

Stephen Foster Elementary 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.* Based on the criteria described at the end of this report, Stephen Foster Elementary School received a grade of "A".

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 %
54	27	50.0	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.

Goal 2 not applicable at elementary 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 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	46	3.4	3.3	3.2

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

Elementary Results for Reading, Mathematics

Subject (Grade)	Number Tested School	Mean Scale Score		
		School	District	State
Reading (Gr. 4)	49	305	297	293
Mathematics (Gr. 5)	58	330	316	314

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	67	42	46	49
3	Mathematics	66	54	56	56
4	Reading	51	56	56	56
4	Mathematics	50	55	57	57
5	Reading	58	48	48	45
5	Mathematics	59	67	63	63

• FCAT School Accountability Report Data

FCAT SSS results in reading, mathematics, and writing are used in the annual School Accountability Reports to assign school performance grades. The display below shows FCAT SSS data used for school grading. These test results exclude students who were not enrolled at their school both in October and February, limited English proficient (LEP) students who have been in LEP programs less than two years, and some categories of exceptional students. (Speech-Impaired, Gifted, and Hospital-Homebound students are included.)

Elementary	Number Tested School	Percent Scoring at Level 2 or Above*		Percent Scoring at Level 3 or Above*	
		School	State	School	State
Reading (Gr. 4)	40	85	76	65	59
Mathematics (Gr. 5)	47	89	82	64	52

* on a range from Level 1 (lowest) to Level 5 (highest)

	Number Tested School	Percent Scoring 3.0 or Higher**	
		School	State
Writing (Gr. 4)	37	97	86

** on a scale from 1.0 (lowest) to 6.0 (highest)

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	28	2	7.1	21.9	16.6
School-Based Administrators	1	0	0.0	23.3	16.5
Total	29	2	6.9	22.0	16.6

* *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 %
89	21.5	19.2	18.9

Number of Students Absent 21+ Days	School %	District %	State %
30	7.3	6.6	6.2

• **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	1.7	2.2
Sick Leave	2.9	3.6
Temporary Duty Elsewhere	3.0	2.1
All Other Leave	.2	.2
All Leave types (Average)	7.9	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	#	1.8
Sick Leave	#	.8
Temporary Duty Elsewhere	#	1.0
All Other Leave	#	
All Leave types (Average)	#	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
10	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 %
0	0	0.00	3.81

- **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	28	28	100	99
Administrators	1	1	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	12	46.2	47.9	67.5
Master's Degree	10	38.5	47.3	30.5
Specialist Degree	3	11.5	4.1	1.6
Doctorate	1	3.8	.7	.4
Total All Degrees	26			

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	30	28.6
Parents	3	30	32.1
Career Service	1	10	8.9
Other Citizens	3	30	26.8
Students	0	0	3.6
TOTAL	10		
White	6	60	63.6
Black	3	30	32.1
Other	1	10	4.3
SBAC Employee	4	40	37.3

ADDITIONAL INFORMATION

- October Membership**

Number of Students Enrolled in October	369
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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	279
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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		\$9020.79
Revenues 1999-00		7175.00
Expenditures 1999-00		
Computers	\$1364.00	
Summer Supplies for classroom	142.57	
Enrichment Summer Salaries – FCAT	1392.60	
Goal 1/8 Parent Institute	175.00	
Printing – SPAR, Portfolios, cards	421.80	
Academic Ribbons	100.00	
Options FCAT Materials	166.65	
Science Ribbons	43.75	
Token Rings	145.65	
Language Learning Kits	1049.96	
1/2000 Parent Workshop/lunch	150.00	
Goal 4 Materials	64.35	
Goal 4 Planning	220.00	
Best Practice Workshop	210.00	
FCAT Planning	100.00	
Workshop – Henderson	30.00	
1/200 FCAT Workshop	540.00	
FCAT After-school Tutoring	575.00	

Score FCAT (R/M/W/)	120.00	
Subs for Planning	578.06	
Accelerated Reader Software	69.00	
Fringe Benefit for ESY Teachers	801.95	
Total Expenditures		\$7735.45
Unexpended June 30, 2000		