

# **Change, and Response to Change, in Florida's Public Schools**

**Factors Affecting Public Education in Florida and  
Comparative Measures of Student Progress and Performance**



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## Introduction

The topics herein provide a broad view of factors that have shaped public education in Florida in recent decades. Supporting data are derived from several sources, including the National Center for Education Statistics, the U.S. Bureau of Labor and Employment Statistics, the U.S. Census Bureau, the Florida Department of Education (automated database resources and publications), the *Florida Statistical Abstract* series published by the University of Florida's Bureau of Economic and Business Research, and other sources (see appendix listings). Sections of the main body are presented in the order shown below.

- Growth and Its Impact
- Demographic Changes and Their Impact
- Living Conditions
- Learning Environment
- Funding and Resources
- Teachers and Staff
- Student Progress and Performance
- Summary and Key Points

The theme of change is a focus of this publication because Florida has experienced notable change in recent decades, including change that continues to affect its system of public education. The following pages explore factors of change in Florida and their impact on public education, highlighting areas of comparison with other states and the nation, profiling trends, and providing snapshots of current conditions.

## Growth and Its Impact

### How Fast We're Growing

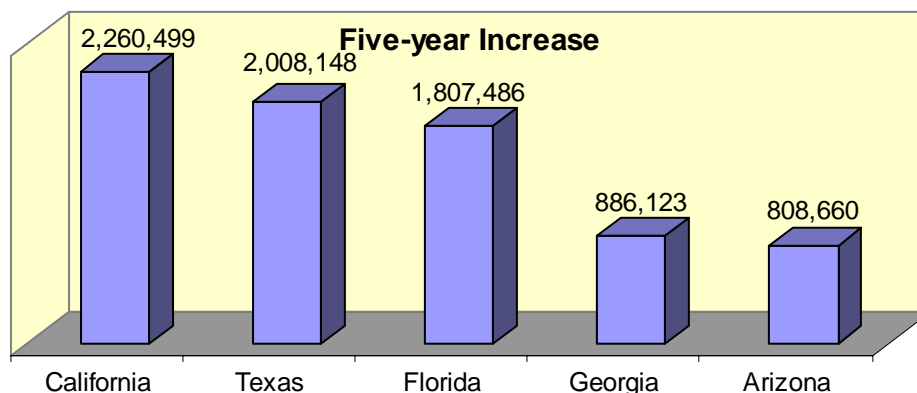
#### Population Growth from 1990 to 2005

U.S. Census Bureau Data from 2000 and 2005

	2005	2000	Growth
<b>US</b>	296,410,404	281,421,906	5.3%
<b>Florida</b>	17,789,864	15,982,378	11.3%

- Florida's five-year growth rate exceeded the national growth rate by 6% from 2000 to 2005.
- From 2000 to 2005, Florida grew by more than 1.8 million new residents.
- As of 2000, Florida's population ranked 4<sup>th</sup> among all states.
- Florida ranks 3<sup>rd</sup> among all states in increase in population count from 1990 to 2000.

#### Top Five States in Population Increase from 2000 to 2005



#### Five-Year Growth Rates of Five Most Populous States, 2000 to 2005

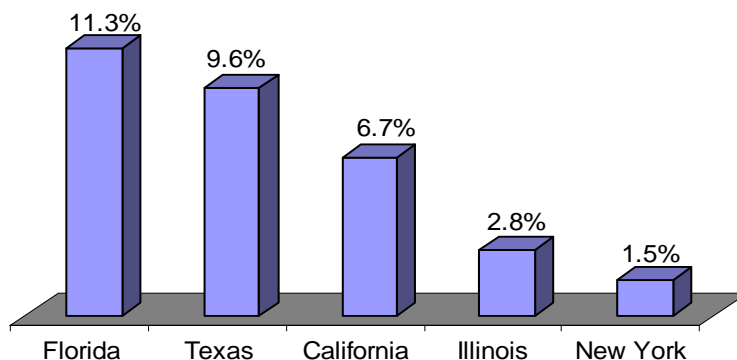
State	2005 population	Growth rate since 2000
1. California	36,132,147	6.7%
2. Texas	22,859,968	9.6%
3. New York	19,254,630	1.5%
<b>4. Florida</b>	<b>17,789,864</b>	<b>11.3%</b>
5. Illinois	12,763,371	2.8%

Only California (which increased by 2,260,499) and Texas (which increased by 2,008,148) added more residents than Florida during the last five years. In addition, Florida's rate of growth during this period (11.3%) was higher than the rate of growth for

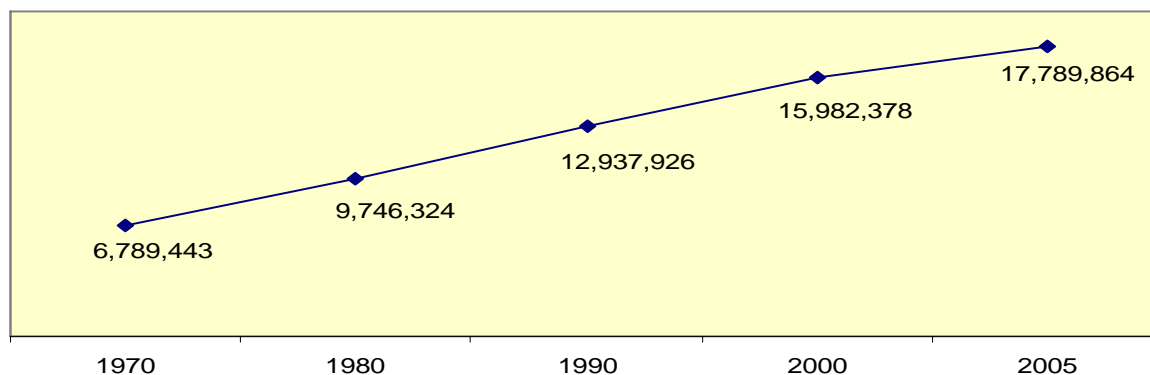
either Texas (9.6%) or California (6.7%). Likewise, Florida's growth rate far outstripped the rate of growth for the #3 state, New York (1.5%), and the #5 state, Illinois (2.8%).

- Among the largest states in the nation, Florida had the highest net rate of growth from 2000 to 2005.

**Growth Rates of Five Largest States, 2000-2005**



**Florida's Growth Since 1970**



### Urbanization

From 1970 to 2000, the percentage of Florida's total population living in urban regions rose from 81.6% to 89.3%. An urbanized area is defined as an incorporated place and densely settled surrounding area that together have a minimum population of 50,000. Also included in the urban population count are persons inhabiting incorporated places of 2,500 or more people outside urbanized areas. Towns that have fewer than 2,500 persons and are located outside an urbanized area are considered rural.

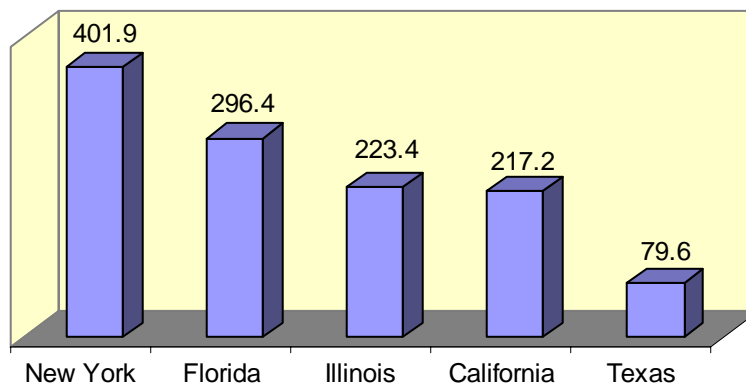
**Percent of Florida's Population Living in Urban Regions**

1970	2000
81.6%	89.3%

### Population Density

Accompanying increased urbanization is an increase in population density, measured in persons per square mile. The population densities of the five most populous states (as of 2000) are shown in the following chart:

**Persons per Square Mile for the Five Most Populous States, 2000**

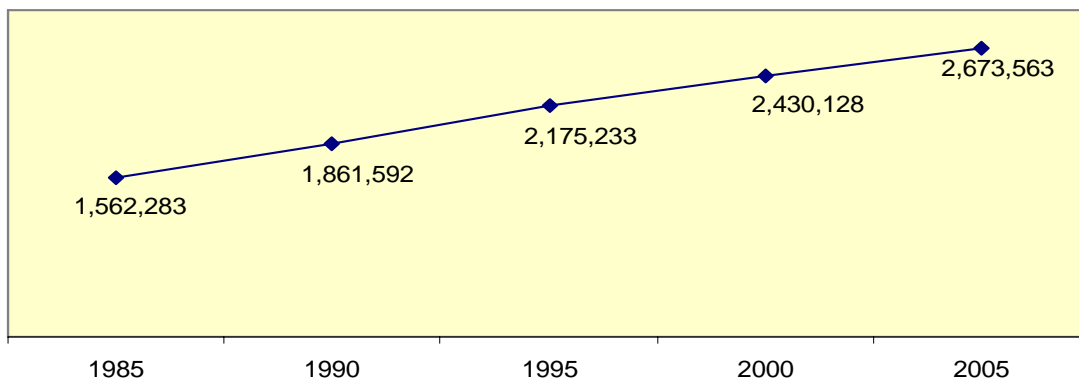


(U.S. population density = 79.6.)

### **Impact of Growth on Florida's Public Schools**

#### Growth of Florida's School Membership

**Florida's Public School Membership Growth, Fall 1985 to Fall 2005**



Florida's public school membership has increased by more than a million students since 1985, an increase of 71.1 percent.

**Florida Public School and Non-Public School Membership, 1995-96 through 2004-05**

(from the Florida Statistical Abstract series, Bureau of Economic and Business Research, University of Florida)

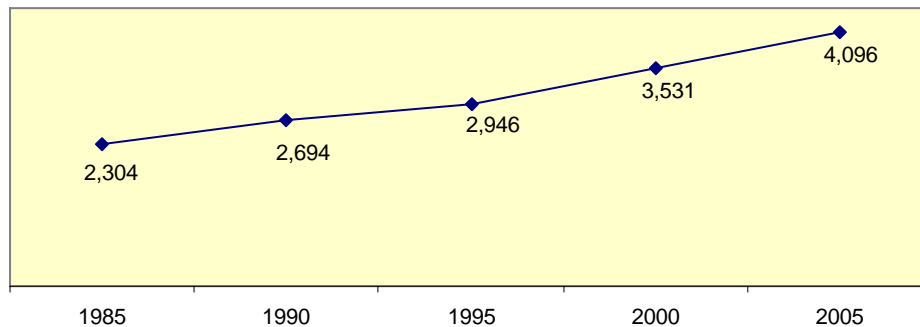
Year	Florida Public School Membership	Florida Non-Public School Membership*	Percent Non-Public
1995-96	2,175,233	245,229	10.13%
1996-97	2,188,239	257,805	10.54%
1997-98	2,293,093	270,554	10.55%
1998-99	2,335,681	274,711	10.52%
1999-00	2,381,860	288,248	10.80%
2000-01	2,435,889	348,736	12.52%
2001-02	2,502,384	354,541	12.41%
2003-04	2,600,521	381,346	12.79%
2004-05	2,638,127	390,085	12.88%

\* Does not include all categories of pre-kindergarten children.

Note on preceding table: Some pre-kindergarten-age children may have received services from nonpublic daycare facilities not listed with the Department of Education. Pre-K nonpublic membership is not included in this comparison.

Growth in Number of Schools

**Growth in the Number of Florida's Public Schools, Fall 1985 to Fall 2005**



School Enrollment Size

As of 2001-02, Florida's elementary, middle and high schools have the largest average enrollment size of any state in the nation.

**States with the Largest Average School Enrollment, 2003-04**

Rank	Primary Schools		Middle Schools		High Schools	
	State	Avg.	State	Avg.	State	Avg.
1	Florida	654	Florida	1,038	Florida	1,548
2	Georgia	600	Nevada	1,012	Hawaii	1,288
3	Nevada	572	California	905	Maryland	1,215
4	California	560	Hawaii	869	Georgia	1,200
5	South Carolina	538	Georgia	839	Virginia	1,135

Source: National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2003-04.

**How We're Growing**

**Florida's Growth as a Product of Net Migration from Other States and Foreign Immigration**

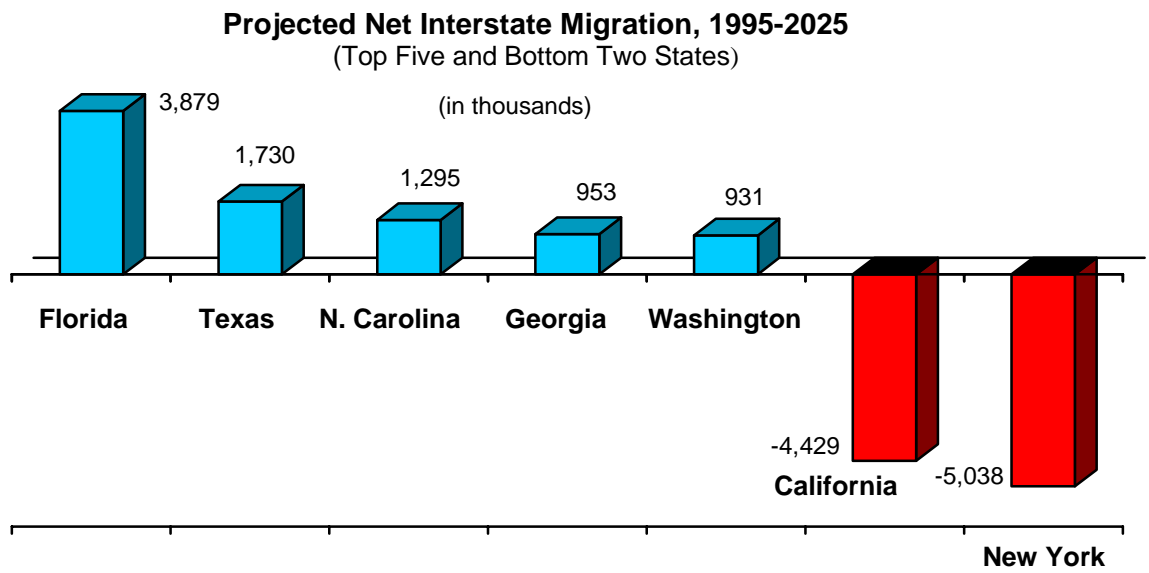
Growth occurs in 3 ways:

1. Net interstate migration (net gain through more people arriving from other states than leaving for other states)
2. Immigration (net gain through arrival of foreign immigrants)
3. Natural gain (more births than deaths)

**Net Interstate Migration**

- Florida is projected to rank **first** among the 50 states and the District of Columbia in the number of persons gained through net interstate migration during the next quarter century.\*

\* Source: U.S. Bureau of the Census, "Florida's Population Projections: 1995 to 2025."

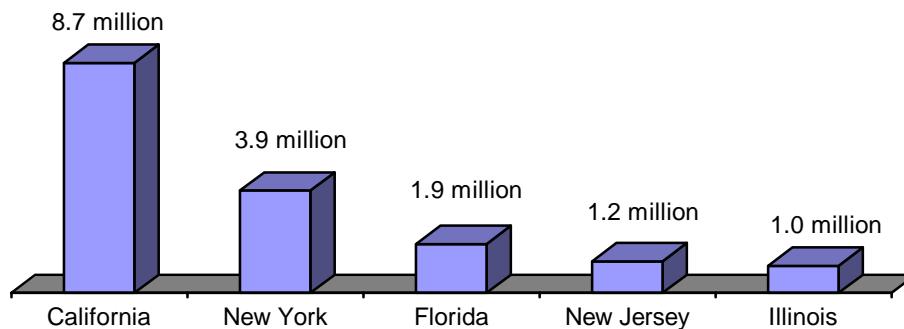


Net interstate migration reflects the difference between the number of people coming into the state from other states and the number of residents leaving the state to live in other states. In other words, far more people are coming to live in Florida than are leaving Florida for other states—more so than for any other state. (At the opposite end of the spectrum, New York and California are expected to be the largest net *exporters* of residents to other states.)

### Immigration

- Florida is projected to rank 3<sup>rd</sup> among all states in the number of arriving foreign immigrants during the next quarter century.

**Projected International Immigration Population Gains, 1995 - 2025**



### Births and Deaths

- Florida's growth from natural increase (births minus deaths) is expected to be almost flat in the next quarter century.

In other words, Florida's growth has been occurring, and will continue to occur, primarily through an influx of people from other regions, not from within.

**Projected Births and Deaths for Most Populous Five States, 1995-2025**

<b>State by Pop. Rank</b>	<b>Projected Births 1995-2025</b>	<b>Projected Deaths 1995-2025</b>	<b>Difference (net gain)</b>
1. California	22.04 million	8.25 million	13.79 million
2. Texas	11.40 million	5.68 million	5.72 million
3. New York	8.12 million	5.60 million	2.52 million
<b>4. Florida</b>	<b>6.17 million</b>	<b>5.83 million</b>	<b>0.34 million</b>
5. Illinois	5.67 million	3.58 million	2.09 million

Florida's high projected number of deaths over the next quarter century takes into account the unique demographics of our population. People are coming to live, and to live out the remainder of their lives, in Florida.

The following section looks more closely at changes in Florida's population that have resulted from the state's long-term and continuing growth and the continuing impact on Florida's system of public education.

## Demographic Changes and Their Impact

### How We've Changed; How We're Changing

Florida's population has changed in two basic areas over the last three decades:

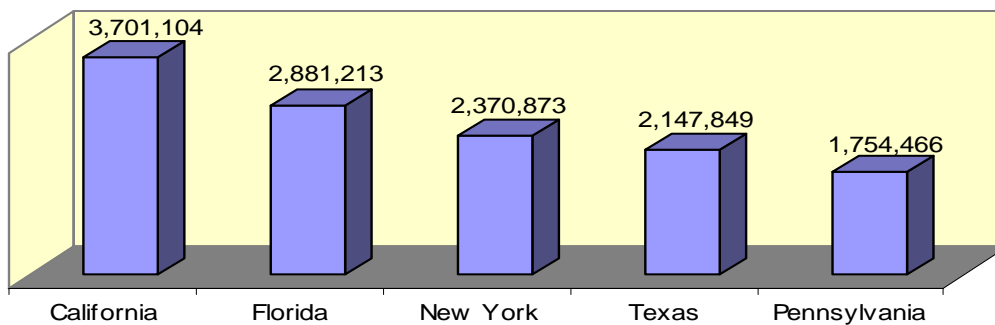
- Age (an expanded population over 65)
- Ethnicity (increased diversity)

### Florida's Aging Population

#### Florida's Disproportionately Large Elderly Population

- Florida has more citizens aged 65 and over than any other state, except California.

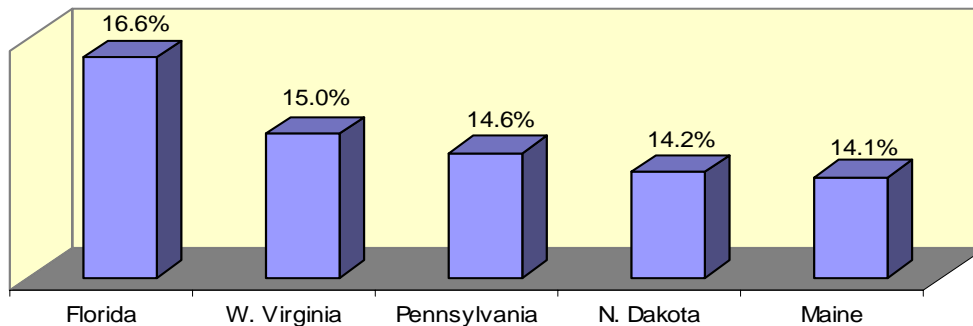
**States with Largest Populations Aged 65 and Over, 2005**



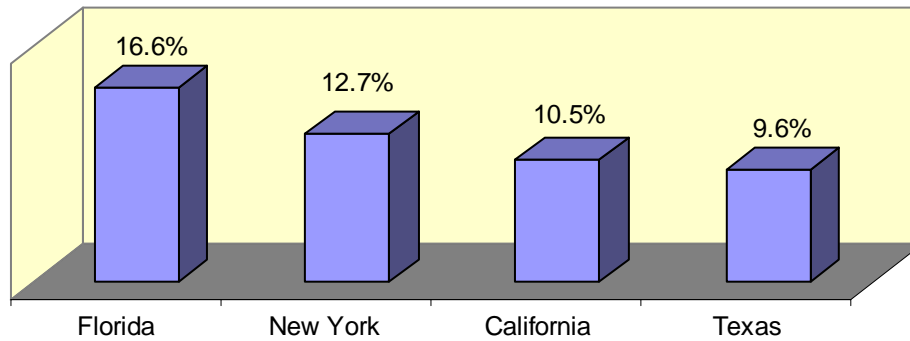
- Among all states, Florida has by far the highest proportion of citizens who are 65 and over and is projected to maintain that number one ranking in coming decades.

