

ANCHOR CENTER (Grades K-5) Alachua County School District Public Accountability Report 1998-1999

SCHOOL IMPROVEMENT PLANS SUMMARY OF PROGRESS

The Florida Legislature passed a law in 1991 called Blueprint 2000, which created a statewide system for school improvement and education accountability. Under Blueprint 2000, goals were established for all schools in the following eight areas:

1. Readiness to Start School
2. Graduation Rate and Readiness for Postsecondary Education and Employment
3. Student Performance
4. Learning Environment
5. School Safety and Environment
6. Teachers and Staff
7. Adult Literacy
8. Parental Involvement

In recognition of the goals of Blueprint 2000, each school is required to implement a School Improvement Plan. In each school, a School Advisory Council (SAC) composed of the principal, parents, teachers, other school staff, students, and community/business representatives, work cooperatively to develop the plan for the school.

In accordance with the requirements of Blueprint 2000, the following sections of this report have been prepared in order to provide the public with information regarding the impact of each school's improvement efforts. In addition, the following reports are on file and available for public review at each school:

- Summary of the School Improvement Plan results for 1998-1999
- Summary of Needs Assessment and Climate Survey Results
- School Advisory Council Report (provides a more detailed description of the data presented in this Public Accountability Report)
- School Financial Report (available after February 15, 2000)

GOAL 1: READINESS TO START SCHOOL *Communities and schools collaborate to prepare children and families for children's success in school.*

• Kindergarten observation for school readiness

All kindergarten students were observed in the classroom to determine their readiness for school. Percentages show the proportion of evaluated kindergarten students who met the state's expectations for readiness.

Number of Kindergarten Students Evaluated	Number Meeting the State's Expectations for Readiness	School %	District %	State %
17	9	52.9	72.0	76.5

**GOAL 2: GRADUATION RATE AND READINESS
FOR POSTSECONDARY EDUCATION AND EMPLOYMENT**
**Students graduate and are prepared to enter
the workforce and postsecondary education.**

No information available at the elementary school level.

GOAL 3: STUDENT PERFORMANCE
*Students successfully compete at the highest levels
nationally and internationally and are prepared to make
well-reasoned, thoughtful, and healthy lifelong decisions.*

Test scores should not be used as a single source of measurement to draw absolute conclusions about student learning and student performance. Test scores may be affected by such things as attendance and length of time students have been in this school.

• **Florida Writing Assessment**

For this test, students write responses to an assigned topic. The student must read, plan, and independently write their responses in 45 minutes. Trained readers make an overall judgement about the papers on such things as how well the writing focuses on the topic and how well the details are organized. The scores range from a low of zero to a high of 6. Shown here are the number of students tested and the average writing scores for the school, district, and state. Results include standard curriculum students only.

GRADE 4 WRITING ASSESSMENT

Year	Number Tested	School Average	District Average	State Average
1998-99	16	2.3	3.2	3.1
1997-98	5	2.0	3.1	3.0

• **Florida Comprehensive Assessment Test (FCAT)**

The Florida Comprehensive Assessment Test (FCAT) measures student performance on selected benchmarks in reading and mathematics as defined by the Sunshine State Standards. The Standards articulate challenging content that Florida students are expected to know.

Achievement Levels

Level 5 - The student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Level 4 - The student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the questions correctly but may have only some success with questions that reflect the most challenging content.

- Level 3- The student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A Level 3 student answers many of the questions correctly but is generally less successful with questions that are most challenging.
- Level 2- The student has limited success with the challenging content of the Sunshine State Standards.
- Level 1- The student has little success with the challenging content of the Sunshine State Standards.

Standard Curriculum Students: Reading Grade 4

Shown here are the number of fourth grade standard curriculum students tested in reading at this school and percentage of students performing at each of five achievement levels.

Percent of Standard Curriculum Students Performing at Each Achievement Level

	Number Tested	Level 1 100-274	Level 2 275-298	Level 3 299-338	Level 4 339-385	Level 5 386-500
School	16	75	19	6		
District		28	15	31	21	5
State		31	17	31	18	3

Mathematics - Grade 5

Shown here are the number of fifth grade standard curriculum students tested in mathematics at this school and the percentage of students performing at each of five achievement levels.

Percent of Standard Curriculum Students Performing at Each Achievement Level

	Number Tested	Level 1 100-287	Level 2 288-325	Level 3 326-354	Level 4 355-394	Level 5 395-500
School	6	100				
District		23	31	23	20	3
State		28	33	23	14	2

Exceptional Education Students

Results in this section are presented for students with primary exceptionalities - excluding students classified as gifted, speech impaired, language impaired, or hospital/homebound, and excluding students currently enrolled in a Limited English Proficient (LEP) program who have been in the LEP Program for 2 years or less.

Reading - Grade 4

Shown here are the number of fourth grade exceptional education students tested in reading at this school and the percentage of students performing at each of five achievement levels.

