

EASTSIDE HIGH SCHOOL

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.*

No information available at the high school level.

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

• **Number of graduates**

Number of Graduates* at This School
268

* The number of graduates includes students who received a standard diploma, special diploma, or State of Florida diploma (GED).

• **Graduation rate**

The graduation rate shows the percentage of students who graduated within four years of entering ninth grade.

School % 1998-99	District % 1998-99	State % 1998-99
61.6	63.3	60.2

• **Dropout rate**

Dropouts are students age 16 or older who withdraw from school before graduation for reasons specified in law and do not enroll in another institution or educational program before the end of the school year. Percentages show the proportion of students from the total enrollment who dropped out of school.

Number of Students Who Dropped Out of School	School % 1998-99	District % 1998-99	State % 1998-99
67	3.8	5.7	5.4

• **Postsecondary readiness--graduates who passed college entry-level placement tests (reading, writing, and mathematics)**

Shown in the tables are the reported number of 1997 (calendar year) graduates who enrolled in Florida public community colleges or universities between May 1997 and April 1998, who entered a degree program, and who took college preparatory placement tests. Also shown are the number and percentage of students who passed these placement tests and who are considered ready for college courses in each academic area. Students who did not attend a Florida public community college or state university, such as those who attended out-of-state or private colleges and universities, are not included.

Reading		
Number of Graduates Who Took College Placement Reading Tests	Number Who Passed Reading Placement Tests	School %
136	100	73.5

Writing		
Number of Graduates Who Took College Placement Writing Tests	Number Who Passed Writing Placement Tests	School %
136	101	74.3

Mathematics		
Number of Graduates Who Took College Placement Mathematics Tests	Number Who Passed Mathematics Placement Tests	School %
136	97	71.3

- **Follow-up for all high school graduates**

Graduates found by FETPIP* through follow-up activities

Students who graduate from a Florida high school can be tracked after graduation to find out what these graduates do following high school. Percentages indicate the proportion of graduates who were found compared to all graduates who were followed up.

Number of 1997-98 Graduates Followed Up by FETPIP*	Number of Graduates Who Were Found by FETPIP* in 1998-99	Percent Found		
		School %	District %	State %
274	195	71.2	77.5	75.4

Graduates found by FETPIP* in each of the following specified categories

Percentages show, of the graduates found, the portion in each of the three categories. A student may be counted in more than one category.

Postsecondary Institutions		The Military		Employed	
Number	Percent	Number	Percent	Number	Percent
153	78.5	#	.5	117	60.0

- **Follow-up of graduates who were job-preparatory students, attained an occupational completion point (OCP) in vocational programs, and exited the programs.**

Number and percentage found by FETPIP* through follow-up activities

Students who graduate from a Florida high school and, as job-preparatory students, attain an OCP in one or more vocational programs can be followed up after graduation to find out more about what they are doing. Percentages indicate the proportion of these students who were found compared to those who were followed up.

Number of 1997-98 Graduates Followed Up by FETPIP*	Of These, the number of Job Preparatory Students Who Attained an OCP in Vocational Programs	Of These, the Number Found by FETPIP* in 1998-99	Percent Found		
			School %	District %	State %
274	28	17	60.7	81.6	80.7

The pound sign in a cell indicates that fewer than ten students were followed up or found.

* FETPIP is the Florida Education and Training Placement Information Program.

Number and percentage of job-preparatory students who attained an OCP in vocational programs and were found by FETPIP* in each of the following categories.

Percentages show, of the graduates found, the portion in each of these categories. A student may be counted in more than one category.

Postsecondary Institutions		The Military		Related Employed**	
Number	Percent	Number	Percent	Number	Percent
13	76.5	#		#	29.4

* FETPIP is the Florida Education and Training Placement Information Program.

** Denotes employment in an occupation related to instruction received.

The pound sign in a cell indicates that fewer than ten students were followed up or found.

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 10 WRITING ASSESSMENT

Year	Number Tested	School Average	District Average	State Average
1998-99	301	3.9	3.7	3.6
1997-98	340	4.1	3.8	3.6

• **High School Competency Test (HSCT) - Grade 11**

In order to earn their standard high school diplomas, Florida students must pass the High School Competency Test (HSCT), a test developed in Florida. This untimed multiple-choice test in communications and mathematics is administered to eleventh grade students each October. Students have several chances to take the test. Results include standard curriculum students only.