**States with Highest Proportion of Persons Aged 65 and Over, 2005**

(Percentage of Total Population 65 and Over)

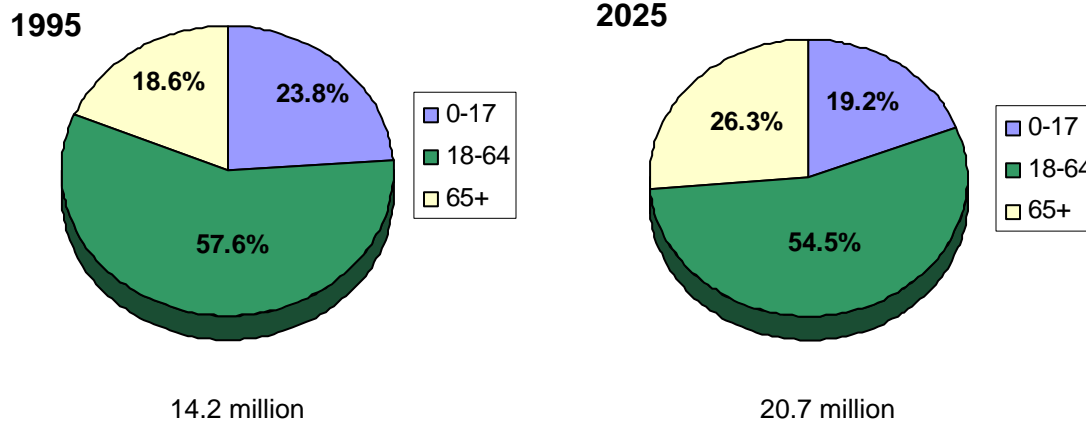


### Percentage of Total Population 65 and Over for Four Most Populous States, 2005



### Florida Projections, 1995 – 2025

As the pie grows, youth's slice (0 to 17) also grows, but proportionally diminishes:



- The number of youth (persons under 20 years old) in Florida is projected to increase in the coming decade, and school membership is projected to increase as well, but the percentage of the state's overall population under 20 years old is expected to decline in relation to the older population.

The percentage of Florida's population classified as youth is projected to decrease from 26.1 percent in 1995 to 21.4 percent in 2025. Florida's rank in size of youth population as a proportion of the state's overall population is 2<sup>nd</sup> lowest among the 50 states for 1995 and is expected to be 2<sup>nd</sup> lowest in 2025.

Hence, student membership in Florida's public schools is expected to continue to grow in the coming decade, but diminish proportionally in relation to the older population.

- Nationwide, of the **ten** places of 100,000 or more residents with the highest proportion of their population 65 and over, Florida has **six**.\*

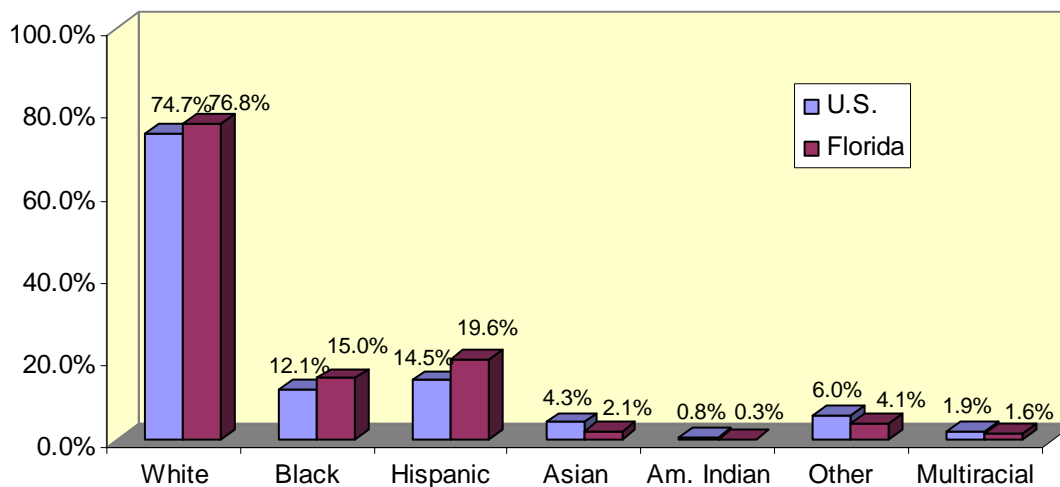
\* Per 2000 U.S. Census; out of 245 places nationwide with 100,000 or more population

Place	Total population	Population 65 years and over Number	Percent
Clearwater, FL	108,787	23,357	21.5
Cape Coral, FL	102,286	20,020	19.6
Honolulu, HI	371,657	66,257	17.8
St. Petersburg, FL	248,232	43,173	17.4
Hollywood, FL	139,357	24,159	17.3
Warren, MI	138,247	23,871	17.3
Miami, FL	362,470	61,768	17.0
Livonia, MI	100,545	16,988	16.9
Scottsdale, AZ	202,705	33,884	16.7
Hialeah, FL	226,419	37,679	16.6

## Florida's Ethnic Diversity

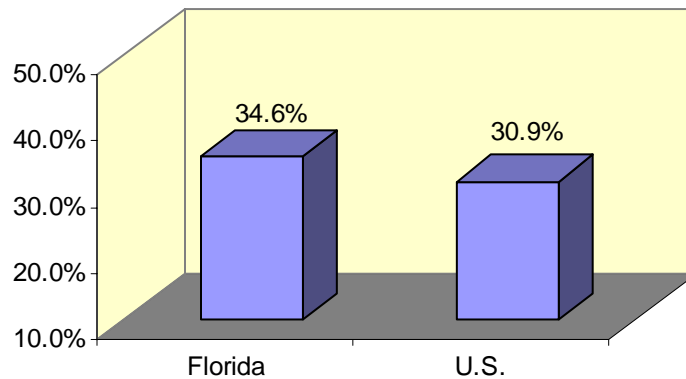
Ethnicity: Florida and the U.S., 2005

**Population by Racial Classification (by Percent), U.S. and Florida, 2005**



U.S. Census data shows that Florida is more ethnically diverse than the rest of the nation, with a larger percentage of its population represented by minorities.

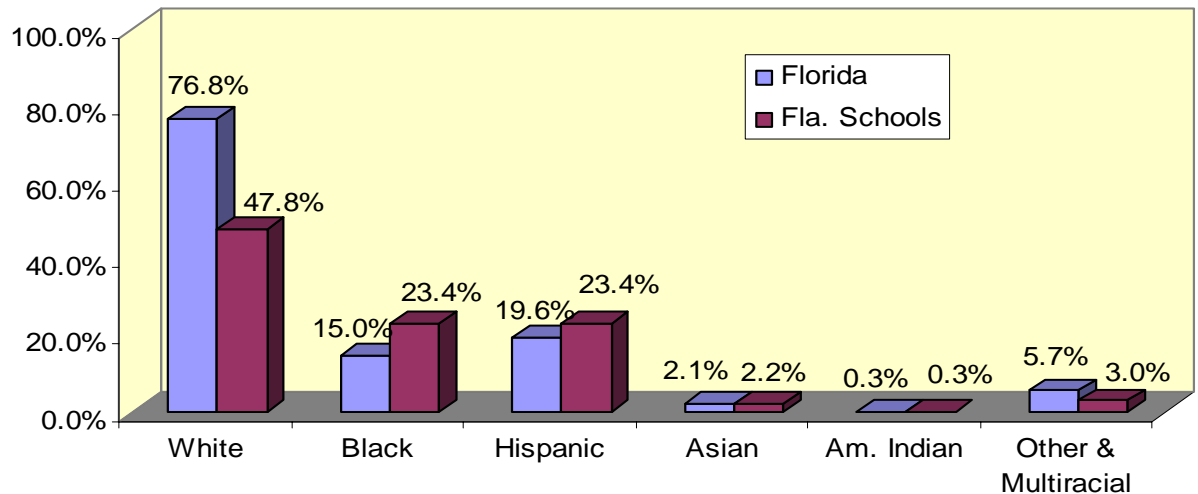
**Percentage Minority Population, U.S. and Florida, 2005**



Comparison of Florida's Overall Population with Florida's Public School Membership

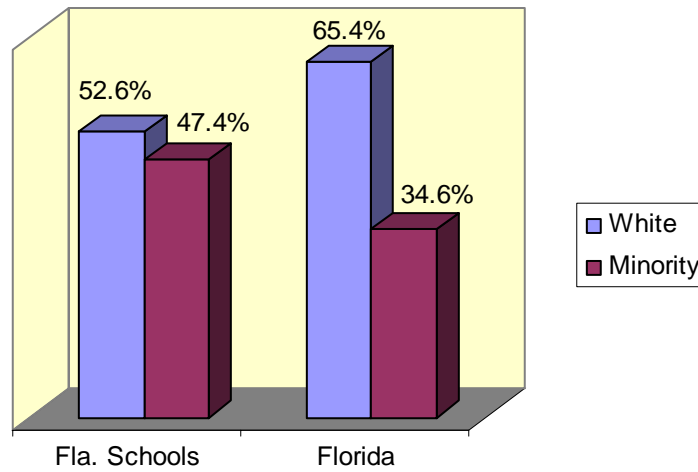
The chart below compares the ethnic composition of Florida's overall population with the ethnic composition of Florida's public schools. Figures are based on 2005 U.S. Census data and fall 2005 school membership data from the Florida Dept. of Education.

**Ethnicity of Florida's Overall Population and Florida's Public School Membership, 2005**



As the preceding chart shows, Florida's public school student membership has higher proportional minority representation than the state's overall population. Over the last two decades, the ethnic demographic shifts experienced by the state as a whole have been amplified within the state's public school system.

### White and Minority Representation, Florida Public Schools and State Population, 2000

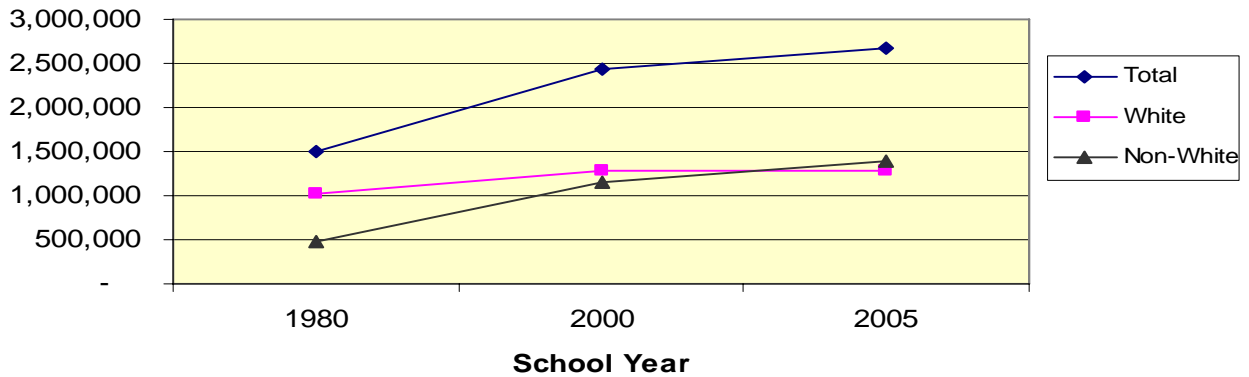


- By fall 2003, minority membership eclipsed white membership for the first time in Florida's public schools, with minority membership at 50.25 percent.

#### Long-Term Trends in Minority Representation, Florida's Public Schools

During the last quarter century, minority student populations have grown substantially in Florida's public schools. Beginning with the school year 2003-04, enrollment for minority students exceeded the white student enrollment. This growth has been accompanied by shifts in the demographic composition of the most densely populated counties in south Florida, along with continuing growth in minority student populations in other urban areas of the state. From 1980 to 2005, the number of minority students in Florida's public schools grew from 483,289 to 1,396,985, an increase of 189.1 percent. This compares with an increase of 77.0 percent for the overall student population (from 1,510,517 to 2,673,563) and a 24.3 percent increase for the white student population (from 1,027,228 to 1,276,578) during the same period.

### Comparative Growth of White and Minority Student Populations, Fla. Public Schools

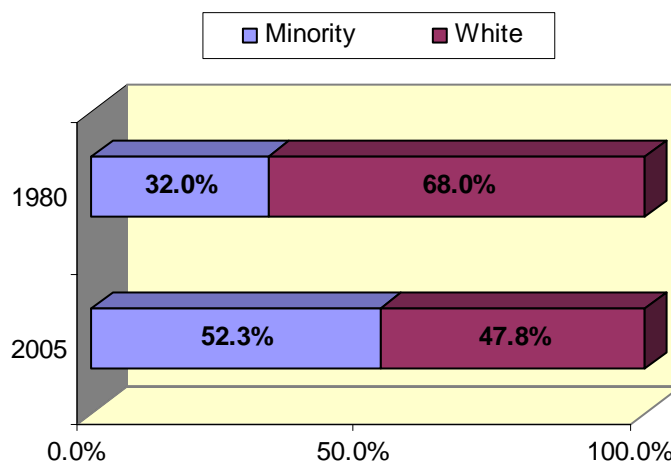


Changing regional demographics have played a role in the shifting populations. For instance, just two counties in south Florida--Broward County and Dade County--accounted for 34.4 percent of the state's increase in minority students from 1980 to 2005.

Year	Broward & Dade Minority Students	Total State Minority Students	State Minus Broward & Dade
1980	196,022	483,289	287,267
2005	510,619	1,396,985	886,366
% Growth	160.49%	189.06%	208.55%

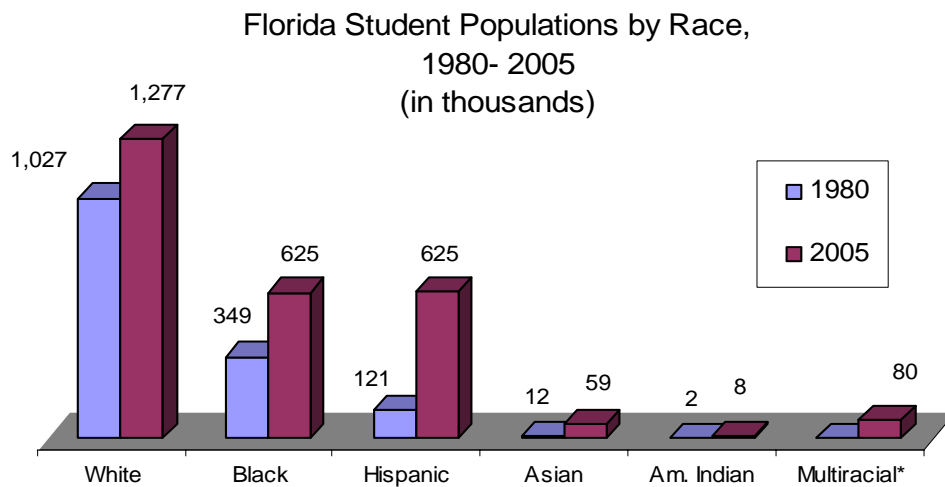
As shown in the bar chart below, the proportion of minority students in Florida's public schools increased from 32.0% in 1980 to 52.3% in 2005. Conversely, during the same period, the proportion of white students declined from 68.0% to 47.8%.

### Demographic Shift in Florida's PreK-12 Student Population, Public Schools, 1980 to 2005



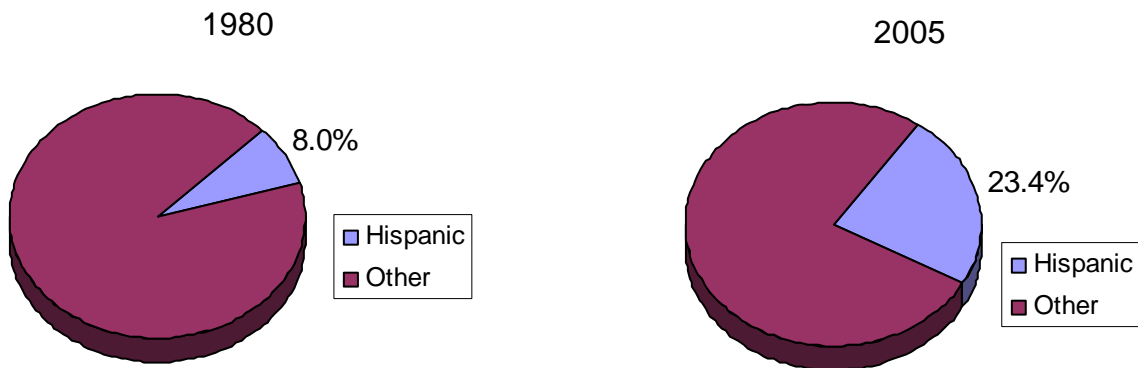
- Growth of Hispanic Membership

From 1980 to 2005, the greatest numerical gains in Florida's public school membership occurred in the Hispanic population, which increased from 120,662 students in 1980 to 624,899 in 2005, representing a gain of 504,237 (or 418 percent). In comparison, the population of black students increased by 275,488 (from 349,132 in 1980 to 624,620 in 2005), while the population of white students increased by 249,290 (from 1,027,288 to 1,276,578). Growth for the period is illustrated in the following chart by racial/ethnic categories.



\*Multiracial was not reported until 1997.

**Proportional Increase of Hispanic Student Membership, 1980-2005**



Non-English-Speaking Population

Florida and the U.S.

The following table shows the ten states with the most residents who speak a language other than English at home (based on 2005 U.S. Census Bureau data).

**States with Largest Non-English Speaking Populations, 2005**

State	Number	Percent of State's Pop.
California	13,791,180	42.3%
Texas	6,846,759	33.6%
New York	4,911,760	28.2%
<b>Florida</b>	<b>4,128,319</b>	<b>25.4%</b>
Illinois	2,476,944	21.5%
New Jersey	2,175,255	27.4%
Arizona	1,470,178	27.4%
Massachusetts	1,175,974	20.3%
Pennsylvania	1,027,283	9.1%
Georgia	941,454	11.6%

K-12 Limited English Proficiency (LEP) Program Enrollment

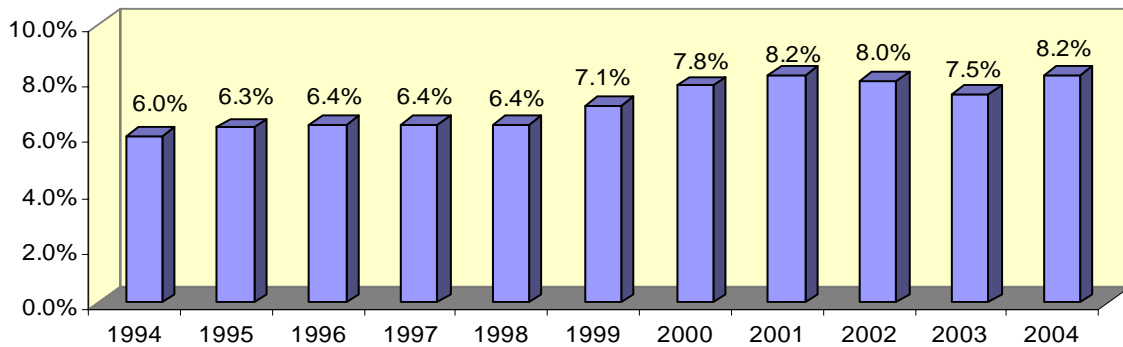
Florida has seen long-term growth in both the number and percentage of students served in LEP programs, although the trend appears to have peaked in 2001-02.

- LEP membership in Florida's public schools increased by 71.1 percent from 1994-95 to 2004-05.

**LEP Membership Growth, 1994-95 to 2004-05**

<b>Year</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	
LEP Membership	126,104	136,314	143,545	146,368	150,098	
<b>Year</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
LEP Membership	168,854	188,834	204,236	203,711	196,003	215,797

**LEP Program Enrollment as a Percentage of Total Membership:  
Florida Public Schools, Fall 1994 to Fall 2004**

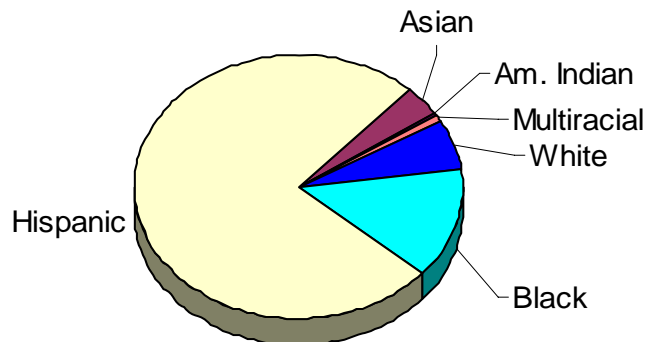


**Percentage of Students from Each Race in LEP Membership**

	1994-95	2004-05
White	0.7%	1.0%
Black	4.2%	4.7%
Hispanic	29.0%	27.4%
Asian	17.8%	14.7%
Am. Ind.	3.4%	3.3%
Multiracial	NA	2.8%
Total	6.0%	8.2%

**LEP Membership by Race, 2004-05**

	Number	Percent of Total LEP
White	12,945	6.0%
Black	29,467	13.7%
Hispanic	162,887	75.5%
Asian	8,264	3.8%
Am. Ind.	266	0.1%
Multiracial	1,968	0.9%
Total	215,797	100.0%



## Living Conditions

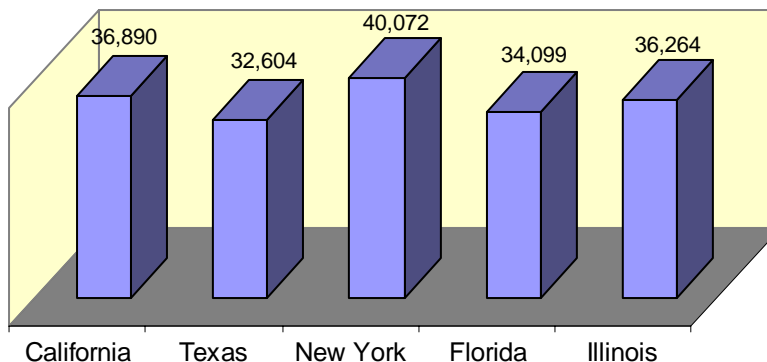
### Florida at a Glance

#### Income Statistics for 2005 (U.S. Census & Bureau of Economic Analysis data)

- Median household income\*: U.S. = \$43,318; Florida = \$38,985; rank = 38
- Average annual pay\*: U.S. = \$37,765; Florida = \$33,544; rank = 28
- Per capita personal income: U.S. = \$34,495; Florida = \$34,099
- Average earnings per job: U.S. = \$45,847; Florida = \$40,247
- Per capita net earnings: U.S. = \$23,977; Florida = \$20,495

\* Figures for median household income and average annual pay are for 2003, the most recent data available.

