7 Gateway falls into four levels of mastery: Excellent; Effective; Minimal, but passing; and Failing. In our inaugural year, 7th graders affirmed Osborne Middle’s place on the top tier of academic performers among GCPS middle schools. Social studies proved to be our strongest area with more than 94% of our students scoring in the top two performance levels. Close to 80% of our students scored in the Excellent and Effective ranges on the science portion of the Gateway exams, making Osborne Middle the top performer in the district. In language arts, while our student performance still ranked in the top three in the district, the percentage of students scoring minimal was higher than desired. Math performance results indicate a strong overall performance, with more than 82% scoring in the Excellent and Effective ranges. However, math had the highest percentage of failures with 2.6% of students not meeting the minimal level.

As we analyze these performance results, we have determined a plan for improvement for specific content areas. While our results are acceptable, we know we are capable of improving as we strive to become a world-class school.

2004–05 Results: Georgia Middle Grades Writing Assessment/8th Grade Gateway

This chart reflects how well Osborne Middle School students did on the Georgia Middle Grades Writing Assessment. This state-required test also is used as a Gateway test for Gwinnett 8th graders. Writing is the area in which we can show the most improvement in the coming years. While more than 95% of our students passed the writing assessment on the first attempt, and our average score of 362 exceeded both district and state averages, we will strive to improve. Our teachers are working with students to improve writing skills. During the year, every student at Osborne submits multiple writing samples, which are scored using the writing standards rubric. Our emphasis will be on equipping all Osborne teachers and parents with the tools and skills necessary to support students as they work to improve their writing. We believe good writing is essential to our students’ future success, and we are committed to improving in this area.

95.4% of Osborne 8th 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.
2004–05 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 middle 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, middle 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 6–8, 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.

### Osborne Middle

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<tr>
<th>Achieved AYP</th>
<th>All Students</th>
<th>Asian/Pacific Islander</th>
<th>Black</th>
<th>Hispanic</th>
<th>American Indian/Alaskan</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
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<tbody>
<tr>
<td>Math Participation</td>
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<td>Reading/ELA Participation</td>
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<td>Reading/ELA Performance</td>
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</table>

This school achieved the state’s attendance standard for all students.

**Note:** 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

Frank N. Osborne Middle students did 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. Osborne students demonstrated mastery of Georgia’s curriculum not yet implemented on the CRCT. On the reading/English language arts subtests, more than 93% of Osborne students met or exceeded state standards, compared to 85% for the district and 80% for the state. On the math subtest, Osborne student achievement was even more impressive, with 92% scoring in the Meets or Exceeds Standard range, compared to a district average of 81% and a state average of 68%. Osborne credits our students’ success to the school’s focus on teaching and learning and the opportunities for enrichment and remediation interwoven into academic and connections classes.
Other 2004–05 Highlights...

- Osborne Middle was one of 15 middle schools in the state recognized at the Bronze Level by the Governor’s Office of Student Achievement for Highest Percentage of Students Meeting and Exceeding Standards.
- The gifted program offered all four core academic classes, plus the Create Connections class, to qualified students.
- A Spanish class, equivalent to a high school Spanish class, was available to 7th and 8th grade students.
- A 400-meter track and full-length football field were built for our students by a private donor.
- Our head custodian won a district-level Custodian of the Year award.
- Our school nurse was named State School Nurse of the Year by the Georgia PTA.
- Our PTA had more than 1,200 members.
- In the Duke University Talent Identification Program, 58% of our students who took the SAT earned state recognition.
- A 7th grade math class finished second in the regional Continental Math League competition.
- Our girls’ basketball team went undefeated and won both the regular season and tournament championship.
- We offered parent training classes in algebra, writing, and Internet safety.
- Four teams competed in the regional FIRST Lego League competition.
- Author Ben Mikaelson visited with our students.
- More than 20% of our students read for more than 900 minutes as part of our voluntary reading incentive program.
- more than 1,500 parents received the weekly “Osborne Observer” electronic newsletter.
- Our band, orchestra, and chorus students were rated “superior” by the Georgia Music Educators Association.
- Telephones were installed in every classroom and trailer.
- Teachers update HomeworkNow to keep parents informed on current assignments, projects, and tests.

School Safety Perceptions

Based on responses to the 2004–05 RBES Perception Survey...

- 95% of students agreed or strongly agreed that they felt safe and secure at Osborne Middle.
- 98% of parents agreed or strongly agreed that their child’s school was safe and secure.