Percent of Exceptional Education Students Performing at Each Achievement Level

	Number Tested	Level 1 100-274	Level 2 275-298	Level 3 299-338	Level 4 339-385	Level 5 386-500
School	6	100				
District		82	9	7	1	
State		75	11	11	3	

Mathematics- Grade 5

Shown here are the number of fifth grade exceptional education students tested in mathematics at this school and the percentage of students performing at each of five achievement levels.

Percent of Exceptional Education Students Performing at Each Achievement Level

	Number Tested	Level 1 100-287	Level 2 288-325	Level 3 326-354	Level 4 335-394	Level 5 395-500
School	2*					
District		73	19	7	2	
State		69	22	7	2	

**No results are reported when five or fewer students are tested.*

GOAL 4: LEARNING ENVIRONMENT
School boards provide a learning environment conducive to teaching and learning.

- New Staff**

The table shows the number and percentage of instructional staff* and school-based administrators who were newly hired at this school in 1998-99.

Staff Type	Total Number for 1998-99	Number Newly Hired for 1998-99	School %	District %	State %
Instructional Staff	7	2	28.6	13.2	16.0
School-Based Administrators	0	0	0.0	7.4	16.4
Total	7	2	28.6	13.0	16.0

**Instructional staff includes classroom teachers, library media specialists, counselors, and other school staff.*

- **Students absent 11-20 days and 21+ days**

The percentages show the proportion of the total student population in each of two ranges: students who were absent 11-20 days, and those who were absent 21 or more days.

Number of Students Absent 11-20 Days	School %	District %	State %
36	27.7	21.2	20.3

Number of Students Absent 21+ Days	School %	District %	State %
24	18.5	7.8	7.5

- **Average days of absence during the school year: teachers and administrators**

Teacher absences

This table shows the average number of days teachers were absent during the 180-day school year for personal leave, sick leave, temporary duty elsewhere, and all other leave.

Leave Type	Average Days Absent During the 180-day School Year	
	School	District
Personal Leave	2.4	2.1
Sick Leave	2.8	4.0
Temporary Duty Elsewhere	.4	2.1
All Other Leave		.1
All Leave types (Average)	5.6	8.3

Administrator absences

This table shows the average number of days school administrators were absent during the 180-day school year for personal leave, sick leave, temporary duty elsewhere, and all other leave.

Leave Type	Average Days Absent During the 180-day School Year	
	School	District
Personal Leave	#	3.7
Sick Leave	#	1.6
Temporary Duty Elsewhere		2.4
All Other Leave		.1
All Leave types (Average)	#	7.7

The pound sign indicates suppressed data in cases where only one administrator is at the school.

GOAL 5: SCHOOL SAFETY AND ENVIRONMENT
Communities provide an environment that is drug free and protects students' health, safety, and civil rights.

• **School environment safety: reported incidents**

School and communities must provide an environment that is drug free and protects the health, safety, and civil rights of everyone in the school. The information displayed in the table should be used to assess school safety need and to develop plans for improvement.

Number of Incidents		
School Total	District Total	State Total
7	11,537	226,904

GOAL 6: TEACHERS AND STAFF

The schools, districts, and state ensure professional teachers and staff.

• **Classes taught by out-of-field teachers**

The table shows the number and percentage of classes taught by out-of-field teachers.

Number of Teachers	Number of Classes	School %	District %
0	0	.00	2.76

• **Teachers, administrators, and staff who receive satisfactory annual evaluations**

The table shows the number and percentage of teachers and other instructional staff, and school-based administrators who received satisfactory annual evaluations based on a district assessment system.

Category	Number of Satisfactory Annual Evaluations	Total Personnel	School %	District %
Teachers and Other Instructional Staff	6	7	86	99.5
Administrators	0	0	0	100

**Instructional staff includes classroom teachers, library media specialists, counselors, and other school staff.*

- **Teachers with advanced degrees**

The table shows the number and percentage of teachers at each degree level.

Degree Level	Number	School %	District %	State %
Bachelor's Degree	3	50.0	48.7	67.9
Master's Degree	1	16.7	46.1	30.1
Specialist Degree			4.4	1.5
Doctorate	2	33.3	.7	.4
Total All Degrees	6			

GOAL 7: ADULT LITERACY

Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.

- **Number of diplomas awarded to adult citizens**

Adults may receive a high school diploma either by taking courses for credit and passing the High School Competency Test or by taking and passing the General Education Development (GED) test. The table shows the number of adults in the district and state who received diplomas during 1998-99.

Number of Diplomas Awarded to Adults	
	District
Adult Standard High School Diplomas	32
Adult State of Florida (GED) Diplomas	538
TOTAL	570

GOAL 8: PARENTAL INVOLVEMENT
Communities, school boards, and schools provide opportunities for involving parents and guardians as active partners in achieving school improvement and education accountability.

- School Advisory Council Members**

The table shows the number and percentage of School Advisory Council members by membership type and racial/ethnic category.