#### **Per-Capita Income of the Five Most Populous States, 2005**



(Source: Bureau of Economic Analysis, U.S. Department of Commerce.)

#### Crime rate

- The bad news:

Among all states and the District of Columbia, Florida's violent crime\* rate for 2005 (708.0 per 100,000 persons) was the fourth highest in the nation, exceeded by that of the District of Columbia (1,459.0), South Carolina (761.1), and Tennessee (752.8).

\*Violent crimes include murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault.

**Violent Crime Rate per 100,000 Population\***

Year	Florida	United States	Difference
1995	1,071.0	684.5	386.5
1996	1,051.0	636.6	414.4
1997	1,023.6	611.0	412.6
1998	N/A	567.6	N/A
1999	854.0	523.0	331.0
2000	812.0	506.5	305.5
2001	797.2	504.5	292.7
2002	770.2	494.4	275.8
2003	730.2	475.8	254.4
2004	711.3	463.2	248.1
2005	708.0	469.2	238.8

\*Source: U.S. Dept. of Justice, FBI Uniform Crime Reports.

- The good news:

Florida's violent crime rate has declined steadily throughout the past decade, as the difference between Florida's crime rate and the national rate has also narrowed.

- Juvenile delinquency:

Florida's juvenile arrests were down from 124,845 arrests in 2000 to 120,082 arrests in 2005.

Births: Age and Marital Status of Mothers

- Births to unwed mothers:

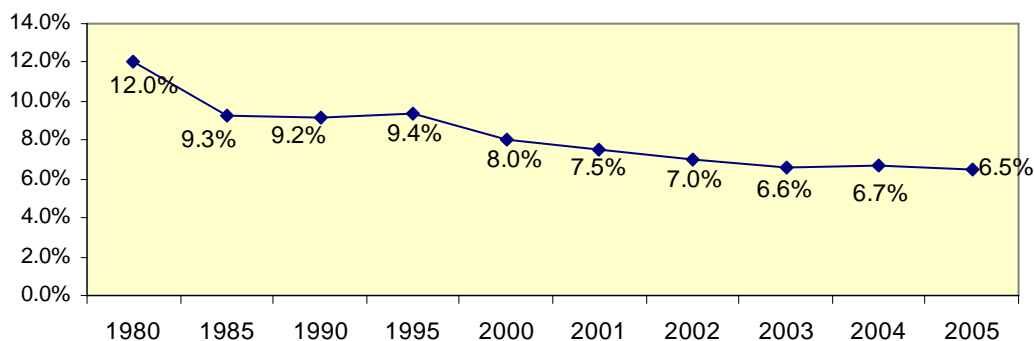
**Live Births to Unwed Mothers, and Percent of Total Live Births**

Year	Number: Fla.	Percent: Fla.	Percent: U.S.
1950	5,134	8.0	4.0
1960	11,042	9.6	5.3
1970	17,264	15.0	10.7
1980	30,156	22.9	20.3
1990	63,126	31.7	28.0
2000	78,026	38.2	33.2
2001	80,209	39.0	33.5
2002	80,833	39.3	34.0
2003	84,733	39.9	34.6
2004	89,976	41.3	35.7
2005	96,895	42.8	NA

Births to unwed teen mothers (mothers under 20) accounted for 21,130 of 96,895 births to unwed mothers in Florida in 2005.

- Births to teens:

**Births to Mothers 18 and Under, as a Percentage of All Live Births**



(Source: Florida Vital Statistics Annual Report)

- In Florida, births to mothers 18 and under declined as a percentage of all live births from 1980 through 2005.

Unemployment Rate

- Florida's unemployment rate remained at or below the national unemployment rate in each of the years shown below.

Year	Florida	U.S.
1999	3.9%	4.2%
2000	3.6%	4.0%
2001	4.8%	4.8%
2002	5.5%	5.8%
2003	5.1%	6.0%
2004	4.7%	5.5%
2005	3.8%	5.1%

Data source: U.S. Bureau of Labor Statistics.

Percent of Population in Poverty

- Persons below poverty level, percentage (2003 model-based estimate):

Florida = 13.0%     U.S. = 12.5%

- Children below poverty level, percentage (1997 model-based estimate):

Florida = 17.9%     U.S. = 18.5%

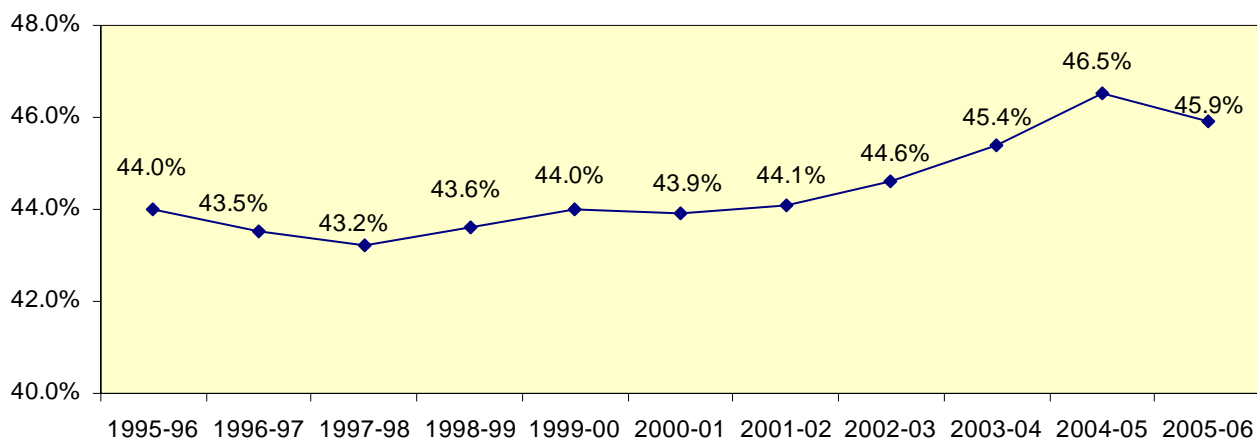
Source: U.S. Census Bureau, "Quick Facts" and "American FactFinder" reports as of 9/29/06

- Note that families of children in Florida's public schools, as a whole, may not have the same levels of household income as families whose children attend non-public schools.

Free and reduced-price lunch eligibility in Florida's public schools

- The percentage of Florida's public school membership eligible for free or reduced-price lunch has increased steadily through the past decade.

**Percent of Florida Students Eligible for Free/Reduced Price Lunch**



	Number, Fall 2005	% 1995-96	% 2005-06	Change
White	340,855	27.7%	26.7%	0.6%
Black	433,025	70.3%	69.3%	-0.4%
Hispanic	394,330	62.9%	63.1%	0.9%
Asian	18,633	33.2%	31.4%	-0.3%
Am. Ind.	1,826	44.8%	23.2%	-0.7%
Multiracial	36,202	NA	45.2%	NA
Total	1,226,533	44.0%	45.9%	2.8%

- The increase in the percentage of public school students eligible for free/reduced-price lunch from fall 1995 to fall 2005 is primarily attributable to the rapid expansion of the Hispanic student membership, which has a high percentage of students eligible for free/reduced-price lunch.

## Learning Environment

Learning environment includes such factors as school enrollment size (noted earlier); average class size; disciplinary actions, such as number of suspensions, expulsions, and use of corporal punishment; number and types of schools; and number and percentage of students enrolled in ESE programs.

### Enrollment Size of Schools (Revisited)

Schools with large student populations have a learning environment which differs in some respects from that of schools with smaller student populations. As of 2001-02, Florida's elementary, middle and high schools had the largest average enrollment size of any state in the nation.

#### States with the Largest Average School Enrollment, 2001-02

Rank	Primary Schools		Middle Schools		High Schools	
	State	Avg.	State	Avg.	State	Avg.
1	Florida	674	Florida	1,069	Florida	1,565
2	Georgia	607	Nevada	993	Hawaii	1,212
3	California	572	California	904	Maryland	1,194
4	Nevada	571	Georgia	834	Georgia	1,177
5	New York	558	Hawaii	819	Virginia	1,084

Source: National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001-02.

### Average Class Size

The average number of students enrolled in actual classes may be useful in indicating the extent of crowding in the learning environment. Average class size is a more accurate indicator of actual classroom conditions than teacher/pupil ratios because:

- Teacher/pupil ratios simply compare the total number of students to the total number of staff who are classified as teachers. The ratio does not indicate whether teachers who are not assigned to classrooms are included in the statistic, does not indicate a range of courses (curriculum) for determining class size, and does not measure the actual number of students per classroom for regular subject areas.

### U.S. and Florida Average Class Size Comparisons

- The National Center for Education Statistics (NCES), in *Digest of Education Statistics 2005*, included data from 1999-00 showing average class size by state.

1999-00 Avg. Class Size	Elementary	Secondary
U.S.	21.1	23.6
Florida	23.3	26.6

In the NCES publication, Florida's average elementary class size (23.3) was exceeded by that of only four other states: Arizona (24.3), Oregon (23.7), Utah (23.6), and Washington (23.7).

Florida's average secondary class size (26.6) was exceeded by that of only three other states: California (28.5), Nevada (27.4), and Utah (27.3). [Keep in mind that this is data from 1999-00, and some states may have implemented changes since that time.]

### Florida's Class-Size Reduction Amendment

In November 2002, Florida's constitution was amended to establish, by the beginning of the 2010-2011 school year, the maximum allowable number of students in core-curricula classes for the three grade groupings shown in the table below.

Grade Levels	Class-Size Limit by Fall 2010
PK through 3	18
4 through 8	22
9 through 12	25

Section 1003.03, Florida Statutes, implements class-size reduction requirements for the state's schools and districts. In situations where class size exceeds the limits shown above, class size must be reduced by at least two students per year (or until the constitutional class-size limits are no longer exceeded), according to the following schedule:

- 2003-04, 2004-05, and 2005-06 --

Class size is measured at the district level, using average class size. Class-size reduction must be implemented to reduce district average class size by at least two students per year or until the constitutional class-size limits are no longer exceeded.

- 2006-07, 2007-08 --

Class size is measured at the school level, using average class size. Class-size reduction must be implemented in each school where the average class size exceeds the constitutional class-size limits.

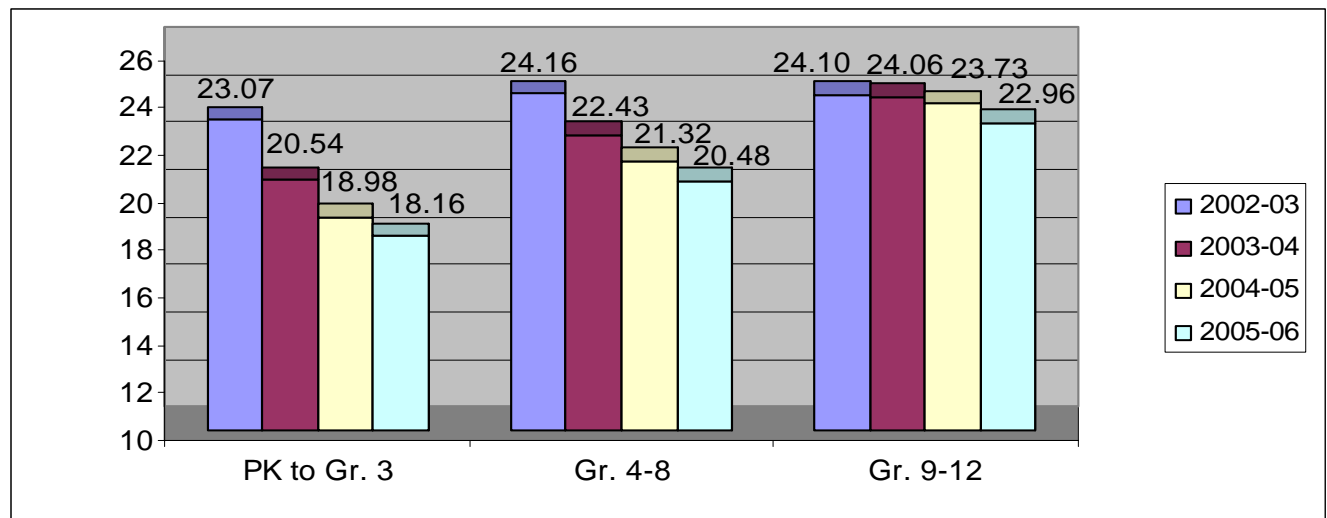
- 2008-09, 2009-10 --

Class size is measured at the classroom level. Class-size reduction is implemented at the classroom level.

### Results of Class-Size Reduction, Early Implementation

The following chart shows the extent to which average class size has been reduced statewide across all grade groupings from 2002-03 to 2005-06.

**Statewide Average Class Size, 2002-03 to 2005-06**

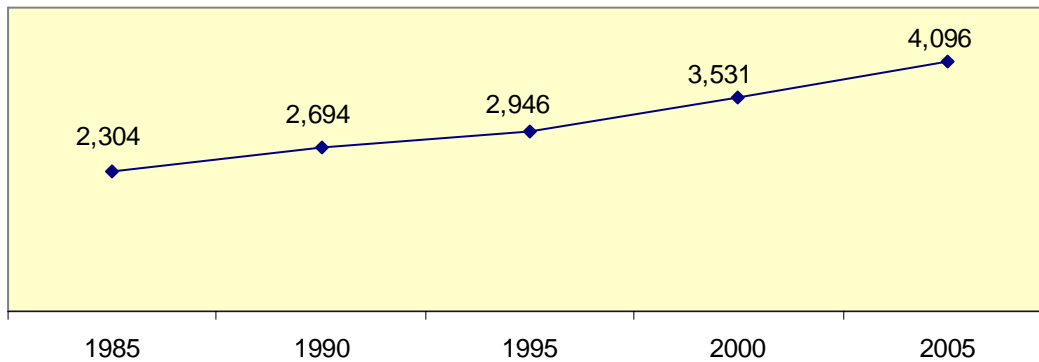


For class-size data on individual school districts, see the online table at <http://www.firn.edu/doe/arm/pdf/att1-122705.pdf>. More information on class size issues is also available at <http://www.firn.edu/doe/arm/class-size.htm>.

The following subsections look at other factors affecting the learning environment.

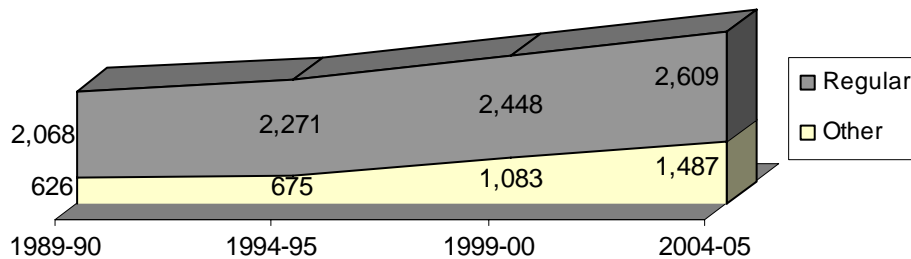
### Regular and Other School Types

**Recap: Growth in the Number of Florida Public Schools**



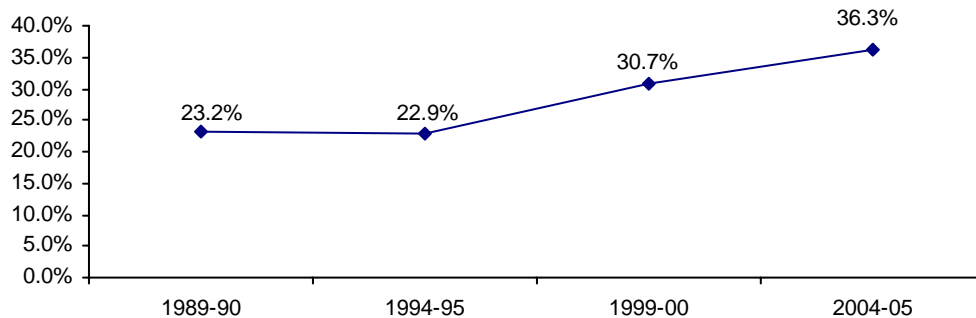
- As the overall number of schools in Florida increased over the past 15 years, the number of schools other than regular elementary, middle, and high schools increased as well.

**Growth of “Regular” Elementary, Middle, and High Schools and “Other” School Types (FL)**



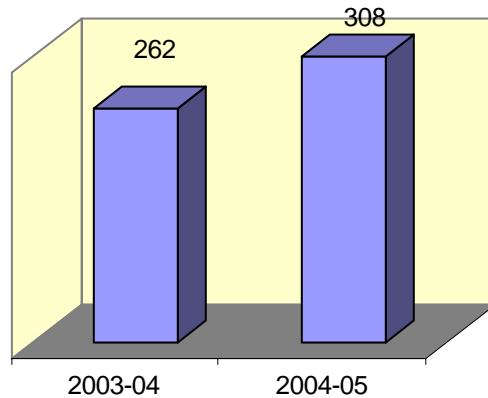
- The following chart shows increases in the number of charter schools, combination schools, DJJ centers, ESE schools, and alternative education centers in Florida.

**Schools Other than Regular Elementary, Middle, and High Schools as a Percentage of All Public Schools in Florida**



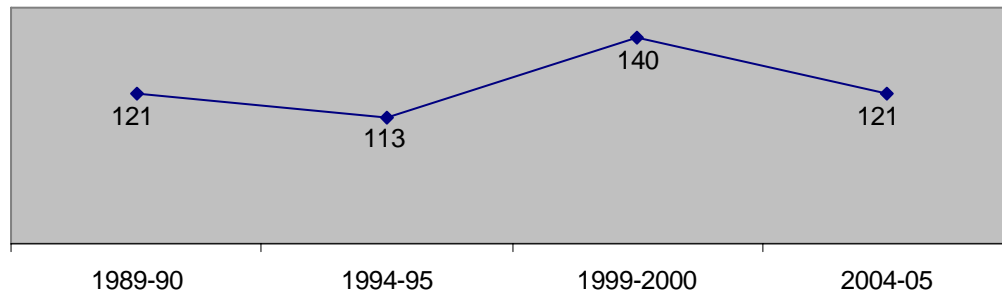
- The number of charter schools has increased substantially year after year:

**Florida Charter Schools, 2003-04 and 2004-05**



- The number of Exceptional Student Education (ESE) centers did not increase substantially over the last 15 years.

**Number of ESE Schools in Florida**

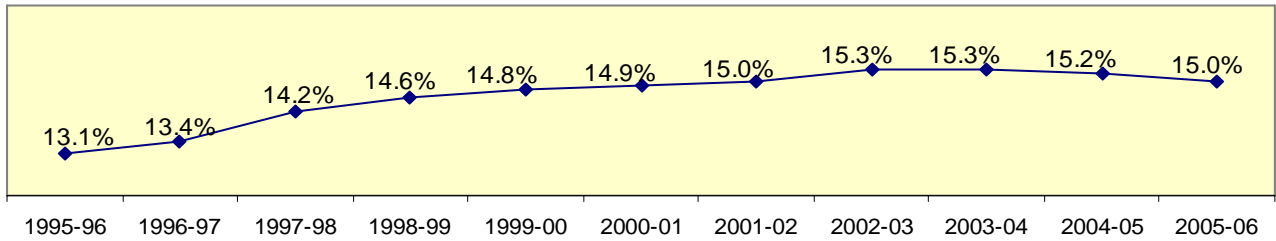


### ESE Membership Growth in Florida's Public Schools

While the number of ESE schools (schools exclusively serving students with exceptionalities) has not changed much during the last 15 years, the number and percentage of students served in ESE programs has increased. Note that many ESE students are served in regular schools.

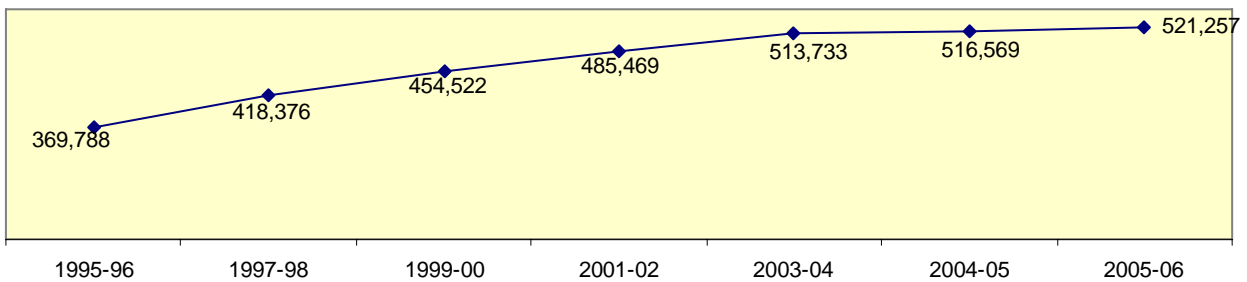
The following charts address ESE membership in Florida public schools over the past decade.

