

**FLORIDA DIFFERENTIATED
ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT
PLAN**

**School Name: IDYLWILD ELEMENTARY
SCHOOL**

District Name: Alachua

Principal: Barbara Henry

SAC Chair: Teresa Morgan

Superintendent:

Date of School Board Approval:



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

The Idylwild family is dedicated to creating a love of learning in each student to meet society's needs through a child-centered, challenging, and age-appropriate curriculum while developing positive self-esteem and respect for others in a supportive environment with cooperative partnerships among school and community.

SCHOOL PROFILE DEMOGRAPHICS

Idylwild is a School-wide Title 1 school.

Male -51.9, female- 48.1, A -6.0, B -43.0, H- 7.1, I -0.4, M -9.5,

W- 34.0, ESE - 18.3, GIFTED 6.0, We have 69% of our students on free or reduced lunch.

Our mobility rate is typically one of the highest in the district.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

No match

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Barbara Henry has a BA in Early Childhood Education, MS in Educational Leadership, and a Ph.D. in Educational Administration. Her experience includes 30 yrs as Kdg. - 5th grade classroom teacher, Teacher on Special Assignment with Head Start, Curriculum Resource Teacher, Behavior Resource Teacher, Assistant Principal Intern, and Principal since December 2006 at low SES schools.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

The principal actively participates in district recruiting efforts through attendance at job fairs and interview panels.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Idylwild Elementary coordinates and integrates with other state, federal dollars available through other programs so that the school can meet state and NCLB requirements. IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Intervention strategies that are proven to work with students with disabilities and students with behavior problems. Title II funds will support after-school tutoring. Idylwild will coordinate with the Alachua County Health Department to coordinate efforts with food, fitness, and mental health services for all of our students. We will continue to work with district and state programs to provide curriculum information on workforce development, career academies, business technology, health science and ROTC opportunities. This information will help students become better able to enter the workforce or continue into postsecondary education.

School Wide Improvement Model

Note: Required for Title I

A continuous improvement model utilizing a variety of research-based programs including Harcourt reading, math and science basals and Accelerated Reader are used at Idylwild.

Pre-School Transition

There is a district-wide kindergarten round-up each spring. Prospective kindergarten parents are given tours of the school and introduced to the kindergarten curriculum. Parents also receive information about the lunch program, and the Extended Day Enrichment Program (EDEP).

Teacher Mentoring

Beginning Teachers participate in the district's induction program and consult with a mentor teacher throughout the year. Teachers meet together for discussion of student performance on a regular basis.

Extended Learning Opportunities

Idylwild uses America Reads tutors extensively to provide one-on-one tutoring in reading on a daily basis. The Extended Day Enrichment Program provide homework support and additional tutoring time.

NCLB Public School Choice

Note: Required for Title I

Idylwild has a Guidance Counselor, and aide who works to facilitate communication with parents. The principal sends a monthly newsletter.

[Show Attached Public School Choice Notice to Parents file](#)

[Show Attached Notification of SINI Status file](#)

Pre-School Transition

Note: Required for Title I

There is a district-wide kindergarten open house. Prospective kindergarten parents are given tours of the school and introduced to the kindergarten curriculum.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Beginning teachers participate in the district's induction program and consult with a mentor teacher throughout the year. Teachers meet together for discussion of student performance on a regular basis.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

Idylwild uses Americorps and America Reads tutors extensively to provide one-on-one tutoring in reading on a daily basis. The Extended Day Enrichment Program provides homework support and additional tutoring time.

SCHOOLS GRADED C OR BELOW

Professional Development

Teachers participate in district sponsored reading and math inservice activities that support working with students with disabilities as well as the lower quartile students.

Disaggregated Data

The principal, curriculum resource teacher, reading coach and appropriate teachers review reading and math data at least monthly. Additionally, data from all tutors is reviewed by the reading coach and curriculum resource teacher.

Informal and Formal Assessments

Writing prompts are scored biweekly in third and fourth grade. Math progress is recorded using end of chapter tests and reading progress is determined through end of unit tests.