Percentage of Eleventh Grade Students Passing Communications

Year	Number Tested	School %	District %	State %
1998-99	318	86	85	81

Percentage of Eleventh Grade Students Passing Mathematics

Year	Number Tested	School %	District %	State %
1998-99	323	77	79	77

◆ **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 10

Shown here are the number of tenth grade standard curriculum students tested in reading 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 1 100-270	Level 2 271-309	Level 3 310-349	Level 4 350-393	Level 5 394-500
School	307	27	24	18	9	21
District		24	31	24	10	11
State		29	39	21	7	5

Mathematics - Grade 10

Shown here are the number of tenth 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	308	24	20	14	26	16
District		21	22	23	26	7
State		23	27	25	20	4

Exceptional Education Students

Results of 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 10

Shown here are the number of tenth 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 1 100-286	Level 2 287-314	Level 3 315-339	Level 4 340-374	Level 5 375-500
School	48	96	4			
District		76	18	4	1	1
State		75	20	4	1	

Mathematics- Grade 10

Shown here are the number of tenth 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 1 100-286	Level 2 287-314	Level 3 315-339	Level 4 340-374	Level 5 375-500
School	53	91	8	2		
District		71	19	7	3	
State		67	21	9	3	

◆ **Advanced Placement Examination Program**

Students who are enrolled in Advanced Placement classes may elect to take an examination that is administered nationally by the Advanced Placement program in May of each year. Students earning grades of 3 or higher on the examinations may receive college credits.

Number of AP Exams	School % 3 or Higher	National % 3 or Higher
1050	73%	64%

◆ **National Merit Semifinalists and Commended Students**

Students may elect to take the Preliminary Scholastic Aptitude Test (PSAT) in October of their Junior year. The scores of these students are compared with the scores of students throughout the United States. Students are identified by the National Merit Scholar program as Finalists or Commended Students based on their performance on the examination.

Number of PSAT Exams	School % Finalists	School % Commended Students	School % Finalists and Commended Combined	National % Finalists and Commended Combined
191	8.9%	9.4%	18.3%	Less than 1/2 of 1%

◆ **International Baccalaureate (I.B.) Program**

Eastside High School is the site of the district’s International Baccalaureate Program. To earn an I.B. diploma, students must complete a rigorous 24 credit curriculum, write an extended essay, complete 150 hours of structured extracurricular projects, and receive passing scores on international, externally scored examinations in the major curriculum areas. Candidates must complete all program requirements before sitting for their examinations at the end of their Senior year.

Number of IB Diploma Candidates At Eastside	School % Receiving IB Diploma	State % Receiving IB Diploma	International % Receiving IB Diploma
114	87%	75%	75%

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	105	17	16.2	16.2	16.7
School-Based Administrators	4	1	25.0	10.5	17.8
Total	109	18	16.5	16.0	16.7

**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 %
506	28.8	26.6	22.1

Number of Students Absent 21+ Days	School %	District %	State %
446	25.4	19.1	18.2

- **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	1.6	2.1
Sick Leave	4.5	4.0
Temporary Duty Elsewhere	3.4	2.1
All Other Leave	.2	.1
All Leave types (Average)	9.7	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	4.4	3.7
Sick Leave	3.0	1.6
Temporary Duty Elsewhere	3.3	2.4
All Other Leave		.1
All Leave types (Average)	10.6	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
524	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 %
4	28	3.94	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	103	105	98	99.5
Administrators	4	4	100	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	27	28.7	35.4	60.2
Master's Degree	58	61.7	55.7	36.0
Specialist Degree	4	4.3	5.4	2.2
Doctorate	5	5.3	3.5	1.5
Total All Degrees	94			

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	3	.25	.28
Parents	3	.25	.31
Career Service	1	.08	.09
Other Citizens	3	.25	.28
Students	2	.17	.03
TOTAL	12		
White	6	.50	.70
Black	6	.50	.28
Other	0	.00	.02
SBAC Employee	5	.42	.39

ADDITIONAL INFORMATION

- **October Membership**

Number of Students Enrolled in October	1,635
---	-------

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.

Unexpended June 30, 1998		\$ 26,282.00
Revenues 1998-99		167,030.00
Expenditures 1998-99		
In-School Suspension Teachers	73,200.00	
Teacher Workshops	4,504.00	
After-School Tutors	6,800.00	
HSCT Preparation Materials	203.00	
FCAT Practice Materials	2,400.00	
Teacher Expectation/Student Achievement Materials	465.00	
CRISS Training Materials	736.00	
Postage for Progress Reports and Report Cards	4,500.00	
Career and College Center Computers and Software	30,000.00	
Teacher Instructional Grants for Classrooms	<u>20,000.00</u>	
Total Expenditures		<u>\$142,808.00</u>
Unexpended June 30, 1999		\$ 50,504.00

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, Eastside High School received a grade of "C". (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!*