### ESE Membership as a Percentage of Total Public School Membership, Excluding Gifted Programs

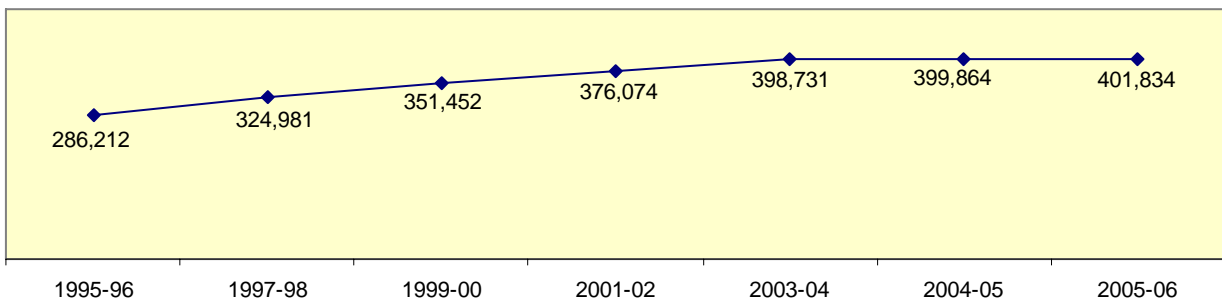


- In relation to total school membership, the percentage of students served in ESE programs in Florida increased sequentially, year over year, for almost every year from 1995-96 to 2002-03, but appears to have leveled off in the last three years. By 2002-03, students served in ESE programs (excluding gifted) accounted for over 15 percent of the total school membership. The national average, as of 2000-01, was 13.3%.
- In terms of counts, ESE membership growth in Florida has been no less notable:

### ESE Membership Growth



### ESE Membership Growth, Excluding Gifted



**Percentage of Students from Each Race in ESE Membership, Including Gifted**

<b>Florida</b>	<b>1995-96</b>	<b>2005-06</b>
White	18.3%	21.3%
Black	17.0%	19.6%
Hispanic	12.4%	16.6%
Asian	13.2%	15.4%
Am. Ind.	17.2%	19.1%
Multiracial	NA	18.1%
Total	17.0%	19.6%

**ESE Membership (Including Gifted) by Race, 2005-06**

<b>Florida</b>	<b>Number</b>	<b>Percent of Total ESE Membership</b>
White	274,351	53.0%
Black	121,756	23.5%
Hispanic	98,514	19.0%
Asian	8,654	1.7%
Am. Ind.	1,526	0.3%
Multiracial	12,735	2.5%
Total	517,536	100.0%

**Percentage of Students from Each Race in ESE Membership, Excluding Gifted**

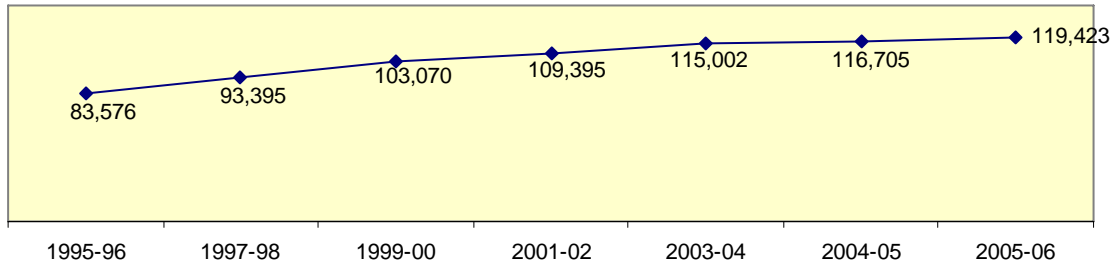
<b>Florida</b>	<b>1995-96</b>	<b>2005-06</b>
White	13.1%	15.6%
Black	15.7%	17.8%
Hispanic	10.0%	12.7%
Asian	4.8%	6.6%
Am. Ind.	12.8%	14.5%
Multiracial	NA	12.8%
Total	13.1%	15.2%

**ESE Membership (Excluding Gifted) by Race, 2005-06**

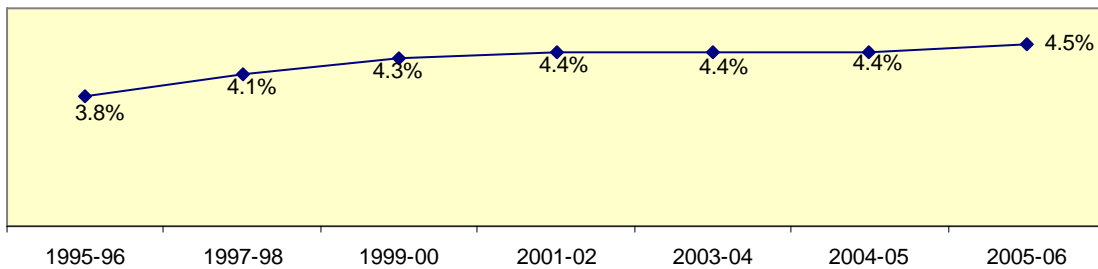
<b>Florida</b>	<b>Number</b>	<b>Percent of Total ESE Excluding Gifted</b>
White	200,652	50.1%
Black	110,506	27.6%
Hispanic	75,660	18.9%
Asian	3,711	0.9%
Am. Ind.	1,162	0.3%
Multiracial	9,047	2.3%
Total	400,738	100.0%

- Gifted enrollment in Florida's public schools increased numerically and proportionally from 1995-96 to 2005-06.

**Florida Students in Gifted Programs**



**Gifted Membership as a Percentage of Total Membership**



**Percentage of Students from Each Race in Gifted Programs**

Florida	1995-96	2005-06
White	5.2%	5.8%
Black	1.3%	1.8%
Hispanic	2.5%	3.8%
Asian	8.4%	8.8%
Am. Ind.	4.4%	4.6%
Multiracial	NA	5.1%
Total	3.8%	4.5%

**Gifted Program Membership by Race, as Percentage of Total Gifted Membership, 2005-06**

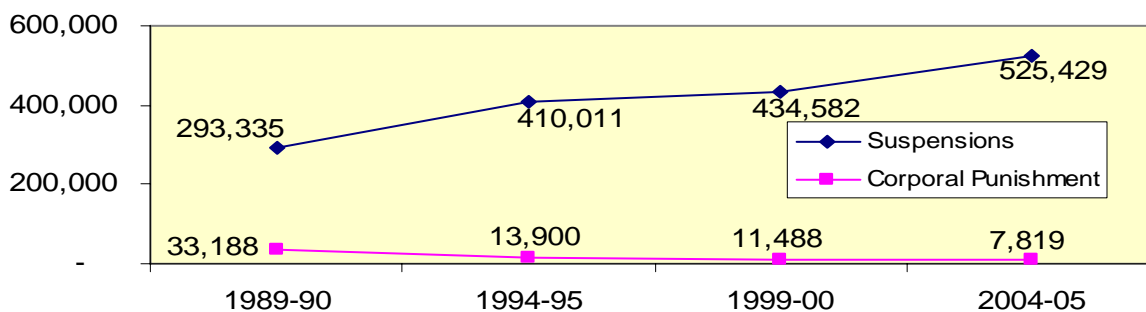
Florida	Number	Percent of Total Gifted Membership
White	74,603	62.5%
Black	11,189	9.4%
Hispanic	23,995	20.1%
Asian	5,213	4.4%
Am. Ind.	365	0.3%
Multiracial	4,058	3.4%
Total	119,423	100.0%

Trends in Type and Frequency of Disciplinary Action

Student discipline and its enforcement is another factor affecting the learning environment.

- Over time, the number of students receiving corporal punishment in Florida's schools has steadily declined, while the number of suspensions has greatly increased.

**Decline in Corporal Punishment and Increase in Suspensions, from Late '80s Onward**



- The chart below provides counts of in-school suspensions, out-of-school suspensions, and total suspensions by race/ethnicity, including the percent of each group's membership suspended during the school year.

**Florida Schools: Suspensions by Race, 2004-05**

Suspensions	In-School	Out-of-School	All Suspensions	% of Membership
White	109,388	89,024	198,412	15.4%
Black	98,881	109,184	208,065	33.5%
Hispanic	58,601	45,072	103,673	17.4%
Asian	2,152	1,640	3,792	6.8%
Am. Ind.	660	591	1,251	15.7%
Multiracial	5,102	4,954	10,056	14.3%
Total	274,784	250,465	525,429	19.9%

## Funding and Resources

### Revenues for Education by Source of Funding

- During the 1990s, the proportion of revenues from federal, state, and local sources fluctuated within a narrow range of less than 3 percentage points within each source of funding. State funds remained the largest source of revenue for Florida's public schools in 2003-04.

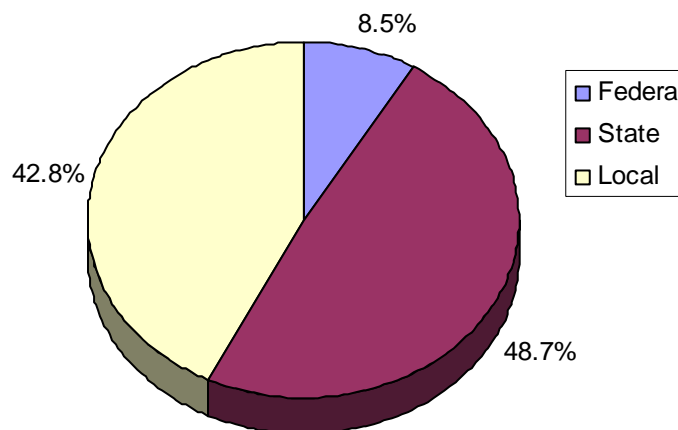
#### Percent of Revenues for Public Schools by Source of Funding

School Year	Federal (%)	State (%)	Local (%)
1993-94	7.6	50.9	41.5
1994-95	7.5	50.1	42.4
1995-96	7.2	49.6	43.1
1996-97	7.3	49.8	42.9
1997-98	7.5	50.6	41.9
1998-99**	7.7	51.8	40.5
1999-00**	8.5	49.7	41.8
2000-01	9.0	49.0	42.0
2001-02	10.1	45.6	44.3
2002-03	10.4	45.1	44.5
2003-04	10.4	45.0	44.6

\*\* K-12 programs only. Adult programs not included in calculation of funding source distribution.

- U.S. percentages of revenues by source are similar to Florida's distribution:

#### Public Education in the U.S., Revenues by Source (2002-03)



Funding per Student

- Expenditures per unweighted full-time student have steadily increased during the past decade for Florida's public schools.

**Expenditures per Unweighted Full-Time Equivalent (UFTE) Student**

School Year	Total Expenditures	Current Expenditures per UFTE (\$)
1991-92	9,392,194,843	4,439
1992-93	9,736,216,662	4,525
1993-94	10,467,974,459	4,724
1994-95	11,147,380,779	4,879
1995-96	11,608,994,652	5,026
1996-97	12,144,938,232	5,120
1997-98	12,846,998,911	5,317
1998-99**	13,141,468,926	5,626
1999-00**	13,532,165,240	5,820
2000-01	14,640,210,823	6,138
2001-02	15,153,687,144	6,187
2002-03	16,376,460,225	NA
2003-04	17,603,134,116	4,779

\*\*K-12 only. Adult UFTE unavailable.

- The National Center for Education Statistics\* ranks Florida 43rd among the 50 states and the District of Columbia in expenditures per pupil for the 2002-03 school year. The number 1 state was New Jersey (\$12,568) and the lowest ranked state was Utah (\$4,838).

**Per Pupil Expenditures, 2002-03 Common Core of Data (CCD) Survey**

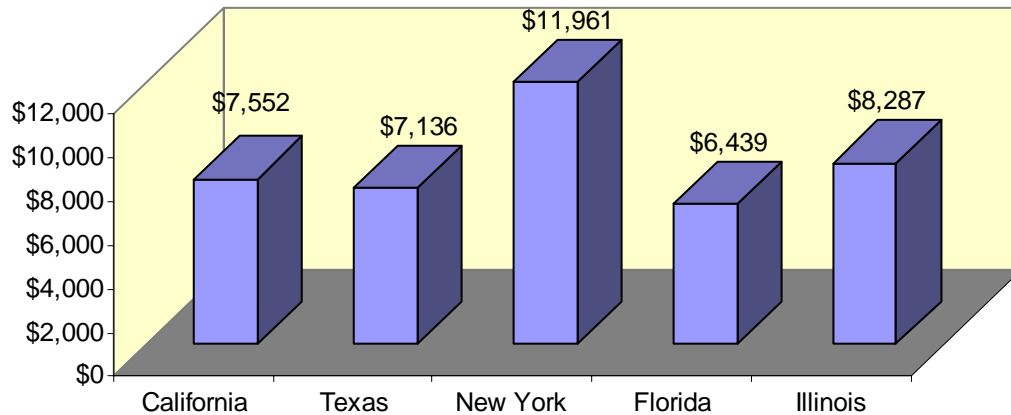
Florida	U.S.
\$6,439	\$8,044

\*NCES Statistics in Brief, 2005, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03."

Education Funding and Economic Resource Comparisons, Five Most Populous States

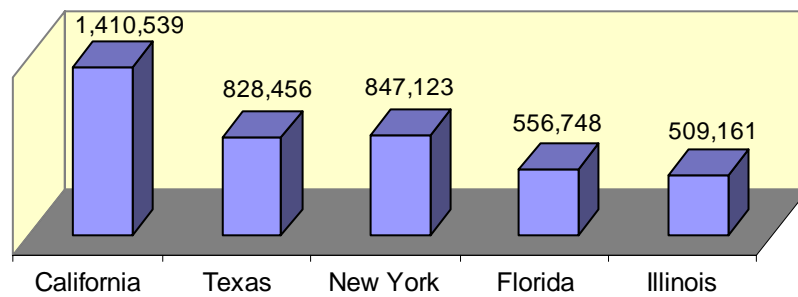
- Of the five most populous states, New York had the highest expenditures per pupil for 2002-03. Florida had the lowest expenditures per pupil.

**Pupil Expenditures, 2002-03**



- The gross state product (GSP) is a measure of states' overall economic output.

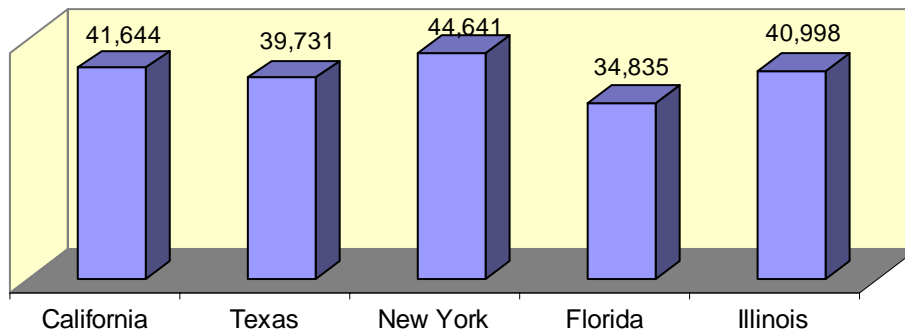
**Gross State Product (in Millions of Current Dollars), 2003**



(Source: Bureau of Economic Analysis, U.S. Department of Commerce, [www.bea.gov])

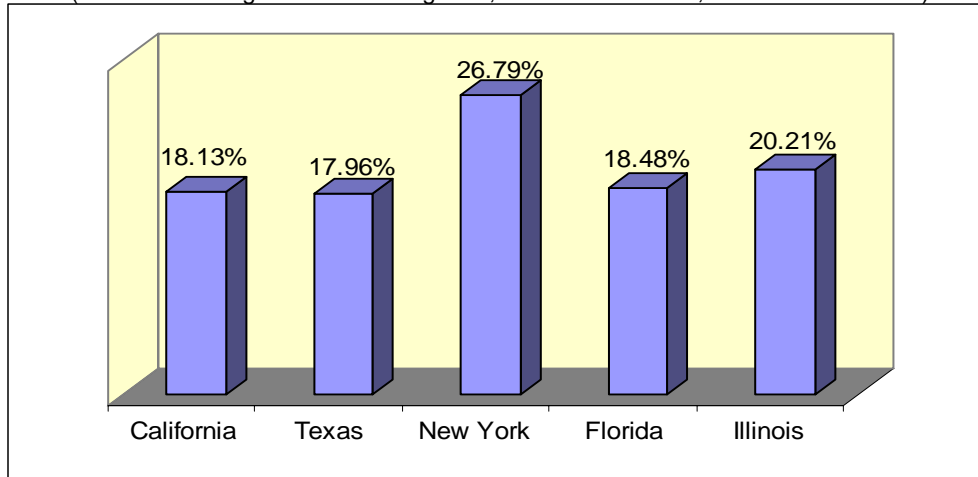
**Gross State Product per Resident (Estimated)**

(Calculated using 2000 Census data and 2003 GSP data)



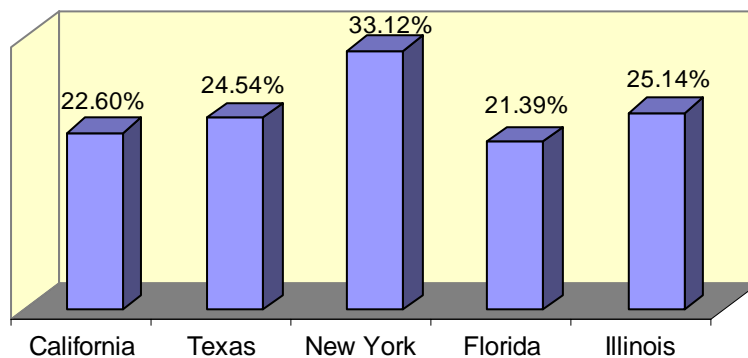
- When per-pupil expenditures are considered in the context of gross state product per resident, Florida compares favorably with the other most populous states.

**Per-Pupil Expenditures Divided by Gross State Product per Resident**  
 (Calculated using 2002-03 funding data, 2000 Census data, and 2003 GSP data)



- When per-pupil expenditures are compared to per-capita income, Florida is about at the same level as the other most populous states, except New York.

**2002-03 Per Pupil Expenditures Divided by 2003 Per-Capita Income**



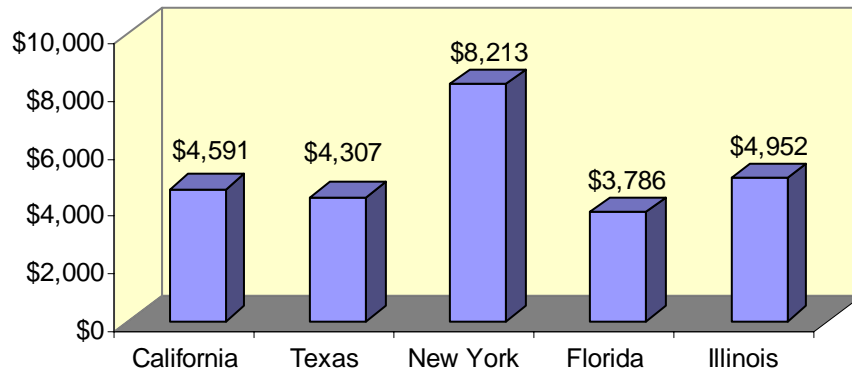
- Expenditures per student can be broadly classified by three categories: Instruction (teacher salaries, textbooks, etc.), Non-Instruction (food services, bookstore, etc.), and Support Services (school maintenance, administration, health services, library services, etc.).
- With 2002-03 expenditures per pupil for instruction at \$3,786, Florida is ranked 46<sup>th</sup> among the 50 states and the District of Columbia.

**Expenditures per Pupil for Instruction**

Florida	U.S.
\$3,786	\$4,934

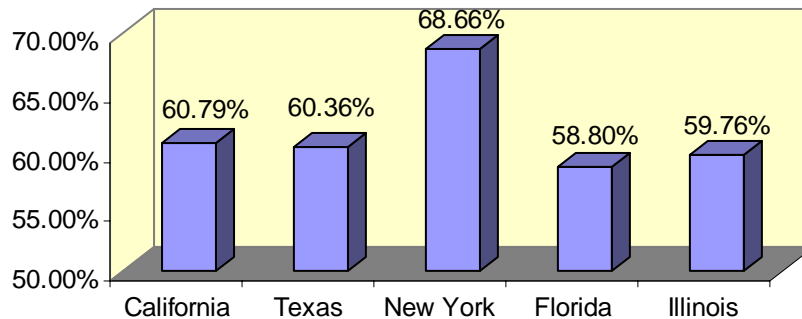
The following chart compares Florida with the other most populous states in expenditures per pupil for instruction.

**Expenditures per Pupil for Instruction, 2002-03**



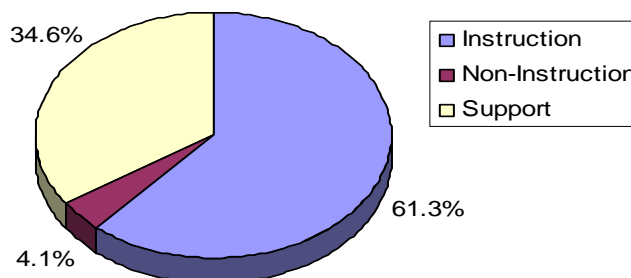
- When expenditures for instruction are calculated as a percentage of total expenditures per pupil, Florida ranks below the other most populous states. New York's percentage is considerably higher.

**Expenditures for Instruction as a Percentage of All Expenditures per Pupil**



- Of the nation's average per-pupil expenditures, 61.3% is for instruction.

**U.S. Public Education Dollar**

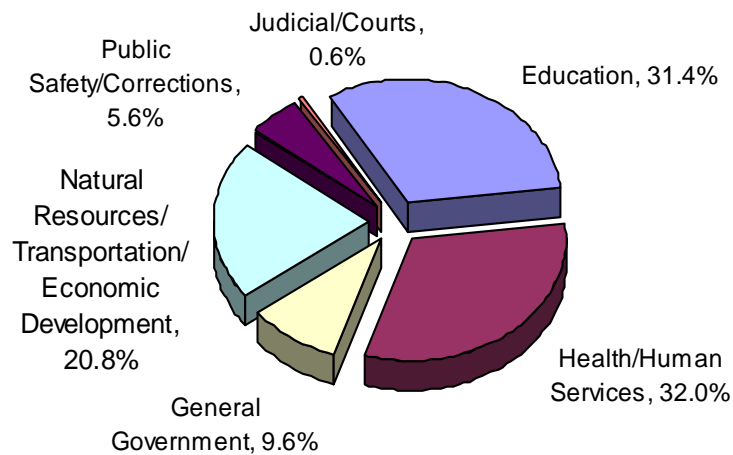


Proportion of State Budget Allocated to Education Funding

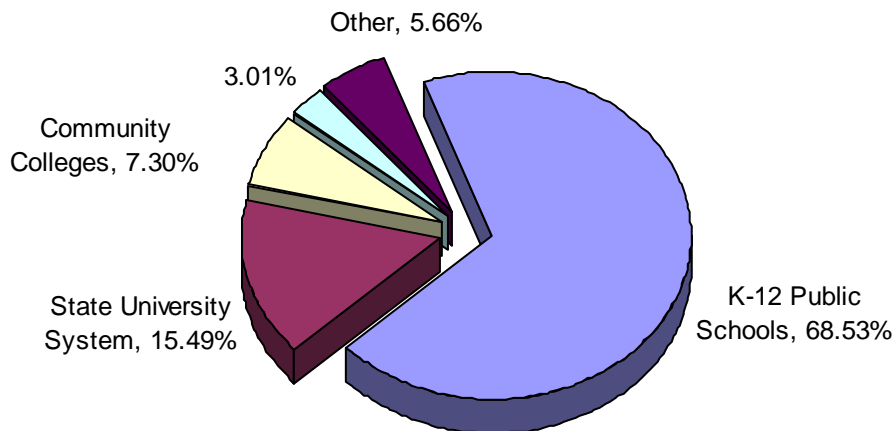
**Operations and Capital Outlay Distribution for FY 2006-07  
by Program Area: \$73.6 Billion**

(Source: Florida Legislature Joint Report: "Fiscal Analysis in Brief for Fiscal Year 2006-07.")