Alternative Instructional Delivery Methods

Tutors are used extensively and accelerated reader provides additional support.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

***Note: Required for Title I**
Scroll down for school data

* Needs Assessment:	All subgroups did not make AYP 50% of lower 25% made learning gains 50% or more of Blacks did not make learning gains in Reading(47%) and Math(39%). In 2007-2008, only 40% of Students with Disabilities scored at or above proficiency levels which indicates a need to focus additional resources and instruction on this subgroup. Forty-seven percent of the lower quartile made learning gains in reading and 37% made learning gains in math.
* Objective:	Eighty-percent of all students will demonstrate a year's worth of growth in basic reading skills based on evaluations using the McMillian-McGraw/Hill basal reading criteria.
* Strategies:	<ul style="list-style-type: none"> • Students in all sub-groups as reflected in NCLB/AYP will be targeted for intensive reading instruction including individual tutoring. • Increase daily emphasis and instruction on phonological awareness. • Expand and provide additional materials as needed for a skill specific at-home reading program for kindergarten through third grade classrooms. • Utilize America Reads tutors to remediate struggling readers K-5. • Continue strategies to build reading fluency rates. Assess reading fluency regularly.
* Evaluation:	We will use a variety of diagnostic materials including DIBELS, On Track assessments, Fluency screening, STAR and Accelerated Reader to assess and monitor student progress and will collaborate with teachers in making decisions based on assessment results.
* Evidence-based Program(s):	DIBELS, McMillian-McGraw/Hill - Treasures Reading Series, STAR, Accelerated Reader
* Professional Development:	Professional development will include continued training in Accelerated Reader, professional book clubs focusing on increasing student academic skills in reading, DIBELS, and teacher mentoring/coaching.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	

Book for book club	Title I	\$500.00	
			Total: \$500.00
Technology			
Description of Resources	Funding Source	Available Amount	
Timers/overhead & SMARTboards	Title I	\$180.00	
			Total: \$180.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
On-going district inservice on McMillian-McGraw/Hill,	District	\$200.00	
			Total: \$200.00
Other			
Description of Resources	Funding Source	Available Amount	
Teacher mentoring/coaching	District	\$300.00	

Total: \$300.00

Final Total: \$1,180.00

*Non-Highly Qualified Instructors:	All kindergarten through fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of reading under NCLB guidelines.
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End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	NCLB/AYP data indicate a need to focus additional resources on all subgroups. All subgroups need to focus on Math skills including the use of technology as a learning tool. Seventy percent of all students will demonstrate a year's growth on Harcourt math assessments.
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*Objective:	Eighty percent of all students will demonstrate a year's growth on Harcourt math assessments.
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*Strategies:	<ul style="list-style-type: none">• Provide math tutors for below level students in all sub-groups as reflected in NCLB/AYP• Increase use of computer technology and software to develop mathematical thinking skills and provide practice.• Increase use of manipulatives to build stronger conceptual knowledge.• Develop test-taking strategies. On Track – FCAT Preparation Material• Provide at home math practice on a consistent basis in all kindergarten through fifth grade students. School Guidance Counselor and Title I Lead Teachers will provide materials and support to parents.
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*Evaluation:	Curriculum Resource Teacher, principal, and teachers will review Harcourt math assessments, using Item Analysis as an intervention monthly. In addition we will review On Track data and make adjustments as needed.
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*Evidence-based Program(s):	Harcourt Basal Mathematics, and Everyday Counts Calendar Math
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*Professional Development:	Training will be provided for the use of the Harcourt mathematics series, Calendar Math, and Item Analysis.
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Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
Calendar Math Kits	Title I	\$1,000.00	
			Total: \$1,000.00

Technology

Description of Resources	Funding Source	Available Amount	
Timers, Supplemental materials	TitleI, District	\$200.00	
			Total: \$200.00

Professional Development

Description of Resources	Funding Source	Available Amount	
Stipend for teachers, and staff	Title I	\$200.00	
			Total: \$200.00

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

*** Non-Highly Qualified Instructors:** All kindergarten through fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of mathematics under NCLB guidelines.

*End of **Mathematics** Goal*

Goal: Writing

***Note: Required for Title I**
Scroll down for school data

***Needs Assessment:** Though Idylwild met AYP in writing (80%), there continues to be a need to focus on teaching writing skills.

Objective
Eighty percent of all fourth grade students will score Level 3 or above on FCAT writing.

Strategies
Continue practice scoring writing samples based on the Florida Writes Assessment scoring rubric and holistic scoring.
Teach students in grades 3-5 to score writing using the 1-6 rubric.
Increase emphasis on developing student understand of Florida Writes Assessment scoring rubric.
Provide increased instruction in guiding kindergarten and first grade students to organize and sequence thoughts during sharing and story retelling.

