

A. Q. Jones/Exceptional Student School Alachua County School District Public Accountability Report 1999-2000

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 1999-2000
- 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, 2001)

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.*

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 %
			67.1	82.7

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
2

* 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 % 1999-2000	District % 1999-2000	State % 1999-2000
	63.7	62.3

• **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 % 1999-2000	District % 1999-2000	State % 1999-2000
7	15.2	6.3	4.3

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

Shown in the tables are the reported number of 1998 (calendar year) graduates who enrolled in Florida public community colleges or universities between May 1998 and April 1999, 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 %

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

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

- **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 1998-99 Graduates Followed Up by FETPIP*	Number of Graduates Who Were Found by FETPIP* in 1999-2000	Percent Found		
		School %	District %	State %
#	#	100.0	84.9	82.9

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
#		#		#	100.0

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

- **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 1998-99 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 1999-2000	Percent Found		
			School %	District %	State %
#	#	#		91.1	86.5

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
#		#		#	#

* 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 Comprehensive Assessment Test (FCAT)**

The FCAT measures student performance in writing, reading, and mathematics. The FCAT has two main parts: one part consisting of tests that measure skills prescribed by the Sunshine State Standards, and the other part consisting of norm-referenced tests that rank student performance on a percentile basis. Unless otherwise noted, results are for all curriculum groups.

I. FCAT Sunshine State Standards Tests

The FCAT Sunshine State Standards (SSS) tests measure student performance on selected benchmarks defined by the Sunshine State Standards.

FCAT Writing Assessment

For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest).

Grade	Number Tested	School Average	District Average	State Average
4	12	1.5	3.3	3.2
8	5*		3.8	3.7
10	6*		4.2	3.9

* No results are reported when fewer than ten students are tested.

FCAT Reading, Mathematics

On the FCAT SSS reading and mathematics tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest).

Student Achievement Level Descriptions

Level 5: Performance at this level indicates that 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: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the test questions correctly, but may only have some success with questions that reflect the most challenging content.

Level 3: Performance at this level indicates that 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 test questions correctly, but is generally less successful with questions that are most challenging.

Level 2: Performance at this level indicates that the student has limited success with the challenging content of the Sunshine State Standards.

Level 1: Performance at this level indicates that the student has little success with the challenging content of the Sunshine State Standards.

A scale score range identifies performance within each achievement level. Scale scores may be from 100 to 500. Scale score ranges for each achievement level will vary with subject and grade level.

FCAT Student Achievement Levels and Scale Score Ranges

Achievement Level	Grade 4 Reading	Grade 5 Mathematics	Grade 8 Reading	Grade 8 Mathematics	Grade 10 Reading	Grade 10 Mathematics
Level 5	386-500	395-500	394-500	371-500	372-500	375-500
Level 4	339-385	355-394	350-393	347-370	355-371	340-374
Level 3	299-338	326-354	310-349	310-346	327-354	315-339
Level 2	275-298	288-325	271-309	280-309	287-326	287-314
Level 1	100-274	100-287	100-270	100-279	100-286	100-286

Results for FCAT SSS Reading, Mathematics

Subject (Grade)	Number Tested School	Mean Scale Score		
		School	District	State
Reading (Gr. 4)	9*		297	293
Mathematics (Gr. 5)	7*		316	314
Reading (Gr. 8)	2*		298	290
Mathematics (Gr. 8)	5*		311	303
Reading (Gr. 10)	5*		311	298
Mathematics (Gr. 10)	4*		318	311

* No results are reported when fewer than ten students are tested.

II. FCAT Norm-Referenced Test (NRT)

The FCAT NRT measures student achievement on a test that was given to a national sample of students. Percentile scores on a norm-referenced test show a student's performance in relation to the performance of students in the national sample. For example, a score in the 60th percentile means the student has scored higher than 60% of the students in the national sample.

NRT Reading, Mathematics

The median national percentile rank (NPR) represents the middle percentile score of the students for whom results are presented. A median NPR of 50 equals the national average.

NRT Reading, Mathematics

Grade Level	Subject Area	Number Tested School	Median National Percentile Rank		
			School	District	State
3	Reading	6*		46	49
3	Mathematics	5*		56	56
4	Reading	6*		56	56
4	Mathematics	8*		57	57
5	Reading	7*		48	45
5	Mathematics	6*		63	63
6	Reading	11	9	49	43
6	Mathematics	6*		62	55
7	Reading	9*		55	48
7	Mathematics	10	9	58	48
8	Reading	3*		58	54
8	Mathematics	3*		61	56
9	Reading	8*		46	38
9	Mathematics	6*		58	52
10	Reading	7*		30	33
10	Mathematics	3*		54	54

* No results are reported when fewer than ten students are tested.