- Over the past five years, the amount of state funding appropriated to education has risen from \$12.7 billion in 1998-99 to more than \$23 billion in 2006-07. The chart below indicates that 31.4 percent of the state's total budget for fiscal year 2006-07 was allocated to education.



- The chart below shows the percentage of the K-20 operating budget allocated to each segment of the K-20 public education system from general revenue, lottery, and other trust funds.\*



\*Excluding Fixed Capital Outlay

## Teachers and Staff

### Teacher Workforce Growth and Demographics

#### Growth in the Number of Teachers

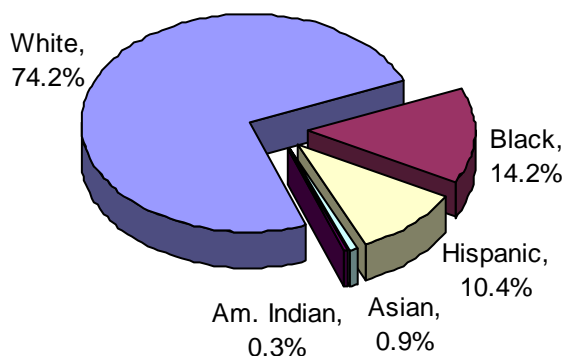
- Consistent with growth in Florida's student population, the number of teachers has also increased over time. From 1995-96 to 2005-06, the number of public school classroom teachers in Florida increased by 44,154, or 37.0 percent.

#### Number of Public School Classroom Teachers, Florida

Year	Number of Classroom Teachers
1995-96	119,388
2005-06	163,542

#### Teacher and Staff Demographics

#### Distribution of Florida Public School Teachers by Race, Fall 2005



- In Florida, the percentage of instructional staff from minority groups has increased over the past 10 years but remains well below the corresponding percentage of students from minority groups. While half of Florida's public school students are from minorities, one quarter of Florida's teachers are from minorities.

#### White and Minority Representation among Instructional Staff, 1995-96 and 2005-06

Florida Instructional Staff	1995-96		2005-06		Net % Change
	Number	Percent of Total	Number	Percent of Total	
White	94,369	79.0%	121,342	74.2%	- 4.8%
Minority	25,019	21.0%	42,200	25.8%	+ 4.8%
Total	119,388	100.0%	163,542	100.0%	--

**White and Minority Student Representation by Percent, 1995-96 and 2005-06**

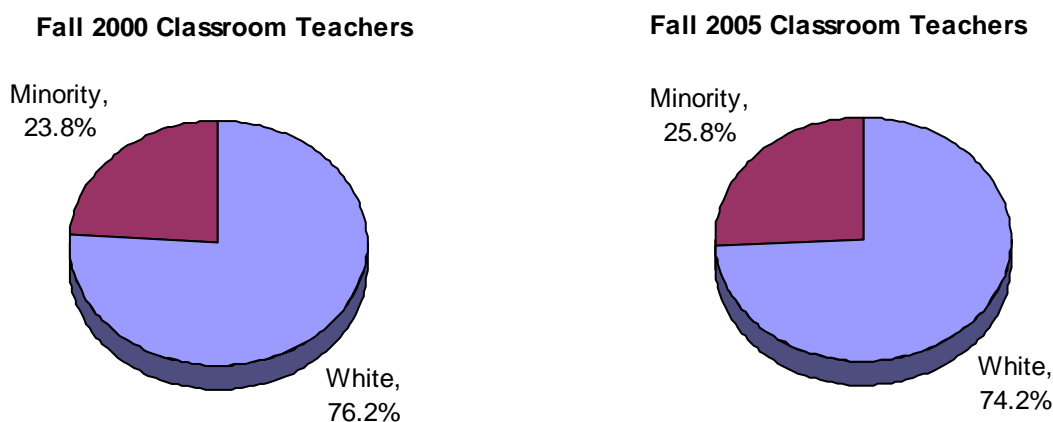
Florida Students	1995-96	2005-06	Net % Change
White %	57.5%	47.8%	- 9.7%
Minority %	42.5%	52.2%	+ 9.7%

Quick Facts on Trends in the Supply of Minority Teachers in Florida's Public Schools

- Long term, both the number and percentage of minority teacher education graduates are up. Florida had the highest number and percentage of African Americans and Hispanics graduating from teacher education programs in 1999-00. Currently, 69 percent of the graduates are white, 12 percent black, 16 percent Hispanic, and 3 are from other racial/ethnic groups.\*
- The percentage of teachers who are Hispanic more than tripled over the last 21 years from 2.6 percent in 1979 to 8.6 percent in fall 2000.\*
- The percentage of teachers who are black, while smaller in earlier decades, has increased to 14.4 percent, the highest percentage since 1991.\*
- Long term, both the number and percentage of minority admissions to state university teacher education programs have risen. From 1983-84 to 1999-00, the percentage of minorities admitted to teacher education programs rose from 10 percent to 23 percent.\*

\* From "Trends in the Supply of Minority Teachers in Florida," Florida Dept. of Education, Office of Strategy Planning, May 2002.

- While Hispanic representation among teachers continues to increase, overall minority representation among Florida's teachers may be leveling off.

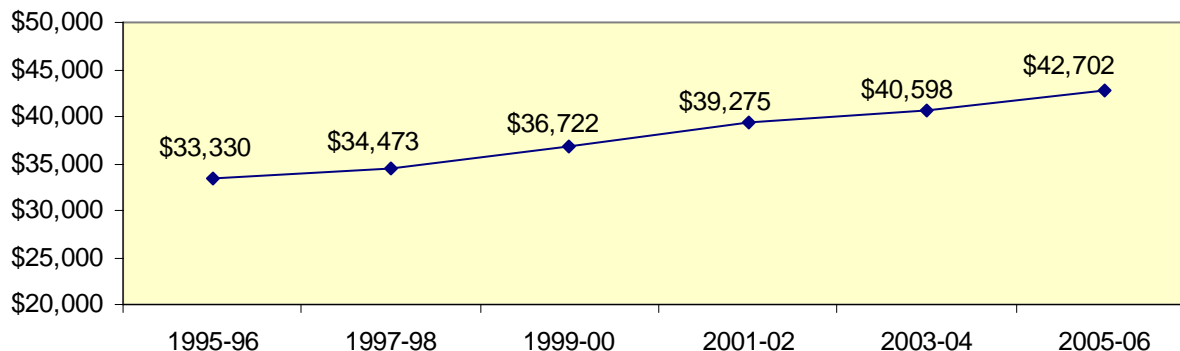


## Teacher Salary

### Teacher Salary Increases

- From 1995-96 to 2005-06, Florida's average teacher salary increased from \$33,330 to \$42,702, an increase of 28.1 percent.

**Florida Average Teacher Salary, 1995-96 to 2005-06**



- Over the past decade, some of Florida's smallest districts saw greater percentage gains in average teacher salary than some of Florida's largest districts. However, in terms of absolute pay, teachers from larger districts tend to receive higher salaries.

**Average Teacher Salary, Five Largest Florida Districts**

Five Largest Districts	1995-96 (\$)	2005-06 (\$)	Percent Change, 1995-96 to 2005-06
Miami-Dade	40,193	47,471	18.1%
Broward	36,908	45,348	22.9%
Hillsborough	31,684	39,589	24.9%
Palm Beach	36,870	43,639	18.4%
Orange	30,984	41,246	33.1%

**Average Teacher Salary, Five Smallest Florida Districts**

Five Smallest Districts	1995-96 (\$)	2005-06 (\$)	Percent Change, 1995-96 to 2005-06
Jefferson	29,245	38,275	30.9%
Liberty	30,930	36,927	19.4%
Franklin	28,114	38,170	35.8%
Lafayette	26,126	35,766	36.9%
Glades	28,188	39,963	41.8%

Average Teacher Salary, Florida and National Comparisons

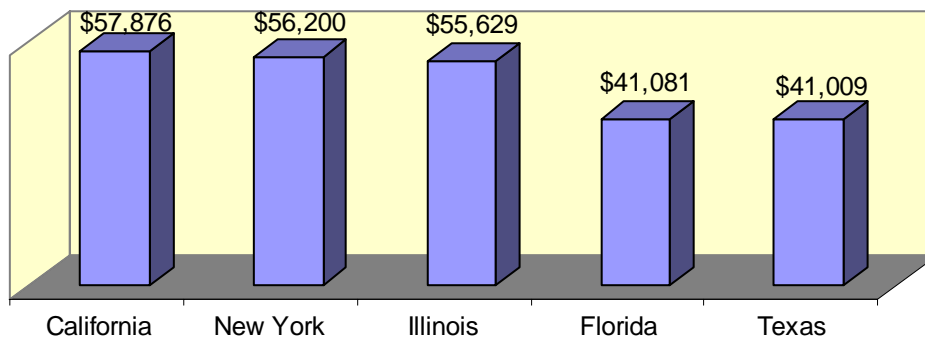
- From 1994-95 to 2004-05, the average teacher salary for U.S. public school teachers increased from \$36,933 to \$47,750, a change of 29.3 percent. By comparison, Florida's average teacher salary rose from \$32,600 to \$41,578 during the same period, an increase of 27.5 percent.

**Florida and U.S. Average Teacher Salaries, 1994-95 to 2004-05**

	1994-95	2004-05	Percent Change
<b>Florida</b>	\$33,617	\$41,081	22.2%
<b>U.S.</b>	\$38,415	\$47,750	24.3%

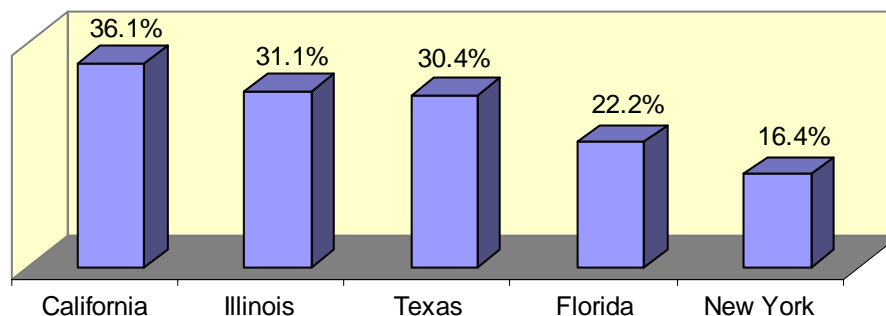
- For 2004-05, Florida ranked 32nd among the 50 states and the District of Columbia in average teacher salary. Salary data for the largest states is shown below.

**2004-05 Average Teacher Salary of Five Most Populous States (Rank Order)**



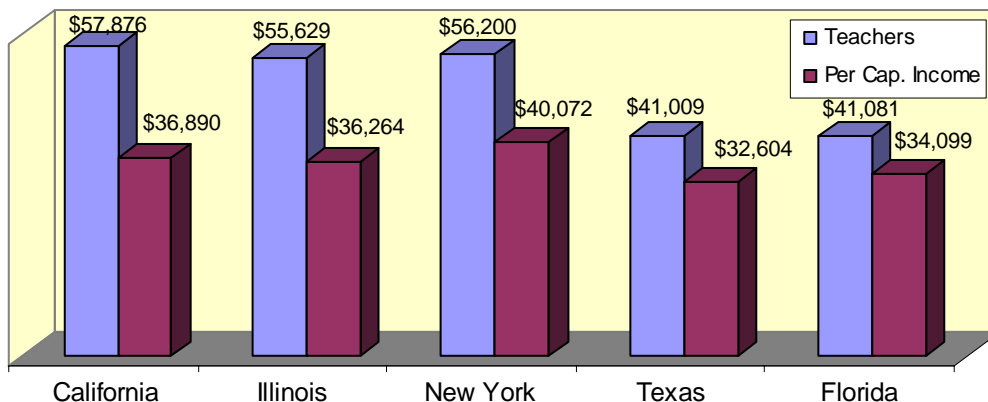
- During the last decade, Florida's average teacher salary increased by 22.2 percent. From 1994-95 to 2004-05, Florida ranked 30th among the 50 states and the District of Columbia in percentage gain in average teacher salary.

**Percent Change in Average Teacher Salary from 1994-95 to 2004-05 (Rank Order)**



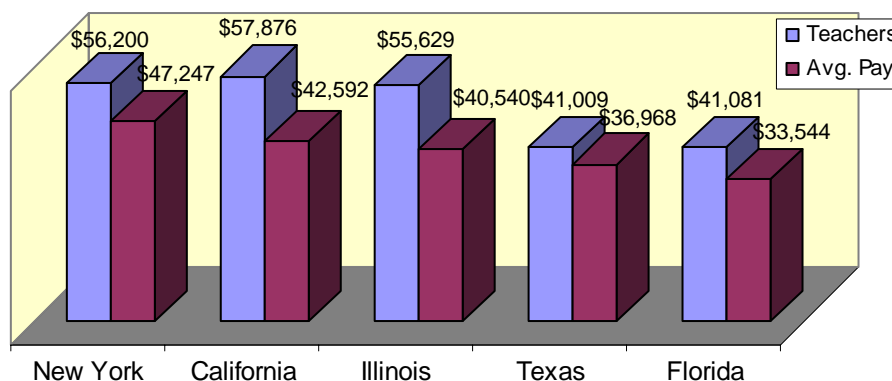
- The difference between average teacher salary and per-capita income is one measure of teachers' income in relation to the state's population at large. Among the five largest states, California and Illinois showed the greatest difference between the average teacher salary and per-capita income based on 2004-05 data. Of these states, Florida had the lowest difference between average teacher salary and per-capita income. In other words, in relation to per-capita income of its residents, Florida's average teacher salary was lowest.

**Average Teacher Salary and Per-Capita Income, Five Most Populous States, 2004-05**



- Another measure of teacher salary in context is the comparison between average teacher salary and average annual pay for all workers. The difference between average teacher salary and overall workforce pay is about the same in Florida as in the other largest states.

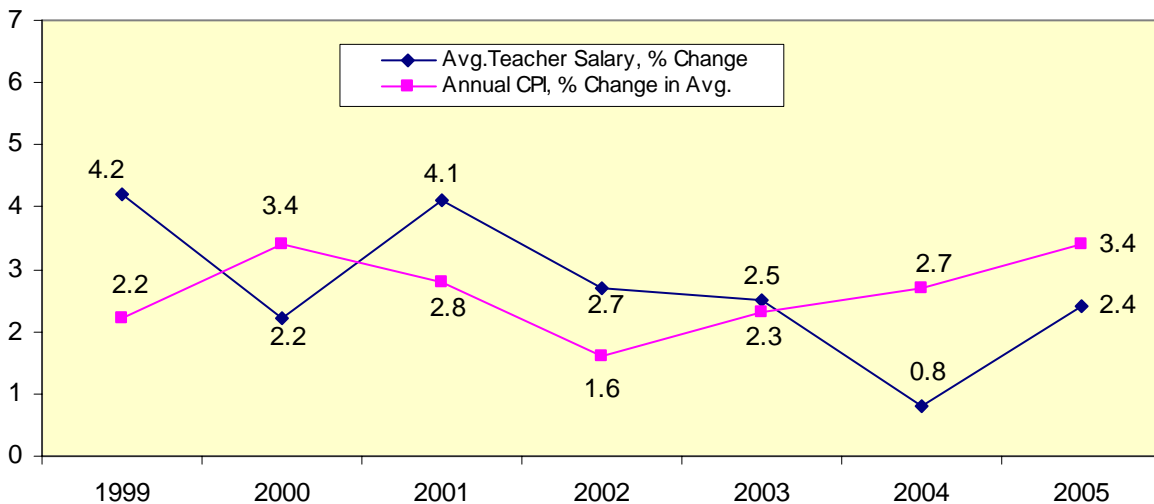
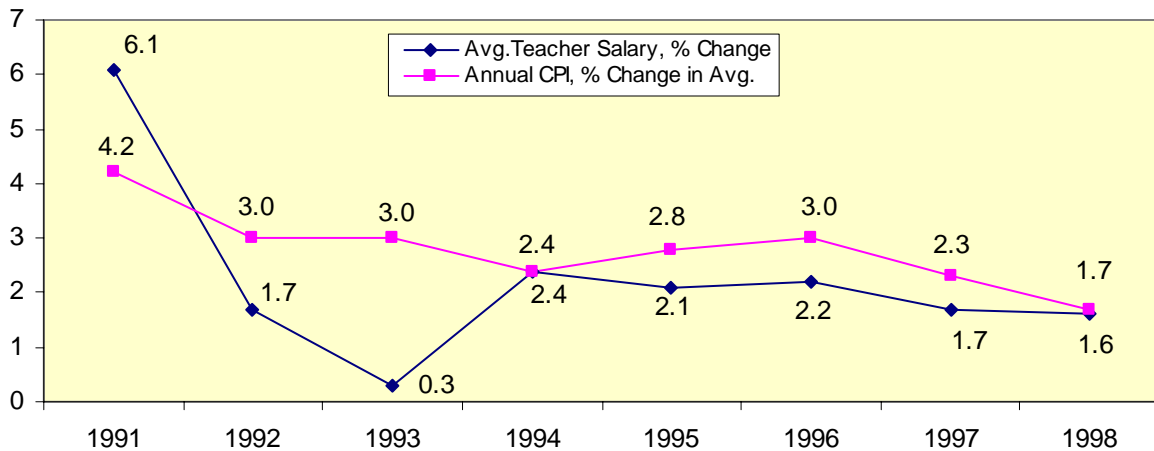
**Average Teacher Salary and Average Annual Pay, Five Most Populous States, 2004-05**



Teacher Salary and Inflation

- In Florida, beginning in the late 1990s, annual increases in public school teachers' salaries kept better pace with inflation than during the first half of the last decade. In recent years, the statewide annual change in the average teacher salary has fluctuated above and below the year-to-year percentage increase in the national Consumer Price Index (CPI).

**Year-to-Year Percentage Change in Florida Avg. Teacher Salary and the CPI**

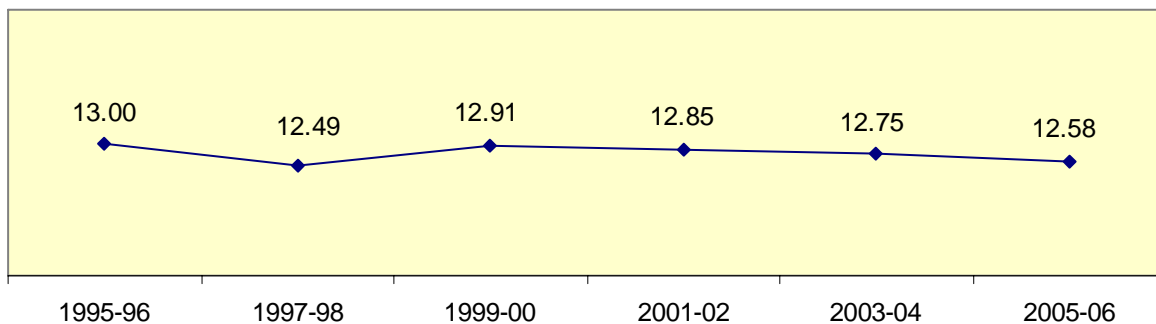


## Teacher Qualifications: Levels of Experience and Education

### Teacher Experience

- The average years of teaching experience for Florida teachers has fluctuated in a fairly narrow range between 12 and 13 years since 1995-96.

**Average Years of Experience for Florida Teachers, All Degrees**



- The following table provides a snapshot of the relative level of work experience among Florida teachers from different ethnic groups, using data from 2003-04.

The shaded cells indicate the experience level with the heaviest concentration of teachers for each race.

**Number of Full-Time Teachers by Race and Years of Experience, 2005-06**

Race	Under 3 Years	3 to 9 Years	10 to 20 Years	Over 20 Years
White	23,477	31,256	27,803	28,315
Black	5,180	6,689	4,511	4,726
Hispanic	4,354	5,988	3,359	1,613
Asian	420	526	210	80
Am. Ind.	90	169	89	71
All Races (Total)	33,521	44,628	35,972	34,805
All Races (%)	22.5%	30.0%	24.2%	23.4%

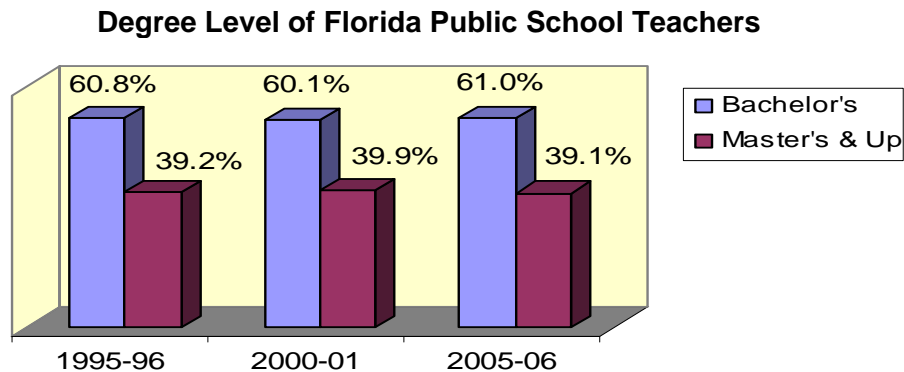
(Source: Fla. Dept of Education, Education Information Services, Staff Information Database reports)

- For teachers of all races, more teachers were found in the grouping with 3 to 9 years of experience (44,628) than any other experience level. This is true for each of the individual racial categories as well.
- For white teachers, most of their workforce fell in the groupings for teachers with over 3 years of experience. The black teacher population was spread fairly evenly across the years of experience categories.