Evaluation
Scoring team meets biweekly to score student writing an discuss plans for future instruction

Research-based Programs
Professional Development
Teachers discuss strategies for teaching writing at each scoring meeting.

Budget
\$0.00

*Objective:	Eighty percent of all fourth grade students will score 3.5 or above on the 6 point rubric FCAT writes.
*Strategies:	<ul style="list-style-type: none"> • Continue practice scoring writing samples based on the Florida Writing Assessment scoring rubric and holistic scoring. • Teach students in grades 3-5 to score writing using the 1-6 rubric. Increase emphasis on developing student understanding of Florida Writes Assessment scoring rubric. • Provide increased instruction in guiding kindergarten through third grade students to organize and sequence thoughts during sharing and story retellings.
*Evaluation:	Scoring team meets biweekly with CRT, Principal and others to score student writing and discuss plans for future instruction.
*Evidence-based Program(s):	State and District tools
*Professional Development:	Teachers discuss strategies for teaching writing at each scoring meeting. Participate in district and school inservice opportunities

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Primary composition book for students	Title I and donations	\$300.00
		Total: \$300.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		

Description of Resources	Funding Source	Available Amount	
Stipends for teacher training	Title I	\$100.00	
			Total: \$100.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$400.00

End of Writing Goal

Goal: Science

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	Thirty- three percent of fifth grade students scored proficient in science in 2007-08. There is a need to continue to focus hands-on instruction in science incorporating reading, writing, and math skills.
*Objective:	Seventy-five percent of fifth grade students will score at or above district averages on FCAT science.
*Strategies:	Teachers will continue to integrate core subjects in science lessons. Manipulatives will be provided to increase the use of hands-on science activities at all grade levels. Fieldtrip experiences will be incorporated into the curriculum as time and funding permit

*Evaluation:	Scott Foresman science assessments, and On Track assessments will be used to monitor student progress, and assist with curriculum planning.
*Evidence-based Program(s):	Scott Foresman science basal
*Professional Development:	Training will be offered to familiarize teachers with new manipulatives. Teachers will meet together by grade level to design science activities which incorporate Sunshine State Standards.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Opportunities for educational experiences including fieldtrips	District, Grants, other	\$200.00	
			Total: \$200.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of	Funding Source	Available	

Stipends for on-going training opportunities	District, and other	\$150.00	
			Total: \$150.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

* Non-Highly Qualified Instructors:	All kindergarten through fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of science under NCLB guidelines.
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*End of **Science** Goal*

Goal: Parental Involvement

***Note: Required for Title I**

* Needs Assessment:	Parental involvement continues to be a high priority for teachers. It is well established that parents who are involved in their child's education have a significant effect on student achievement.
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* Objective:	Provide opportunities for parents/guardians to become active partners in their child's educational experiences.
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* Strategies:	Schedule an Open House(August 28, 2008) meeting to inform parents about the Schoolwide Title 1 program. Provide flexible parent/teacher conference times to discuss individual student progress. Provide a parent library in the school Media Center with resources to assist parents in working with their children. Develop a parental involvement policy and compact and provide opportunities for parent input. Invite parents to workshops to address ways to assist their child in preparing for FCAT (grades 3-5). Contact parents
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	of new students within their first month to share services available to them at Idylwild.
*Evaluation:	A record of parent contacts will be documented by the Title I Lead Teachers. Evaluation forms will be provided for all activities/events
*Evidence-based Program(s):	
*Professional Development:	

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
Stipends for Guidance Counselor and Lead Teachers	Title I	\$300.00

Total: \$300.00

Technology

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$300.00

End of Parental Involvement Goal

Goal: Return on Investment

Needs Assessment:	Our school's percentile ranking is currently at 34%
Objective:	Our school's ROI percentile ranking will increase
Strategies:	Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff Identify lowest quartile students early and provide additional assistance Provide strategies to parents and their student's academic improvement Continue to provide high quality teacher professional development and monitor its implementation
Evaluation:	The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school to determine ROI Index
Evidence-based Program(s):	
Professional Development:	

