

W. W. Irby 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.*

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 %
181	139	76.8	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.

Stanford 9 Norm Referenced Test NRT

A norm-referenced test 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	
			School	District
1	Reading	169	70	
1	Mathematics	171	60	
2	Reading	144	54	58
2	Mathematics	144	53	56

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	37	1	2.7	21.9	16.6
School-Based Administrators	1	0	0.0	23.3	16.5
Total	38	1	2.6	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 %
132	24.0	19.2	18.9

Number of Students Absent 21+ Days	School %	District %	State %
48	8.7	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	2.0	2.2
Sick Leave	4.1	3.6
Temporary Duty Elsewhere	2.7	2.1
All Other Leave	.3	.2
All Leave types (Average)	9.1	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
2	3,270	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	37	37	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	25	71.4	47.9	67.5
Master's Degree	8	22.9	47.3	30.5
Specialist Degree	2	5.7	4.1	1.6
Doctorate			.7	.4
Total All Degrees	35			

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	4	40	32.1
Other	0	0	4.3
SBAC Employee	4	40	37.3

ADDITIONAL INFORMATION

- **October Membership**

Number of Students Enrolled in October	563
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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	322
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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		\$2089
Revenues 1999-00		5080
Expenditures 1999-00		
Goal 3 - Academics	1938	
Goal 4 – Learning Environment	444	
Goal 5 – School Safety	1596	
Goal 6 - Teacher Training	2258	
Goal 8 -	<u>213</u>	
Total Expenditures		5229
Unexpended June 30, 2000		\$1940