- Hispanic teachers, however, were more heavily weighted in the two categories for teachers with fewer than 10 years of experience, reflecting an increase in the number of Hispanics entering the teaching profession in Florida over the past decade. This is true for Asian and American Indian teachers as well.

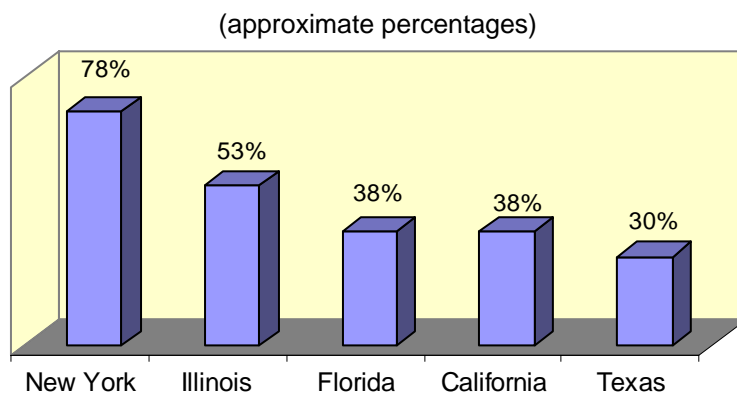
### Degree Level of Teachers

- The percentage of Florida teachers with bachelor's degrees and graduate degrees has varied only slightly during the past decade, with bachelor's degrees constituting about 60 percent of the total.



- The chart below provides data on the percentage of teachers with degrees higher than bachelor's level for the five most populous states. National figures show 52% of teachers with bachelor's degrees and approximately 48% of teachers with graduate degrees.

### **Percentage of Teachers with Degrees Higher than Bachelor's Level, NCES, 1999-00 Five Most Populous States**

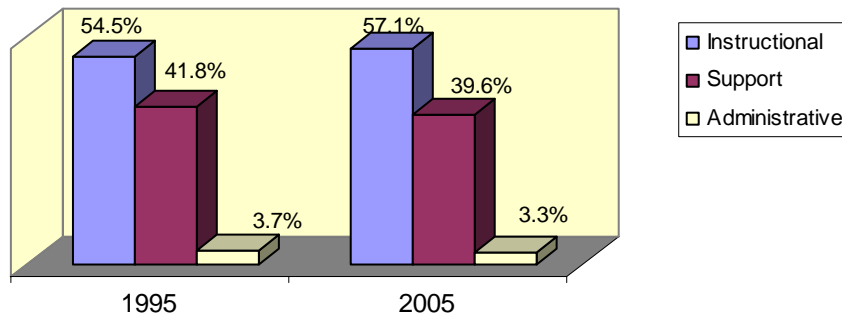


## School System Staff Characteristics

### Selected Staff Data

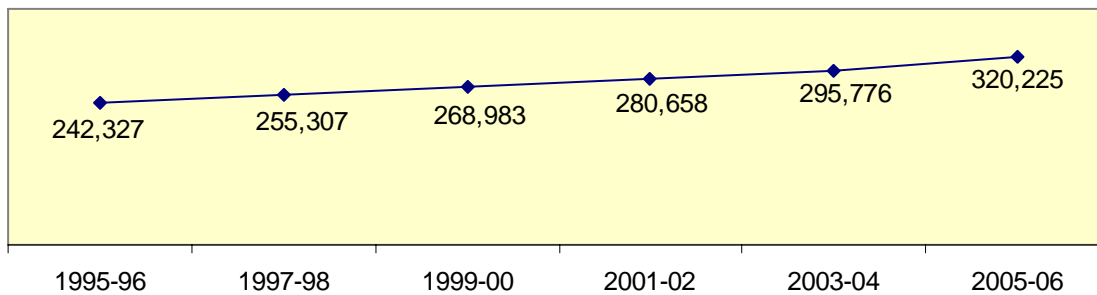
- In the state's public school system, the respective percentages of administrative, instructional, and support staff have changed little over the last ten years.

**Staff by Major Assignment Classification, Fall 1995 and Fall 2005**

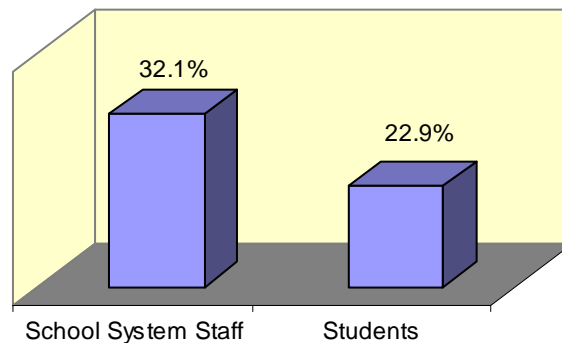


- Consistent with growth in student membership and growth in the number of schools, the number of staff in Florida's public school system has grown from 242,327 full-time staff in fall 1995 to 320,225 full-time staff in fall 2005.

**Growth in Total Florida Public School Staff, Fall 1995 to Fall 2005**

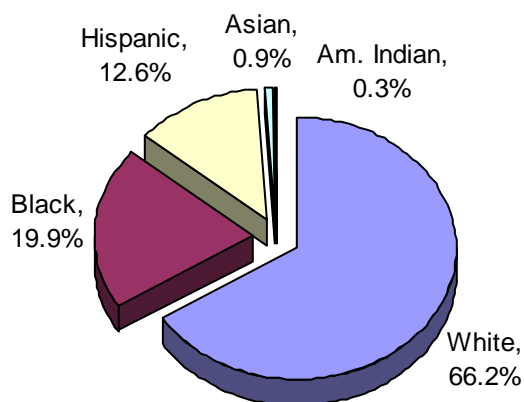


**Percentage Growth from 1995-96 to 2005-06, Florida School Staff and Students**



- Staff demographic composition for Fall 2005 is shown in the following chart.

### Fall 2005 Florida Public School Staff by Race



- Administrative staff in Florida's public school system have demographics similar to those of teachers, with minorities representing 29.4 percent of administrators. Over the last 15 years, minority representation among school administrative staff has increased by 7.6 percent, as shown in the following table.

#### Minority Representation Among Florida School Administrative Staff

Ethnicity	Fall 1990	Fall 2005	Percent Change
White	78.2%	70.6%	- 7.6%
Non-White	21.8%	29.4%	+ 7.6%

### Teacher Supply and Demand Factors

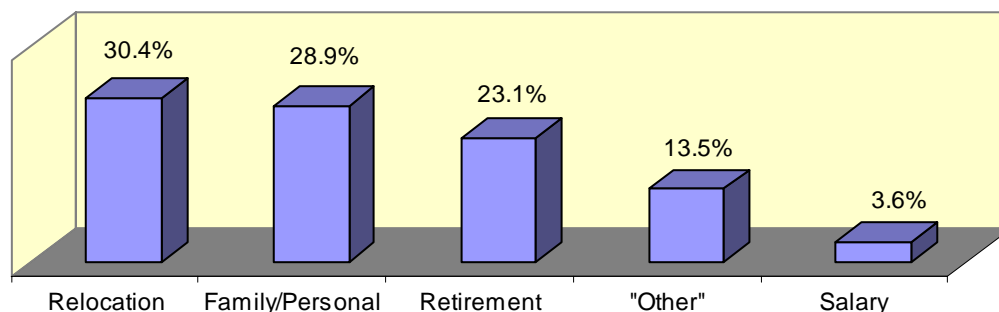
Continuing growth in Florida's resident and public school populations and changing demographics invariably affect the teaching workforce. As the school system grows, the demand for teachers grows, and critical shortages in key areas of teaching are more likely to develop.

#### Florida Teachers Exiting the Workforce

Teacher exit interview data for July 2003 through June 2004 included the following categories as reasons why teachers elected to separate from teaching: inadequate salary, lack of opportunity for advancement, dissatisfaction with supervisor, dislike of assigned duties, resignation in lieu of termination, family/personal reasons, continuing education, relocation, retirement, end of temporary assignment, stress on the job, and "other." Of these defined reasons for termination, the most common ones included:

- Relocation: 30.4%
- Family/personal reasons: 28.9%
- Retirement: 23.1%
- "Other": 13.5%
- Inadequate salary: 3.6%

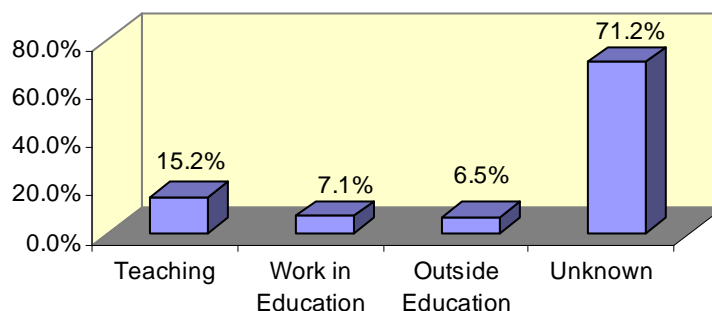
**2004 Teacher Exit Interview Data: Most Common Reasons for Separation**



- Teachers separating from service were also interviewed about future employment plans.

Their responses were classified as follows:

**Future Employment Plans of Teachers Separating from District, 2004**



Teacher Turnover

- A general trend toward greater teacher turnover in Florida continues, with a greater number and percentage of teachers exiting the workforce each year, as well as a greater number and percentage of teachers entering the workforce annually as new hires.
- The percentage of teachers new to the workforce has steadily increased in recent years.

**Number and Percentage of Fall New Hires—Classroom Teachers**

	2000	2001	2002	2003	2004
Total Classroom Teachers	134,504	136,888	141,004	147,957	158,625
Number of New Hires	14,624	14,411	15,388	19,317	20,010
Percentage of New Hires	10.9%	10.5%	10.9%	13.1%	12.6%

- Just as the number and the percentage of new teachers have increased, so too have the number and percentage of teachers exiting the workforce.

**Florida Teacher Terminations, 1999-00 to 2003-04**

	1999-00	2000-01	2001-02	2002-03	2003-04
Number of Terminations	10,549	11,874	13,309	13,751	14,528
As Percentage of Teacher Workforce	7.95%	8.83%	9.72%	9.76%	9.82%

- Teacher retirements are expected to increase significantly in coming years as a large percentage of teachers (those born in the early post-war “Baby Boomer” years from 1946-1954) reach retirement age at about the same time and as many teachers enter and complete the DROP program.

Critical Teacher Shortage Areas

In a study prepared for the State Board of Education (November 2003), the department’s Office of Strategy Planning identified critical teacher shortage areas for 2003-04:

- Mathematics and science (middle & high)
- Reading (all levels)
- ESE programs (most programs)
- ESOL
- Foreign languages
- School psychologists
- Technology education/industrial arts

Corresponding with these shortages are increases in the percentage of new teachers not certified in the field in which they’re teaching.

**Percentage of Fall Vacancies Filled by Out-of-Field Classroom Teachers**

Area/Category	1998	1999	2000	2001	2002	2003	2004
Basic Fields	10.2	12.6	10.2	13.1	12.3	8.9	8.9
Exceptional Ed.	27.1	27.6	30.0	31.8	29.9	22.1	19.8
Vocational	11.6	15.1	15.3	20.6	9.9	15.3	10.0
<b>Total</b>	13.5%	15.5%	14.2%	16.9%	15.8%	11.5%	10.7%

- Among fields identified as critical teacher shortage areas, the percentage of vacancies filled by teachers without certification in field is highest in ESE. In the Basic Fields category, 12 percent of the new hires in math, more than 12 percent of new hires in science, and 17 percent hired to teach reading were out of field. For more on current and projected teacher shortages, see the report titled “Critical Teacher Shortage Areas” accessible at <http://www.firm.edu/doe/evaluation/pdf/crit1200.pdf>.

## Student Progress and Performance

### Student Attendance

#### Declines in Chronic Student Absenteeism

- During a three-year period from 2000-01 to 2002-03, chronic student absenteeism among Florida's students has remained fairly consistent. Among racial/ethnic groups, the highest absenteeism rates occurred for American Indian, African-American, and Hispanic students, and the lowest rate occurred for Asian students. For all groups, absenteeism has declined from 2000-01 through 2002-03.

#### Percent of Florida Students Absent 21 or more Days, Elementary School (K-5)

Race	2000-01	2001-02	2002-03
White	6.5%	6.1%	7.0%
Black	6.2%	5.9%	7.3%
Hispanic	6.5%	6.2%	7.0%
Asian	3.4%	3.3%	4.1%
Am. Indian	8.9%	7.7%	9.3%
Multiracial	6.6%	6.3%	7.6%
<b>Total K-5</b>	<b>6.4%</b>	<b>6.0%</b>	<b>7.1%</b>

#### Percent of Florida Students Absent 21 or more Days, Middle School (6-8)

Race	2000-01	2001-02	2002-03
White	11.3%	11.3%	11.6%
Black	12.7%	12.5%	12.9%
Hispanic	11.7%	10.9%	11.7%
Asian	4.4%	4.3%	3.6%
Am. Indian	12.9%	12.7%	13.1%
Multiracial	9.7%	9.7%	9.9%
<b>Total 6-8</b>	<b>11.6%</b>	<b>11.4%</b>	<b>11.5%</b>

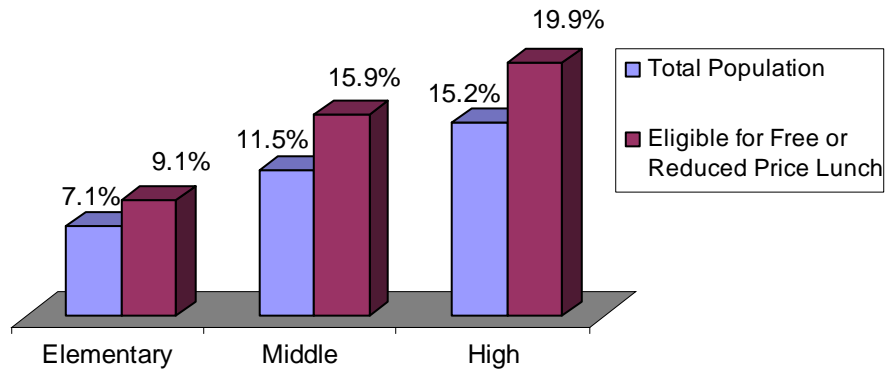
#### Percent of Florida Students Absent 21 or more Days, High School (9-12)

Race	2000-01	2001-02	2002-03
White	14.1%	13.7%	13.8%
Black	18.4%	17.7%	17.7%
Hispanic	17.7%	16.9%	17.2%
Asian	9.3%	8.5%	7.8%
Am. Indian	16.8%	15.1%	15.0%
Multiracial	13.1%	12.1%	12.9%
<b>Total 9-12</b>	<b>15.7%</b>	<b>15.1%</b>	<b>15.2%</b>

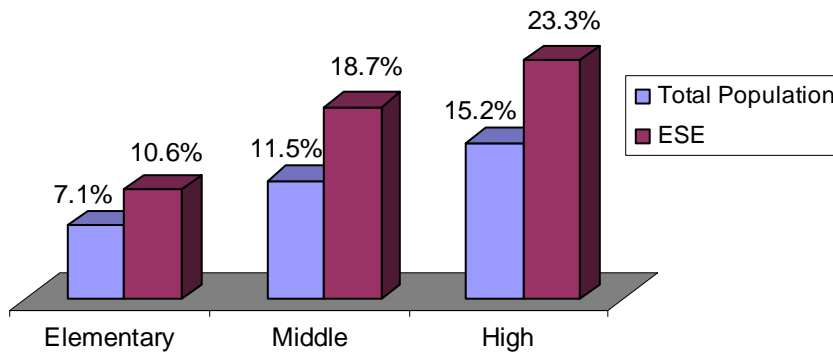
\* "Student Absenteeism by Grade Level, Socioeconomic Status, and Race," *Florida Information Note*. Florida Department of Education, Education Information and Accountability Services. February 2004.

### Percent of Students Chronically Absent by Lunch Status, ESE Membership, and LEP Membership, 2002-03

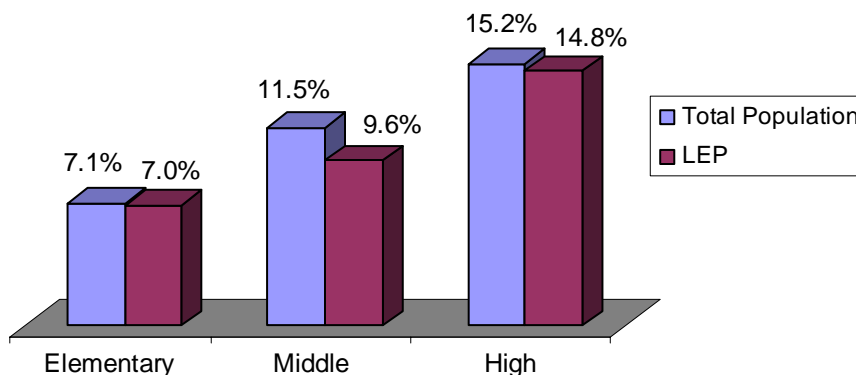
- Students who were eligible for free/reduced price lunch programs displayed higher rates of chronic absenteeism than the overall population.



- The chronic absenteeism rate for students in ESE (exceptional student education) programs was significantly higher than the rates for the total student population.



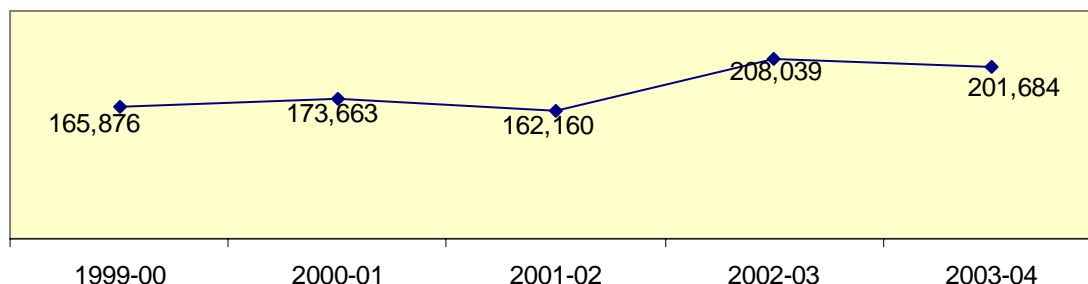
- As shown in the chart below, LEP (Limited English Proficient) students do not appear to be at higher risk for chronic absenteeism than the overall student population.



## Retentions (Non-promotions)

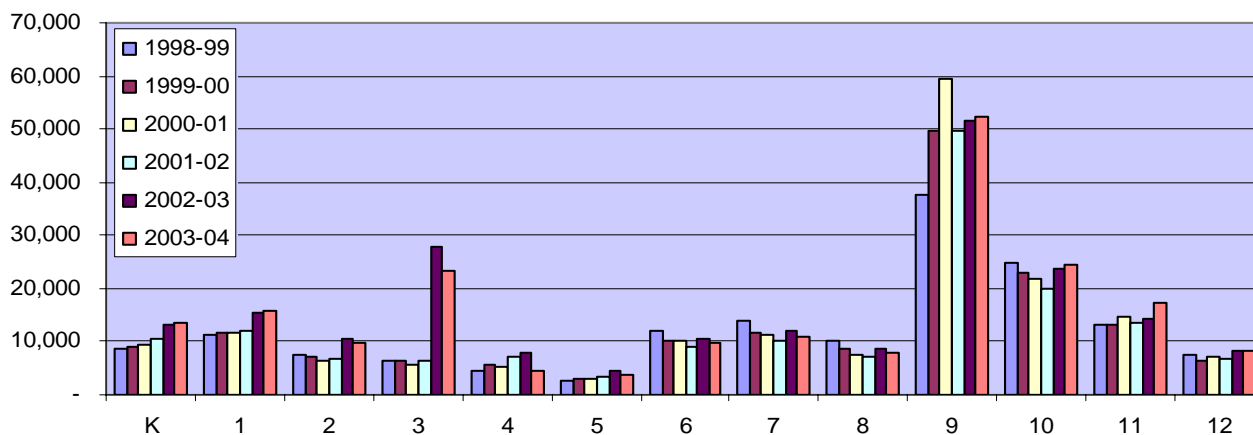
- Overall, non-promotions for grades K-12 increased from 165,876 in 1999-00 to 201,684 in 2003-04, an increase of 21.6 percent, which far outpaced the rate of student growth during the same period.

**Total K-12 Non-Promotions, 1999-00 to 2003-04**



- The most notable increase in non-promotions began in 2002-03 at the third grade level. This increase coincides with the Florida Legislature's revision of the Florida School Code requiring mandatory retention of third-grade students who do not score above Level 1 on the Florida Comprehensive Assessment Test (FCAT) in Reading by the end of the school year.