End of Return on Investment Goal

ADDITIONAL GOALS

Additional Goal: School safety and discipline strategies			
Needs Assessment:	Teachers, parents, and the SAC have indicated that it is important for students to feel safe at school.		
Objective:	To develop a school-wide approach to discipline which fosters responsibility in all students.		
Strategies:	<ul style="list-style-type: none"> • Develop and institute a school wide discipline policy and procedure plan • Recognize weekly/monthly students who exhibit the targeted character trait • Develop and implement a safe procedure for pickup and bus transportation of students • Student services team will work together to identify and target students who need help in developing and maintaining a safe and respectful school environment 		
Evaluation:	End of the year referral data will indicate a decrease in referrals.		
Evidence-based Program(s):			
Professional Development:			
Budget:			
Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

End of School safety and discipline strategies Goal

Additional Goal: Indoor Air Quality

Needs Assessment:	
Objective:	The school will report a safe indoor environmental air quality.
Strategies:	<ul style="list-style-type: none"> • Monitor humidity levels • Report unusual humidity and mold problems to maintenance
Evaluation:	There will be a reduction in work orders to correct problems
Evidence-based	

Program(s):

Professional Development:

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Technology

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Other

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

End of Indoor Air Quality Goal

Additional Goal: Health

Needs Assessment:	It is widely recognized that students and staff who are in better shape perform and learn better.
Objective:	The physical education teacher will collaborate with faculty and students to implement strategies and activities that will help faculty and students develop healthy living habits.
Strategies:	<ul style="list-style-type: none">All students in grades K-5 will participate in a health and physical fitness programStudent health and fitness information will be communicated to parents
Evaluation:	Seventy-five percent of students will pass all four parts of the physical fitness test.
Evidence-based Program(s):	
Professional Development:	

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	

No Data	No Data	\$0.00	
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			Total: \$0.00
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Technology			
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Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
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Professional Development			
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Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
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Other			
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Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
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Final Total: \$0.00

End of **Health** Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Book for book club	Title I	\$500.00
Mathematics	Calendar Math Kits	Title I	\$1,000.00
Writing	Primary composition book for students	Title I and donations	\$300.00
Science	Opportunities for educational experiences including fieldtrips	District, Grants, other	\$200.00
Parental Involvement	Stipends for Guidance Counselor and Lead Teachers	Title I	\$300.00
			Total: \$2,300.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Timers/overhead & SMARTboards	Title I	\$180.00
Mathematics	Timers, Supplemental materials	Title I, District	\$200.00

Total: \$380.00

Professional Development

Goal	Description of Resources	Funding Source	Available Amount
Reading	On-going district inservice on McMillian-McGraw/Hill,	District	\$200.00
Mathematics	Stipend for teachers, and staff	Title I	\$200.00
Writing	Stipends for teacher training	Title I	\$100.00
Science	Stipends for on-going training opportunities	District, and other	\$150.00

Total: \$650.00

Other

Goal	Description of Resources	Funding Source	Available Amount
Reading	Teacher mentoring/coaching	District	\$300.00

Total: \$300.00

Final Total: \$3,630.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

SAC Involvement

The School Advisory Council is made up of 13 members representing instructional and non-instructional staff, parents and community members. We meet at least five times a year to discuss the implementation of our School Improvement Plan.
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SAC Members

Members
1) Barbara Henry, Principal
2) Teresa Morgan, SAC Chair
3) Beverly Edwards, Teacher
4) Debbie Carter, Teacher
5) Kathy Franks, Teacher
6) Michael Manfredi, Parent
7) Carle Whitaker, Parent

8) Linda Patrick, Parent

9) Vivian Pearson, Parent

10) Debbie Bivens, Community Member

11) Kelley Kostamo, Community Member

12) Carl Miller, Community Member

13) Martha Johnson, School Support Personnel

IMPLEMENTATION EVALUATION

Adequate Yearly Progress as defined by No Child Left Behind

Reading: Forty-eight (48%) of the total school population will score Level 3 or above on the FCAT Reading assessment OR the number of students scoring Level 3 and above on the FCAT Reading assessment will increase by 10%.

AND

Forty-eight (48%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT REading assessment OR that subgroup will show a 10% decrease in the number of students scoring Level 1 and Level 2 on the FCAT Reading assessment.

Math: Fifty-three (53%) of the total school population will score Level 3 or above on the FCAT Mathematics assessment OR the number of students scoring Level 3 or above on the FCAT Mathematics assessment will increase by 10%.

AND

Fifth-three percent (53%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Mathematics assessment OR that subgroup will show a 10% decrease in the number of students scoring Level 1 and Level 2 on the FCAT mathematics assessment.