- **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. The 1999-2000 HSCT was administered only to students who did not already pass mathematics and communications skills requirements by scoring high enough on the 10th grade FCAT.

Percentage of Eleventh Grade Students Passing Communications

Year	Number Tested	School %	District %	State %
1999-2000			71	71

Percentage of Eleventh Grade Students Passing Mathematics

Year	Number Tested	School %	District %	State %
1999-2000			52	54

A. Quinn Jones Achievement Test Results
A Comparison of Student Test Scores From September '99 to May 2000

A. Quinn Jones Writes – Grades 4 to 12		
Month of Administration	Average Rubric Score	Difference
September 1999	1.05	
May 2000	1.95	+ .90

Wide Range Achievement Test Results – Grades K - 12

Elementary School Reading

Month of Administration	Average Rubric Score	Percentile Score	Difference
September 1999	78.6	7%tile	
May 2000	81.2	10%tile	+3

Elementary School Math

Month of Administration	Average Rubric Score	Percentile Score	Difference
September 1999	78.3	7%tile	
May 2000	89.1	23%tile	+16

Middle School Reading

Month of Administration	Average Rubric Score	Percentile Score	Difference
September 1999	76.2	5%tile	
May 2000	81.3	10%tile	+5

Elementary School Math

Month of Administration	Average Rubric Score	Percentile Score	Difference
September 1999	73.8	4%tile	
May 2000	79.7	9%tile	+5

High School Reading

Month of Administration	Average Rubric Score	Percentile Score	Difference
September 1999	84.3	14%tile	
May 2000	85.2	16%tile	+2

High School Math

Month of Administration	Average Rubric Score	Percentile Score	Difference
September 1999	83.7	14%tile	
May 2000	90.7	25%tile	+11

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 1999-2000.

Staff Type	Total Number for 1999-2000	Number Newly Hired for 1999-2000	School %	District %	State %
Instructional Staff	20	2	10.0	11.5	16.9
School-Based Administrators	2	0	0.0	0.0	15.2
Total	22	2	9.1	10.7	16.8

* *Instructional staff includes classroom teachers, library media specialists, counselors, and other non-administrative professional instructional 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 %
33	23.6	23.6	19.4

Number of Students Absent 21+ Days	School %	District %	State %
45	32.1	32.8	25.1

• 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	.8	2.2
Sick Leave	5.3	3.6
Temporary Duty Elsewhere	2.5	2.1
All Other Leave		.2
All Leave types (Average)	8.7	8.1

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	0.3	1.8
Sick Leave		.8
Temporary Duty Elsewhere	2.8	1.0
All Other Leave		
All Leave types (Average)	3.0	3.6

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
4	3270	174,338

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 %
3	19	15.45	4.54

- **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	20	20	100	99
Administrators	2	2	100	100

* *Instructional staff includes classroom teachers, library media specialists, counselors, and other non-administrative professional instructional 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	7	38.9	43.8	62.1
Master's Degree	11	61.1	50.0	36.2
Specialist Degree			4.2	.9
Doctorate			2.1	.8
Total All Degrees	18			

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 1999-2000.

Diplomas Awarded to Adult Citizens	
	District
Adult Standard High School Diplomas	37
Adult State of Florida (GED) Diplomas	538
TOTAL	575

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	28.6
Parents	4	33	32.1
Career Service	1	8	8.9
Other Citizens	4	33	26.8
Students	0	0	3.6
TOTAL	12		
White	7	58	63.6
Black	5	42	32.1
Other	0	0	4.3
SBAC Employee	3	25	37.3

ADDITIONAL INFORMATION

October Membership

Number of Students Enrolled in October	89
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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	78
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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 1999-00 fiscal year.

Unexpended June 30, 1999		\$ 221,699
Revenues 1999-00		1,837,864
Expenditures 1999-00		
PREP	1,563,646	
Implementation of School Improvement Plans	<u>299,572</u>	
Total Expenditures		<u>1,863,218</u>
Unexpended June 30, 2000		\$ 196,345

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 1999-00 fiscal year.

Unexpended June 30, 1999		
Revenues 1999-00		\$1,992.51
Expenditures 1999-00		
_____	_____	
_____	_____	
_____	_____	
_____	_____	
Total Expenditures		
Unexpended June 30, 2000		\$2,872.51