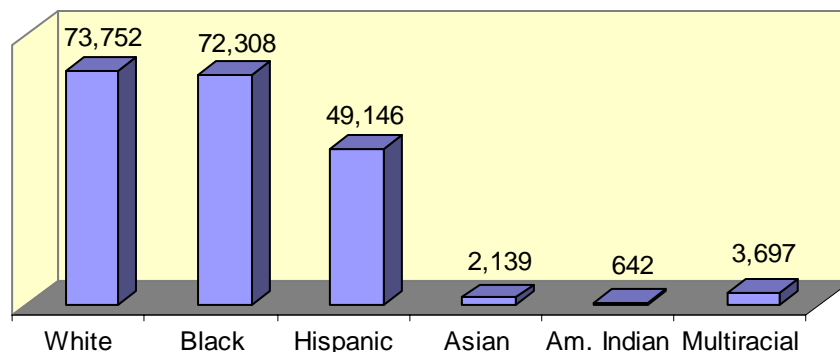
**Number of Students Not Promoted by Grade and School Year**



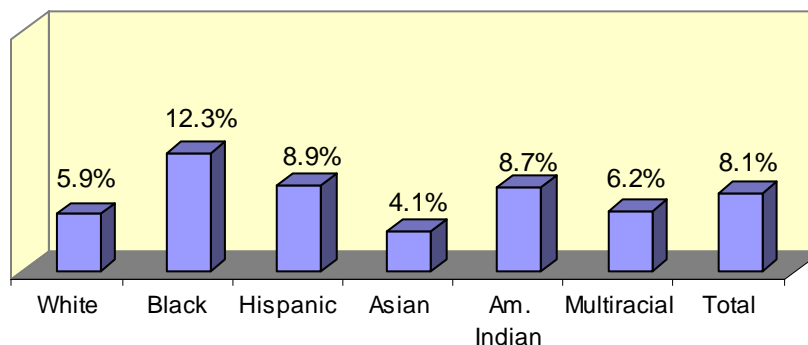
- From 1998-99 to 2003-04, the number of Florida 9th-grade non-promotions increased by 40 percent. This increase coincides with implementation of a statutory requirement for ninth graders to take Algebra 1 or an equivalent (or higher-level course) as part of the high-school mathematics curriculum (s.1003.43, F.S.). In addition, high school students must pass the Grade 10 Florida Comprehensive Assessment Test (FCAT) in reading and mathematics in order to qualify for a standard diploma. The first senior class to be affected by this requirement was the graduating class of 2003.

Non-promotions by Race

**Number of K-12 Non-Promotions by Race, 2003-04**



**Percentage of Non-Promotions by Race, 2003-04**



- For 2003-04, the lowest percentage of non-promotions, by ethnicity, occurred for Asian/Pacific Islander and white student populations. Black students had the highest percentage of retentions.
- As students who are not promoted at year's end become overage for their grade level, they may be at higher risk of dropping out than the rest of the student population. A 1996 Florida DOE study of dropouts determined that of 27,424 high-school dropouts aged 16 and over in 1994-95, 88.2 percent were overage for their grade level.  
(Florida Information Note: "Profiling Florida's 1994-95 Dropouts," Florida Dept. of Education, EIAS, Dec. 1996.)
- The overall increase in retentions—especially 9th grade retentions—does not yet appear to be affecting the reported dropout rate for grades 9-12.

## Dropouts and Dropout Rates

- In Florida, a dropout is defined as a student who withdraws from school for any of several reasons cited in statute (s. 1003.01(9), Florida Statutes) without transferring to another school, home education program, or adult education program. Dropout withdrawal reasons include voluntary withdrawal from school prior to graduation; failure to meet attendance requirements due to excessive absenteeism; discontinuance of attendance with whereabouts unknown; failure to enter/attend school as expected after having previously registered; and certain other reasons.
- Florida's high school dropout rate is calculated by dividing the number of students in grades 9-12 who dropped out during the school year by the total enrollment in grades 9-12 for the school year. The total enrollment is the count of all students who attended school at any time during the year.
- Florida's high school dropout rate differs from dropout rates calculated for states by the National Center for Education Statistics (NCES) in several ways:

Florida's high school dropout rate applies to students enrolled in high schools, while the NCES status dropout rates apply to citizens aged 16 through 24 from the general population, regardless of enrollment status.

Florida's dropout rate and NCES's event dropout rates are both designed to show the percentage of high-school-enrolled students who drop out during the year, but because Florida law defines a dropout differently from NCES, Florida event dropout rates are not published by NCES.

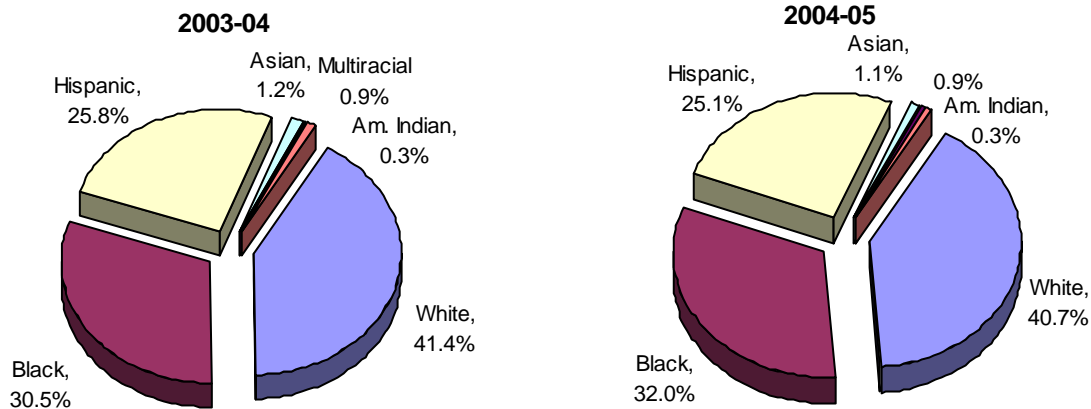
NCES often produces calculations based on a sampling of data from populations, whereas Florida's high school dropout rate is based on data reported for all students in grades 9-12 (a statistical universe, as contrasted with a sampling).

More on NCES's definition and calculation of dropout rates is available at <http://nces.ed.gov/pubs2001/dropout/TypeOfRates.asp>.

### Dropout Distribution

- The following charts show the distribution of dropouts by race, using 2000-01 and 2002-03 data.

### Dropout Distribution by Race, 2003-04 and 2004-05

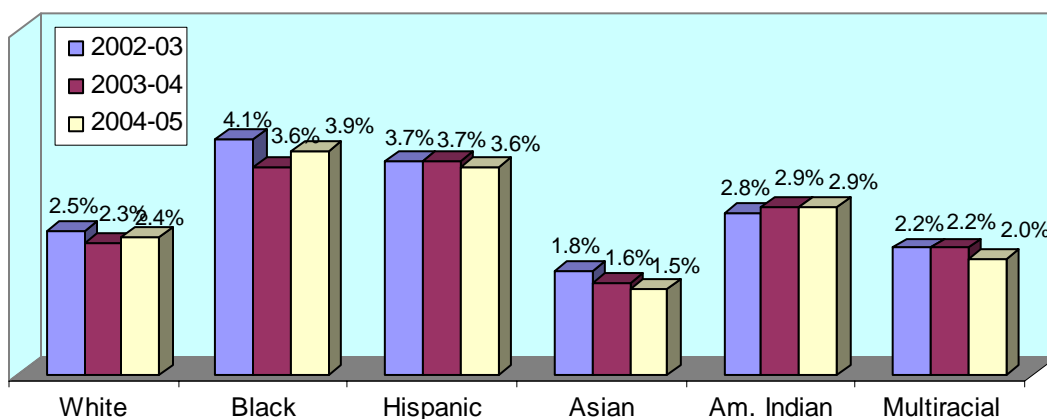


- From 2003-04 to 2004-05, the distribution of dropouts by race has changed very little.

### Declining Dropout Rates

- From 2002-03 to 2004-05, the dropout rate for grades 9-12 slightly declined from a reported 3.1 percent to 3.0 percent.

### Florida Dropout Rates by Race, 2002-03 through 2004-05



### Number of Reported Dropouts

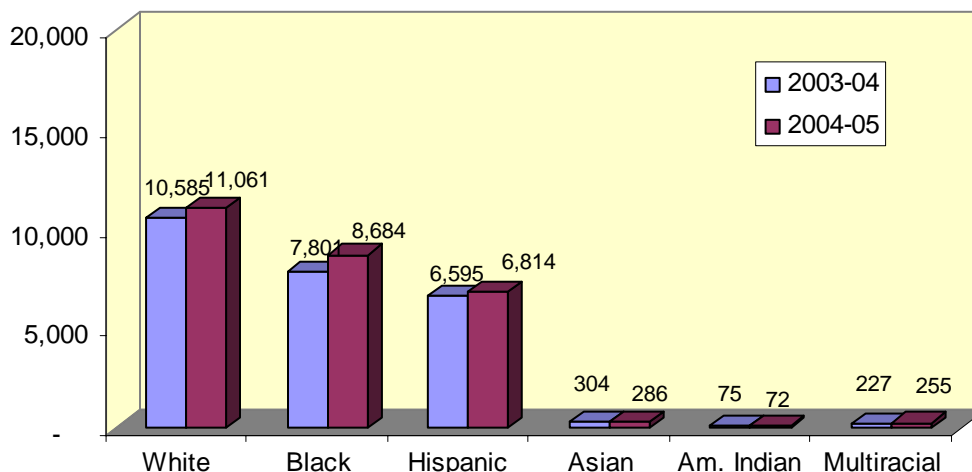
- Although dropout rates have declined, the total number of dropouts reported for grades 9-12 has slightly increased.

#### **Total Reported Dropouts for Grades 9-12, Florida Public Schools**

2003-04	2004-05
25,587	27,172

- The following chart shows the number of grade 9-12 dropouts, by race, from 2003-04 to 2004-05. The number of dropouts has increased in each ethnic category except Asians and American Indians, who showed slight decreases.

#### **Reported Dropouts in Grades 9-12 by Race, Florida Public Schools**



### **Graduation Rates**

Coinciding with declines in Florida's dropout rates, there has been an increase in reported graduation rates from 69 percent in 2002-03 to 71.9 percent in 2004-05. The graduation rate measures the percentage of students who graduate within four years of their first enrollment in 9<sup>th</sup> grade. Subsequent to their enrollment in 9<sup>th</sup> grade, exiting transfers and deceased students are removed from the calculation. Entering transfer students, at the time of their enrollment, are included in the count of the class with which they are scheduled to graduate. Only recipients of diplomas are counted as graduates.

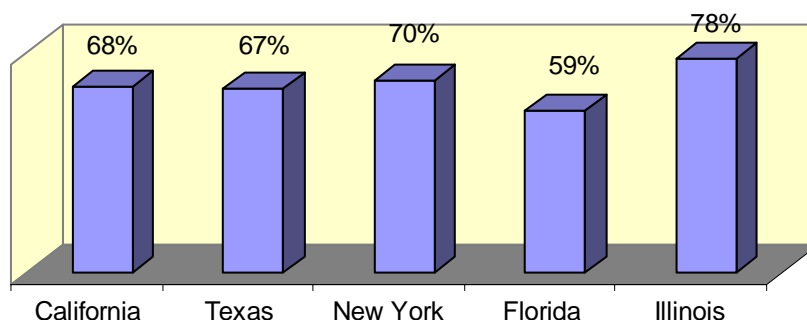
#### **Florida's High School Graduation Rate, 2002-03 to 2004-05**

2002-03	2003-04	2004-05
69.0%	71.6%	71.9%

NCES also publishes completion rates by state. Unlike Florida's graduation rate, which tracks all students from entry into 9<sup>th</sup> grade (a statistical universe), NCES uses sampling studies to determine its published completion rates.

- In state-by-state rankings, Florida's placement for graduation and completion rates has varied by publication. A recent study commissioned by the Black Alliance for Educational Options (revised April 2002) ranks Florida's graduation rate at 49<sup>th</sup> (with a rate of 59%) among the 50 states and the District of Columbia. In the same study, Florida's African-American graduation rate (51%) is ranked 31<sup>st</sup>.

**Comparable High School Graduation Rates for the Five Most Populous States, April 2002**

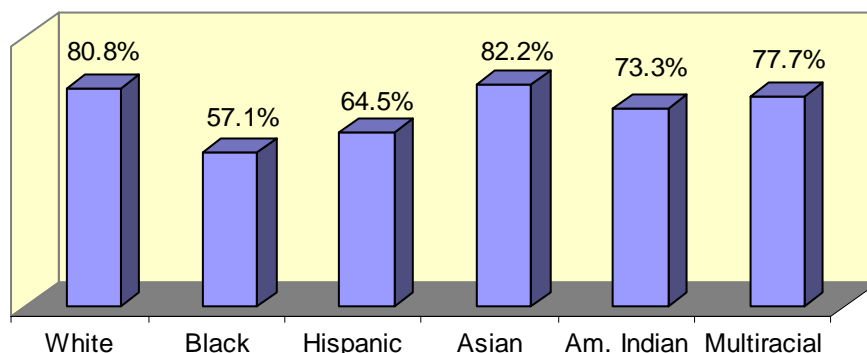


Source: "High School Graduation Rates in the United States," Jay P. Greene, The Manhattan Institute for Policy Research, as prepared for the Black Alliance for Educational Options. Revised April 2002.

Florida's Graduation Rates by Ethnicity

- Florida's graduation rates for 2004-05 by race are shown in the chart below.

**Florida Graduation Rates by Race, 2004-05**



## Florida's Graduation Rates for Exceptional Student Education (ESE) Programs

The 2004-05 four-year graduation rate for Florida students in all ESE programs was 56.3 percent, compared with 71.9 percent for the state's overall student population. Florida law includes both standard and special diploma recipients as graduates for purposes of calculating the graduation rate. (Recipients of certificates of completion are not included.) The following table provides rates for specific ESE program areas. Note that certain program areas (Speech Impaired, Deaf or Hard of Hearing, Visually Impaired, and Traumatic Brain Injured) have higher graduation rates than the state average.

**2004-05 Graduation Rates by ESE Program Area**

<b>ESE Program Area</b>	<b>Adjusted Cohort</b>	<b>Graduates</b>	<b>Graduation Rate</b>
Educable Mentally Handicapped	2,505	1,364	54.5%
Trainable Mentally Handicapped	718	219	30.5%
Orthopedically Impaired	304	193	63.5%
Speech Impaired	373	295	79.1%
Language Impaired	622	353	56.8%
Deaf or Hard of Hearing	285	206	72.3%
Visually Impaired	96	71	74.0%
Emotionally Handicapped	2,614	1,033	39.5%
Specific Learning Disabled	13,697	8,511	62.1%
Hospital/Homebound	601	334	55.6%
Profoundly Mentally Handicapped	175	14	8.0%
Dual Sensory Impaired	12	8	66.7%
Autistic	196	68	34.7%
Severely Emotionally Disturbed	794	225	28.3%
Traumatic Brain Injured	78	42	53.8%
Other Health Impaired	514	331	64.4%
<b>State Total</b>	<b>23,584</b>	<b>13,267</b>	<b>56.3%</b>

## **Student Performance on Standardized Tests**

### Florida Comprehensive Assessment Test (FCAT)

#### *FCAT Sunshine State Standards*

- Students are tested in reading, mathematics, and writing in grades 3 through 10. In reading and mathematics, student performance is indicated by a scale score, which may range from 100 to 500. The scale score determines which of five achievement levels the examinee has attained, with Level 1 being lowest. In writing, student responses are scored on a scale from 1 to 6, with 6 being highest. In order to graduate with a standard diploma, Florida's high school students must attain required scores in reading and mathematics on the Grade 10 FCAT.

Scores for all curriculum groups are shown below for grades 4 (reading), 5 (math), 8 (reading and math), and 10 (reading and math). Other grade levels were tested during 2001 through 2006, but not during or prior to 2000.

**FCAT Sunshine State Standards, Reading  
Statewide Mean Scale Scores (100 – 500)**

Grade	2006	2005	2004	2003	2002	2001	2000
4	314	319	318	305	299	298	293
8	299	297	295	301	295	295	290
10	298	296	300	302	303	307	298

**FCAT Sunshine State Standards, Mathematics  
Statewide Mean Scale Scores (100 – 500)**

Grade	2006	2005	2004	2003	2002	2001	2000
5	329	329	322	320	318	314	314
8	314	313	311	310	305	308	303
10	324	322	323	320	319	321	311

**Grade 10 FCAT, Percentage Passing**

	Reading	Mathematics
2005	52%	77%
2006	52%	77%

- At most levels, mean scale scores increased during the period from 2000 to 2006. In the intervening years, there were mixed results, however, with some increases in scores, some decreases in scores, and some mean scores that remained unchanged. From 2005 to 2006 the percentage of students passing the grade 10 reading and math sections of the FCAT remained unchanged.

FCAT results for several years are available online at the following address:  
<http://www.firn.edu/doe/sas/fcat/fcatscor.htm>.

**FCAT Results by Race/Ethnicity**

- FCAT results have been compiled by the Florida Department of Education's Bureau of Assessment and School Performance. Results for 2006 are available for many categories, including standard curriculum students, ESE students by program area, LEP students, students eligible for free and reduced price lunch, and students by ethnicity and gender.

Reports summarizing FCAT results for 2000 through 2005 by the categories stated above are available at <http://www.fcatresults.com/demog>. The following tables summarize results for 2005.

**2005 FCAT, Reading and Math Results, Percent Scoring at Each Achievement Level**

<b>Reading, Grade 4</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Am. Indian	13%	10%	39%	31%	7%
Asian	9%	10%	31%	36%	15%
Black	25%	19%	37%	16%	2%
Hispanic	20%	15%	36%	24%	5%
Multiracial	11%	12%	35%	34%	9%
White	9%	10%	34%	36%	11%

<b>Math, Grade 5</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Am. Indian	15%	28%	24%	26%	7%
Asian	6%	16%	24%	36%	18%
Black	30%	34%	22%	12%	2%
Hispanic	19%	28%	27%	21%	4%
Multiracial	12%	26%	29%	26%	6%
White	10%	23%	29%	30%	8%

<b>Reading, Grade 8</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Am. Indian	22%	29%	35%	13%	2%
Asian	15%	24%	36%	20%	6%
Black	43%	33%	19%	4%	0%
Hispanic	36%	30%	25%	8%	1%
Multiracial	17%	30%	35%	15%	3%
White	16%	28%	36%	17%	3%

<b>Math, Grade 8</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Am. Indian	15%	22%	38%	14%	11%
Asian	8%	11%	28%	23%	30%
Black	39%	25%	25%	7%	3%
Hispanic	26%	22%	32%	13%	8%
Multiracial	15%	19%	35%	18%	14%
White	12%	17%	35%	20%	15%

<b>Reading, Grade 10</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Am. Indian	31%	32%	21%	9%	8%
Asian	28%	28%	19%	9%	15%
Black	62%	25%	9%	2%	2%
Hispanic	49%	28%	13%	4%	4%
Multiracial	30%	34%	20%	8%	8%
White	26%	32%	22%	10%	12%

<b>Math, Grade 10</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Am. Indian	8%	21%	30%	35%	7%
Asian	5%	13%	23%	39%	21%
Black	29%	31%	26%	13%	1%
Hispanic	20%	25%	28%	23%	4%
Multiracial	11%	21%	29%	31%	8%
White	8%	17%	28%	36%	11%

Data source: Florida Department of Education, Bureau of Assessment and School Performance. Website: <http://www.fcatresults.com/demog>.

### Minority Achievement on the FCAT from 2003 to 2005

- Reported results indicate a decrease in the percentage of black and Hispanic students scoring at the lowest level (Level 1) in FCAT Reading and Mathematics for grade 4 reading and math, grade 8 math, and grade 10 math. However, results for grade 8 reading and grade 10 reading from 2003 to 2005 show an increase in the percentage of black and Hispanic students scoring at Level 1.

#### **Percentage of Black and Hispanic Students Scoring at FCAT Level 1: 2003 and 2005**

<b>Grade Level &amp; Subject</b>	<b>2005</b>	<b>2003</b>
Grade 4 Reading	22.5%	36.7%
Grade 4 Math	22.4%	32.8%
Grade 8 Reading	39.5%	39.3%
Grade 8 Math	32.6%	34.9%
Grade 10 Reading	55.6%	50.3%
Grade 10 Math	24.6%	31.9%

The area of greatest improvement is grade 4 reading, in which the percentage of students scoring at the lowest level decreased by 14.2 percentage points.

Data source: Florida Department of Education, Bureau of Assessment and School Performance. Website: <http://www.fcatresults.com/demog>.

### *FCAT Norm-Referenced Testing*

- Students are tested in reading and mathematics in grades 3 through 10. Examinees are assigned a percentile score that ranks performance in relation to a national sampling of students. The percentile rank indicates the percentage of examinees who earned the same score or lower. For instance, a percentile score of 51 would indicate that the examinee scored as high or higher than 51 percent of examinees nationwide. State scores are presented as median national percentile scores. A median national percentile score indicates the median (middle score) of the percentile scores attained by all examinees in the group. Students who score at the national average earn a national percentile rank of 50.