Writing: Ninety percent (90%) of the total school population will score Level 3 or above on the FCAT Writing assessment OR the number of students in the total population scoring Level

3 or above on FCAT Writing will increase by 1%.

AND

Ninety percent (90%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Writing assessment OR the number of students in that subgroup scoring Level 3 or above on the FCAT Writing assessment will increase by 1%.

REPORTING

No Attached Baseline Data Report

No Attached Mid-Year Report

No Attached School In Restructuring End Of Year Report

AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2															Alachua IDYLVILD ELEMENTARY SCHOOL 0321																													
Number of students enrolled in the grades tested: Click here to see the number of students in each grade level.										Read: 225 Math: 225			2007-2008 School Grade ¹ : C		Did the School make Adequate Yearly Progress?			NO																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).															This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.														
	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math																		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N																		
4	100	Y	100	Y	65	Y	57	N		93	Y			NA	37	35	NA	39	43	N	66	NA	57	NA																				
E	100	Y	100	Y	81	Y	77	Y		90	Y			NA	21	19	NA	20	23	NA	80	NA	72	NA																				
K	100	Y	100	Y	47	N	39	N			NA			NA	53	53	N	61	61	N	49	N	46	N																				
NIC		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA																				
		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA																				
CAN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA																				
DOMICALLY ADVANTAGED	100	Y	100	Y	56	N	50	N		93	Y			NA	46	44	N	49	50	N	58	Y	51	N																				
SH AGE ERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA																				
ENTS WITH ILITIES	100	Y	100	Y	40	N	37	N			NA			NA	76	60	Y	68	63	N	49	NA	45	N																				

2007 Adequate Yearly Progress (AYP) Report - Page 2															Alachua IDYLVILD ELEMENTARY SCHOOL 0321																													
Number of students enrolled in the grades tested: Click here to see the number of students in each grade level.										Read: 264 Math: 264			2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress?			NO																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).															This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.														
	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math																		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N																		
4	100	Y	100	Y	63	Y	61	Y	89		Y			NA	42	39	NA	41	39	NA	58	NA	64	NA																				
E	99	Y	99	Y	79	Y	80	Y			NA			NA	23	17	NA	24	20	NA	75	NA	74	NA																				
K	100	Y	100	Y	47	N	39	N	86		NA			NA	59	55	N	55	61	N	38	N	52	N																				

NONIC		NA		NA		NA		NA		NA		NA		NA		NA	67		NA		NA		NA		NA	
		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA
CAN		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA
OMICALLY VANTAGED	100	Y	100	Y	54	Y	51	N	89		Y			NA	51	49	NA	45	49	N	50		NA		57	Y
SH JAGE IERS		NA		NA		NA		NA		NA		NA		NA		NA		29		NA		NA		NA		NA
ENTS WITH ILITIES	99	Y	99	Y	24	N	32	N			NA			NA	78	75	N	65	68	N	31		N		42	N

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2															Alachua IDYLWILD ELEMENTARY SCHOOL 0321						
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 249 Math: 249		2005-2006 School Grade ¹ : B			Did the School make Adequate Yearly Progress? ⁵		PRO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006		Y/N	2005		2006
TOTAL ⁴	100	Y	100	Y	64	Y	59	Y		89	N			NA	37	36	NA	41	41	NA	
WHITE	100	Y	100	Y	81	Y	76	Y			NA			NA	26	19	NA	25	24	NA	
BLACK	100	Y	100	Y	49	Y	45	N		86	NA			NA	46	51	NA	60	55	NA	
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA	
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA	
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	58	Y	55	Y		89	NA			NA	43	42	NA	51	45	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y	33	N	35	N			NA			NA	71	67	NA	77	65	NA	

SCHOOL GRADE DATA

Alachua School District
IDYLWILD ELEMENTARY SCHOOL
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	63%	80%	33%	249	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	49%			114	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	53% (YES)			100	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					463	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Alachua School District IDYLWILD ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	

% Meeting High Standards (FCAT Level 3 and Above)	70%	66%	96%	26%	258	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	56%	67%			123	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	70% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					497	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Alachua School District IDYLWILD ELEMENTARY SCHOOL 2005-2006					
	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	65%	87%	225	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

% of Students Making Learning Gains	52%	67%	119	<p>3 ways to make gains:</p> <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)		49	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned			393	
Percent Tested = 100%				Percent of eligible students tested
School Grade			B	Grade based on total points, adequate progress, and % of students tested