

# Joseph Williams 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, Joseph Williams Elementary School received a grade of "D".

**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 %
89	60	67.4	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).

<b>Grade</b>	<b>Number Tested</b>	<b>School Average</b>	<b>District Average</b>	<b>State Average</b>
4	82	3.2	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**

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

### **Elementary Results for Reading, Mathematics**

<b>Subject (Grade)</b>	<b>Number Tested School</b>	<b>Mean Scale Score</b>		
		<b>School</b>	<b>District</b>	<b>State</b>
<b>Reading (Gr. 4)</b>	80	259	297	293
<b>Mathematics (Gr. 5)</b>	62	298	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 60<sup>th</sup> 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	65	34	46	49
3	Mathematics	66	41	56	56
4	Reading	75	30	56	56
4	Mathematics	73	29	57	57
5	Reading	65	25	48	45
5	Mathematics	65	32	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)	54	43	76	28	59
Mathematics (Gr. 5)	43	70	82	42	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)	54	91	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 %
<b>Instructional Staff</b>	36	14	38.9	21.9	16.6
<b>School-Based Administrators</b>	1	1	100.0	23.3	16.5
<b>Total</b>	37	15	40.5	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 %
110	19.4	19.2	18.9

Number of Students Absent 21+ Days	School %	District %	State %
42	7.4	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
<b>Personal Leave</b>	2.6	2.2
<b>Sick Leave</b>	2.3	3.6
<b>Temporary Duty Elsewhere</b>	.6	2.1
<b>All Other Leave</b>	.3	.2
<b>All Leave types (Average)</b>	5.9	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
16	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	35	36	88.5	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	19	55.9	47.9	67.5
Master's Degree	15	44.1	47.3	30.5
Specialist Degree			4.1	1.6
Doctorate			.7	.4
Total All Degrees	34			

### **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.

<b>Diplomas Awarded to Adult Citizens</b>	
	<b>District</b>
<b>Adult Standard High School Diplomas</b>	37
<b>Adult State of Florida (GED) Diplomas</b>	538
<b>TOTAL</b>	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	5	42	32.1
Career Service	1	8	8.9
Other Citizens	3	25	26.8
Students	0	0	3.6
<b>TOTAL</b>	12		
White	6	50	63.6
Black	5	42	32.1
Other	1	8	4.3
SBAC Employee	4	33	37.3

## ADDITIONAL INFORMATION

- October Membership**

<b>Number of Students Enrolled in October</b>	466
---	-----

- 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.

<b>Number of Students Eligible for Free and Reduced-Price Lunch</b>	405
---	-----

## 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		\$4946.47
Revenues 1999-00		9154.00
Expenditures 1999-00		
After School Tutorial	7545.54	
Accelerated Reader Materials	489.70	
Responsive Classroom Training/Materials	2599.40	
Curriculum Development (thematic units)	1729.25	
Professional Development (CRISS training)	95.00	
Presidential Award Pins (Gr. 5)	27.50	
Field Trips	505.17	
Total Expenditures		12991.56
Budget Adjustment		-287.04
Unexpended June 30, 2000		\$821.87