Membership Type	Number	School %	District %
Teachers	1	.25	.28
Parents	1	.25	.31
Career Service	1	.25	.09
Other Citizens	1	.25	.28
Students	0	.00	.03
TOTAL	4		
White	1	.25	.70
Black	2	.50	.28
Other	1	.25	.02
SBAC Employee	2	.50	.39

ADDITIONAL INFORMATION

- October Membership**

Number of Students Enrolled in October	102
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- Free and Reduced Price Lunch**

The percentage of students eligible for free or reduced-price lunch may be a reflection of the economic status of the school community and may indicate additional student educational needs. Percentages show the proportion of students eligible in October.

Number of Students Eligible for Free and Reduced-Price Lunch	101
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LOTTERY DOLLAR EXPENDITURE DATA

District

The table shows revenues, expenditures, and carry forward amounts of Educational Enhancement Trust Funds (District Discretionary Lottery Funds) for the Alachua County School District for the 1998-99 fiscal year.

Unexpended June 30, 1998		\$ 194,950
Revenues 1998-99		2,239,342
Expenditures 1998-99		
PREP	1,945,930	
Implementation of School Improvement Plans	<u>266,663</u>	
Total Expenditures		<u>2,212,593</u>
Unexpended June 30, 1999		\$ 221,699

School

Each school received a total of \$10 of Educational Enhancement Trust Funds per unweighted FTE for implementation of school improvement plans.

The table shows revenues, expenditures, and carry forward amounts of Educational Enhancement Trust Funds (District Discretionary Lottery Funds) for the school for the 1998-99 fiscal year.

Beginning Balance from previous year (including lottery, advance placement, donations, and other)		\$1,109.00
Allocation (including lottery, advance placement, donations, and other)		<u>1,809.00</u>
Total Beginning Balance		\$2,918.00

Amount	What was purchased	Meeting date at which decision was made	How was decision made (vote, consensus, other)?
310.00	Subs for School Improvement Training	9/21/98	Vote
240.00	CRISS Teacher Training Manuals	12/10/98	Consensus
43.00	Subs for Behavior Mgmt. Training	12/10/98	Vote
341.00	Marie Carbo Books/Tapes	2/12/98	Vote
399.00	Reading Software	2/12/99	Vote
130.00	AV Equipment	2/12/98	Vote
1,000.00	Supplies for Math Manipulatives	3/25/99	Vote
326.00	Sub for Writing inservice	5/19/99	Vote

Ending Balance (including lottery, advance placement, donations, and other)		\$129.00
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School Accountability Report Information

The School Accountability Report identifies critically low schools, stimulates academic improvement, and summarizes information about school achievement and student characteristics. *The report is prepared for each elementary, middle, and high school within the district. At this time, reports are not prepared for centers or alternative schools.* Based on the criteria described below, Anchor Center School received a grade of "D". (A description of the Florida Comprehensive Assessment Test (FCAT), the FCAT levels, and the Florida Writing Assessment is contained in the "Goal 3" section of this report).

Grades

C	Current year reading, writing, and math data are at or above minimum criteria.
D	Current year reading or writing or math data are below minimum criteria.
F	Current year reading, writing, and math data are below minimum criteria.
B	Current year reading, writing, and math data are at or above higher performing criteria <u>AND</u> no subgroup ¹ data are below minimum criteria <u>AND</u> at least 90% of standard curriculum ² students were tested.
A	Meet grade "B" criteria <u>AND</u> the percent of students absent more than 20 days, percent suspended and dropout rate (high schools) are <i>below</i> state averages <u>AND</u> there is substantial improvement ³ in reading <u>AND</u> there is not substantial decline ⁴ in writing or math <u>AND</u> at least 95% of standard curriculum students were tested.

Minimum Criteria for School Performance - Grades C, D, and F				Higher Performing Criteria for School Performance - Grades A and B			
	FCAT Reading	FCAT Math	Florida Writes!		FCAT Reading	FCAT Math	Florida Writes!
Elementary	60% score level 2 & above	60% score level 2 & above	50% score 3 & above	Elementary	50% score level 3 & above	50% score level 3 & above	67% score 3 & above
Middle	60% score level 2 & above	60% score level 2 & above	67% score 3 & above	Middle	50% score level 3 & above	50% score level 3 & above	75% score 3 & above
High	60% score level 2 & above	60% score level 2 & above	75% score 3 & above	High	50% score level 3 & above	50% score level 3 & above	80% score 3 & above

¹ Under current rule subgroups include economically disadvantaged, Black, White, Hispanic, Asian and American Indian students.

² Standard curriculum students also include Language Impaired, Speech Impaired, Gifted, Hospital Homebound, and LEP students who have been in an ESOL program more than two years.

³ Substantial improvement in reading means more than two percentage points increase in students scoring in FCAT levels 3 and above. If the school has 75% or more students scoring at or above FCAT achievement level 3 AND not more than two percentage points decrease from the previous year then substantial improvement is waived.

⁴ Substantial decline means five or more percentage points decline in the percent of students scoring FCAT achievement level 3 and above in Math OR five or more percentage points decline in the percent of students scoring 3 and above *Florida Writes!*