### FCAT Reading and Mathematics Norm-Referenced Test Scores

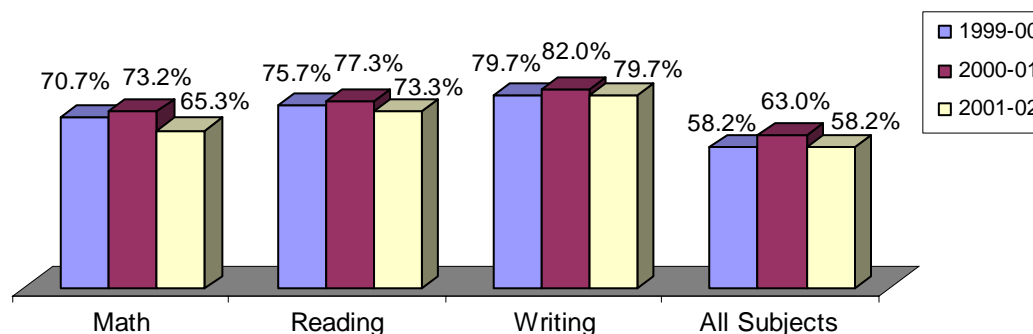
Grade	Year	Reading		Mathematics	
		Scale Score	Median NPR	Scale Score	Median NPR
4	2006	654	70	645	71
	2005	635	55	634	63
	2004	651	63	643	69
6	2006	675	67	673	67
	2005	661	54	667	61
	2004	664	54	667	66
8	2006	688	65	705	73
	2005	690	67	696	67
	2004	697	60	689	66
10	2006	708	67	720	70
	2005	703	61	708	58
	2004	695	45	713	66

- At grades 4, 6, 8, and 10, scale scores and median NPRs improved for examinees in mathematics from 2004 through 2006. In reading, scale scores and median NPRs improved for grade 4, 6, and 10 examinees; however, the scores increased from 2004 to 2005 then slightly declined from 2005 to 2006 for grade 8 examinees.

#### Performance on The Common Placement Test for College Entrance

- High school graduates who enroll in Florida colleges and universities are administered college entry-level examinations, known as The Common Placement Test, in reading, mathematics, and writing to determine students' appropriate placement for college-level coursework. Colleges may exempt from entry-level testing students who score above certain levels on the ACT or SAT. These students are also reported as achieving above minimum cutoff scores on The Common Placement Test. Students not meeting the criteria for preparedness require remediation to continue with regular college courses.

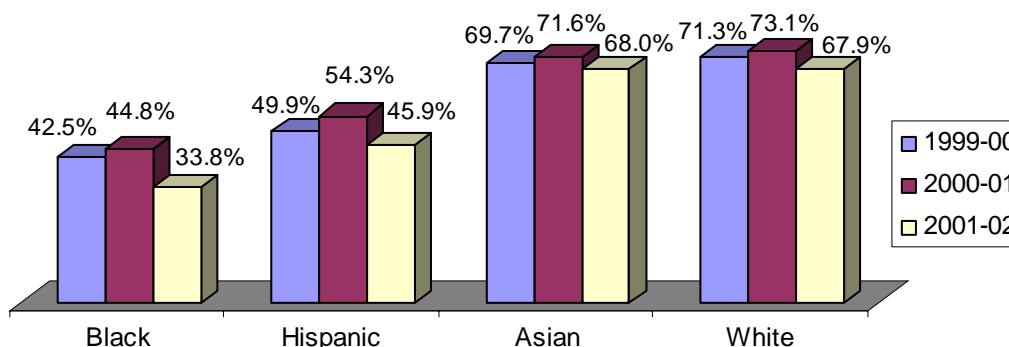
#### Percentage of Florida High School Graduates Scoring Above the Minimum Cutoff Score by Subject Area\*



\* 2000-01 results include students with ACT/SAT scores above the minimums for the previous year but below recently raised requirements. 2001-02 results include recently raised requirements. I.e., this chart does not apply constant readiness criteria year to year. For more information, see the "Readiness for College Report" at <http://www.firm.edu/doe/postsecondary/college.htm>.

- The chart above indicates that 58.2 percent of 2000-01 graduates tested achieved above minimum scores in all subject areas for 2001-02.
- The percentage of graduates reported as prepared for college from each racial/ethnic group decreased in 2001-02. This decrease can be attributed to the raised ACT/SAT cutoff scores that went into effect in fall 2000. The 2000-01 results include students with ACT/SAT scores above the minimums for the previous year but below the recently raised requirements. Results for 2001-02 include only those students who meet the newly raised cutoff levels.

**Florida Graduates' Common Placement Test Performance by Race/Ethnicity\***



\* 2000-01 results include students with ACT/SAT scores above the minimums for the previous year but below recently raised requirements. 2001-02 results include recently raised requirements. I.e., this chart does not apply constant readiness criteria year to year. For more information, see the "Readiness for College Report" at <http://www.firn.edu/doe/postsecondary/college.htm>.

- Using the raised cutoff scores for ACT/SAT testing, 33.8 percent of black students, 45.9 percent of Hispanic students, 68.0 percent of Asian students, and 67.9 percent of white students were reported as prepared for college in 2001-02.

### SAT and ACT

- The SAT and ACT are the two most commonly administered standardized examinations used/required by colleges and universities in determining eligibility for admission to college.

**SAT and ACT Scores, Florida and the US, 2006**

	SAT Verbal	SAT Math	SAT Combined	ACT Composite
<b>Florida</b>	496	497	993	20.3
<b>US</b>	503	518	1021	21.1

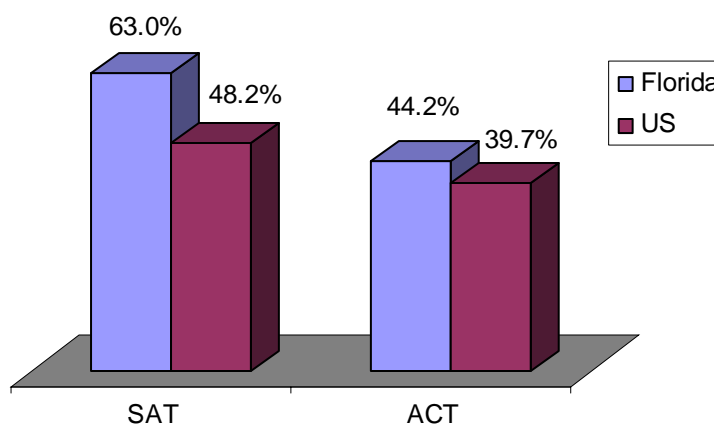
*Percentage of Graduates Taking College-Entrance Exams*

- Florida continues to have a larger percentage of graduates taking college-entrance exams than the nation as a whole. This makes comparisons of Florida scores with scores of the nation problematic, since typically, the larger the percentage of students taking a test, the lower the average scores are likely to be.

In 2006, 63 percent of all Florida graduates (public and private schools) took the SAT, while only 48.2 percent of graduates nationally took the exam.

In 2006, 44.2 percent of all Florida graduates took the ACT, while only 39.7 percent of graduates nationally took the exam.

**Percentage of Graduates Taking the SAT and ACT, 2006**



*Increasing Minority Representation among Florida Examinees*

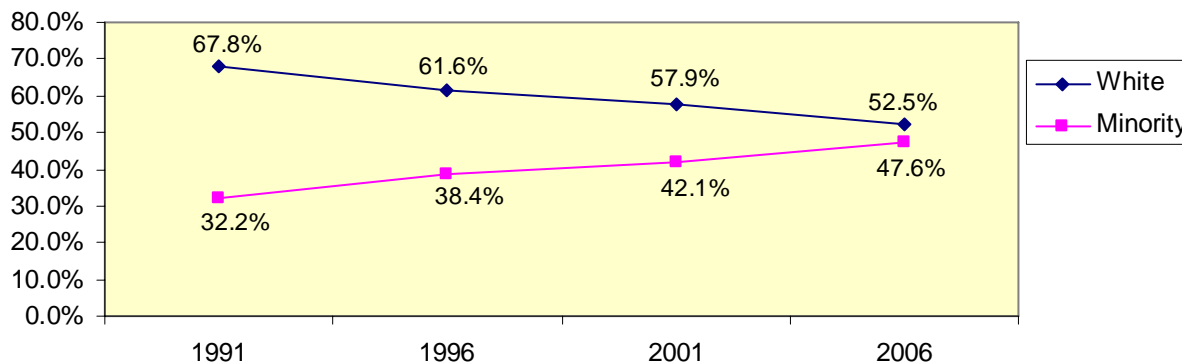
- In Florida, the percentage of SAT examinees from minority groups has risen steadily over the past two decades, from 21 percent in 1986 to over 44 percent in 2006.

**Percentage of Florida SAT Examinees by Race/Ethnicity**

Ethnic Group	1986	1996	2006
White	79.0%	63.2%	55.8%
African-American	8.5%	13.6%	14.1%
Hispanic	8.7%	15.6%	20.8%
Asian	2.7%	4.6%	4.5%
Other	1.1%	3.1%	4.7%

- In 2006, the percentage of minority examinees for the SAT nationally was 37.9 percent.
- Similar increases in minority representation among ACT examinees in Florida are evident over a 15-year span from 1991 to 2006.

**Percentage of ACT Examinees by White/Minority Status**



- In 2006, the percentage of minority examinees for the ACT nationwide was 29.6 percent (vs. 47.6 percent for Florida).

*Total SAT and Composite ACT Scores by Race/Ethnicity*

- SAT and ACT scores by race have not shown notable increases over the last 20 years. However, this may be partly explained by the growing proportion of Florida graduates who have taken the test during this period. As noted earlier, when compared with graduates nationally, a higher percentage of Florida graduates take these examinations. Broader participation implies participation by students who have not been the state's top performers.

**Florida ACT and SAT Scores by Race/Ethnicity, 1986 - 2006**

Ethnic Group	1986		1990		1996		2006	
	ACT	SAT	ACT	SAT	ACT	SAT	ACT	SAT
White	21.9	1025	21.7	1023	21.9	1037	21.8	1039
Black	16.5	831	17.1	837	17.1	854	16.8	855
Hispanic	20.4	944	20.3	947	19.9	954	19.6	951
Asian	21.7	1020	21.9	1017	21.6	1043	21.7	1049
Other	NA	928	NA	936	19.7	971	19.9	979
All Groups	21.0	998	20.7	988	20.6	994	20.2	995

**Higher-Level Course Enrollment**

During the three-year period from 2003-04 to 2005-06, the percentage of Florida students enrolled in Algebra 1 during grades 6-9 increased from 11.48% to 13.04%. From 2005 to 2006, the number of AP exams taken increased by 12,540, an increase of 16.1 percent, compared to 10.2 percent for the nation. At 49.5 percent, Asian students had the highest percentage of students scoring between 3 and 5 on AP exams in 2006.

**Number and Percentage of Students in Grades 6 through 9 Enrolled in Algebra**

Course Name	2005-06		2004-05		2003-04	
	Number	Percent	Number	Percent	Number	Percent
Algebra I	110,359	13.04%	111,055	12.89%	99,174	11.48%
Algebra I Honors	44,414	5.25%	43,560	5.06%	37,371	4.33%
Algebra II	1,050	0.12%	1,360	0.16%	1,481	0.17%
Algebra II Honors	6,985	0.83%	7,369	0.86%	6,523	0.76%
Algebra IA	39,105	4.62%	49,846	5.79%	43,139	4.99%
Algebra IB	18,565	2.19%	26,540	3.08%	19,418	2.25%

**Participation in the Advanced Placement Program, Florida Public Schools, 1997-2006**

Year	Number Students Taking Exams	Total Number Exams Taken	Exams with Score of 3 to 5	Percentage with Score 3 to 5*
1997	30,356	51,400	27,199	52.9
1998	31,758	53,976	28,801	53.4
1999	34,607	59,811	32,775	54.8
2000	38,185	65,922	36,691	55.7
2001	42,878	75,096	39,794	53.0
2002	51,070	89,295	48,004	53.8
2003	60,978	109,175	54,193	49.6
2004	67,559	121,491	60,923	50.1
2005	78,121	140,535	66,511	47.3
2006	90,661	163,531	73,957	45.2

\*Advanced Placement (AP) scores range from 1 to 5. Many universities grant college credit for examinations with a score of 3 or higher.

**Increase in the Number of Advanced Placement Test Takers by Race, Florida and the Nation**

	Florida			Nation		
	2005	2006	% Increase	2005	2006	% Increase
White	43,894	48,772	11.1	641,034	689,227	7.5
Black	7,270	8,788	20.9	61,780	72,522	17.4
Hispanic	17,233	20,421	18.5	135,056	151,436	12.1
Asian	5,054	5,634	11.5	120,630	131,413	8.9
Other	2,649	3,352	26.5	37,998	42,809	12.7
Total Responded	76,100	86,967	14.3	996,498	1,087,407	9.1
No Response*	2,021	3,694	82.8	30,802	44,428	44.2
Total	78,121	90,661	16.1	1,027,300	1,131,835	10.2
Minorities	32,206	38,195	18.6	355,464	398,180	12.0

**Number of Exams with a Score of 3 to 5 by Race, Florida, 2006**

	<b>Exams</b>	<b>Exams 3 – 5</b>	<b>% 3 - 5</b>
White	88,110	42,547	48.3
Black	14,077	3,326	23.6
Hispanic	35,003	15,822	45.2
Asian	12,235	6,058	49.5
Other	5,869	2,426	41.3
Total Responded	155,294	70,179	45.2
No Response*	8,237	3,778	45.9
Total	163,531	73,957	45.2

\*Students who did not indicate their race/ethnicity

## Summary and Key Points

### Growth and Demographic Change

- Florida's population growth over the last quarter century has dramatically shifted the demographics of the state, regarding both ethnicity and age.

Foreign immigration and interstate in-migration have been the drivers of growth in Florida.

Among all states, Florida has the highest net in-migration from other states.

Florida has a larger non-English-speaking population than all states except California, Texas, and New York.

- As of 2004-05, Florida has the fourth highest five-year growth rate (11.3%) among the nation's five largest states.
- With Florida having the nation's largest percentage of citizens 65 and over, Florida's need for education funding must contend with funding needs of other sectors of the population.
- Florida's public school membership has grown from about 1.6 million in 1985 to over 2.6 million in 2005.
- Demographic changes in ethnicity within the state have been amplified in the public school population.

Over the last 25 years, the state's public school population has shifted from a composition of 68 percent white and 32 percent minority to roughly 48 percent white and 52 percent minority.

- Among ethnic groups, the most dramatic growth has occurred with Florida's Hispanic population of students, which increased from 120,662 in 1980 to 624,899 in 2005.

### Living and Learning Environment

- The percentage of students eligible for free or reduced-price lunch in Florida's public schools increased from 44.0 percent in 1995-96 to 45.9 percent in 2005-06.
- Florida's schools have the largest average enrollment in the nation.

- Florida's LEP program enrollment has increased from 6.0 percent of the student population in 1994-95 to 8.2 percent of the student population in 2005-06. During this period, LEP membership increased from 126,104 to 215,797, representing a growth of 71.1 percent.
- Florida's ESE membership (excluding Gifted) increased from 13.1 percent of the student population in 1995-96 to 15.0 percent in 2005-06. During this period, ESE membership (excluding gifted) increased from 286,212 students to 401,834 students.

### Funding and Resources

- With Florida having the nation's largest percentage of citizens 65 and over, Florida's need for education funding must contend with funding needs of other sectors of the population. (redux)
- In the state operations and capital outlay budget for FY 2006-07, 31.4 percent was allotted to education. In the public education system, 68.5 percent of the operations budget (excluding fixed capital outlay) went to K-12 public schools.
- As of 2002-03, Florida ranked 46th among the 50 states and the District of Columbia in expenditures per pupil for instruction.
- Florida's per-pupil expenditures when divided by gross state product (GSP) per resident are higher than that of California and Texas but lower than that of Illinois and New York. (using funding data from 2002-03, Census data from 2000, and GSP data from 2003)

### Teachers

- From 1995-96 to 2005-06, the number of classroom teachers in Florida increased from 119,388 to 163,542.
- From 1995-96 to 2005-06, the percentage of minority teachers in Florida increased from 21.0 percent to 25.8 percent.
- In 2004-05, Florida ranked 32<sup>nd</sup> among the 50 states and the District of Columbia in average teacher salary.
- Approximately 39 percent of Florida's teachers have college degrees higher than a bachelor's. The national average, as of 2005-06, was 48 percent .
- Florida faces teacher shortages in many areas, including mathematics and science, reading, ESE and ESOL programs, foreign languages, school psychologists, and technology education/industrial arts.

- Teacher turnover is increasing in Florida. A higher percentage of the teaching workforce has been separating from service each year, and a larger percentage of new teachers have been coming on board.

### Student Progress and Performance

#### *Attendance*

- Chronic student absenteeism remained fairly constant for Florida students from 2000-01 through 2002-03.

#### *Non-Promotions and Dropout Rate*

- Retentions (non-promotions) are on the rise—most notably among 3rd grade students. The rise in retentions coincides with the revision of the Florida School Code requiring mandatory retentions of third grade students who are not reading on grade level by the end of the school year.
- At this point, the rise in retentions does not appear to be affecting the dropout rate, which has declined from 3.1 percent to 3.0 percent from 2002-03 to 2004-05.

#### *Graduation Rate*

- From 2002-03 to 2004-05, Florida's high school graduation rate rose from 69.0 percent to 71.9 percent.

#### *Test Scores*

- In reading, FCAT Sunshine State Standards mean scores for grade 4 increased from 2003 to 2006, while mean scores for grades 8 and 10 remained somewhat consistent.
- In math, FCAT Sunshine State Standards mean scores for grades 5, 8, and 10 increased from 2003 to 2006.
- From 2003 to 2005, 4<sup>th</sup> grade minority students showed improvement in FCAT Sunshine State Standards scores in reading and math, with declining percentages scoring at Level 1 (the lowest achievement level).
- From 2004 to 2006, Florida students in grades 4, 6, 8, and 10 showed improvement in scale scores and median national percentile rankings in math in the FCAT norm-referenced tests. Reading scores showed mixed results, with grade 4, 6, and 10 students showing improvement, and grade 8 student scores slightly declining.

### *College Placement Tests*

- With new, higher score requirements applied in 2000-01, 58.2 percent of Florida high school graduates were reported as prepared for college coursework in reading, writing, and mathematics.
- Total SAT and Composite ACT scores for Florida examinees have varied little during the past 15 years, remaining somewhat lower than the national averages. At the same time, there has been a steady increase in the percentage of Florida graduates who have taken the exams during this period.
- A higher percentage of Florida graduates take the SAT and ACT than graduates nationwide.
- The percentage of minority examinees for the SAT in Florida (44.1%) is considerably higher than the national average (37.9%) and is growing.
- The percentage of minority examinees for the ACT in Florida (47.6%) is considerably higher than the national average (29.6%) and is growing.

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## Appendix: Data Sources

Data sources used in this publication are listed below on a page-by-page basis.

Page	Comment	Source
4	All charts.	U.S. Bureau of the Census data from 2000 and 2005. Website (general): <a href="http://www.census.gov/">http://www.census.gov/</a>
5	Top two charts.	U.S. Bureau of the Census.
5	Bottom chart.	<i>Florida Statistical Abstract</i> 2005, Bureau of Business and Economic Research, University of Florida.
6	Top chart.	U.S. Bureau of the Census.
6	Bottom chart.	Florida Department of Education, Education Information and Accountability Services (EIAS) Statistical Briefs series: "Membership in Florida's Public Schools." Multiple years. Website (general): <a href="http://www.firn.edu/doe/eias/">http://www.firn.edu/doe/eias/</a>
7	Top chart.	<i>Florida Statistical Abstract</i> series.
7	Bottom chart.	Florida DOE, EIAS, <i>Profiles of Florida School Districts</i> series
8	Chart.	National Center for Education Statistics (NCES), Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2003-04.
8	Statistic, bottom paragraph.	U.S. Bureau of the Census, "Florida's Population Projections: 1995 to 2025."
9	Charts.	U.S. Bureau of the Census.
10	Table.	U.S. Bureau of the Census, "Florida's Population Projections: 1995 to 2025."
11	Charts.	U.S. Bureau of the Census.
12	Top chart.	U.S. Bureau of the Census.
12	Bottom chart.	U.S. Bureau of the Census, "Florida's Population Projections: 1995 to 2025."
13	Table and chart.	U.S. Bureau of the Census.
14	Top chart.	U.S. Bureau of the Census.
14	Bottom chart.	"Membership in Florida's Public Schools," Florida Dept. of Education, EIAS, Fall 2005.
15	Top chart.	"Membership in Florida's Public Schools," Florida Dept. of Education, EIAS, Fall 2000. + U.S. Bureau of the Census data.
15	Statistic	"Membership in Florida's Public Schools," Florida Dept. of Education, EIAS, Fall 2001.
15	Bottom paragraph.	Florida Information Note: "Long-Term Growth of Minority Student Populations in Florida's Public Schools," Florida Department of Education, EIAS. May 2006. + "Membership in Florida's Public Schools," Florida Dept. of Education, EIAS. Fall 1980.
16	Table and charts.	"Membership in Florida's Public Schools," Florida Dept. of Education, EIAS, Multiple years.
17	Charts.	Ibid.
18	Top table.	U.S. Bureau of the Census.
18	Bottom table.	Florida Department of Education, EIAS. "Profiles of Florida School Districts: Student and Staff Data." Multiple years. Florida DOE Student Information Database reports.
19	Charts and tables.	Ibid.
20	Statistics and chart.	U.S. Bureau of the Census and Bureau of Economic Analysis.
20	Bottom statistic.	U.S. Dept. of Justice, FBI Uniform Crime Reports.
21	Top table and following statistic.	Ibid.
21	Bottom table.	Florida Vital Statistics Annual Report 2005.

Change, and Response to Change, in Florida's Public Schools

Page	Comment	Source
22	Chart	Ibid.
22	Table.	U.S. Bureau of Labor Statistics. Website (general): <a href="http://www.bls.gov/">http://www.bls.gov/</a>
22	Statistics, bottom of page.	U.S. Bureau of the Census, "Quick Facts" and "American FactFinder" reports as of 9/29/06.
23	Chart and table.	Florida Department of Education Student Information Database reports + "Profiles of Florida School Districts," Multiple years.
24	Table.	NCES, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2001-02.
25	Top table.	NCES, <i>Digest of Education Statistics 2005</i> .
25	Bottom table.	Florida Department of Education, School Advisory Council Reports, 1995-96; Florida School Indicators Report, 2000-01.
26	Chart.	Florida Dept. of Education, EIAS: "Class Size for Grades K-3." Multiple years.
27	Charts.	Fla. DOE: "Profiles of Florida School Districts" and MSID file.
28	Charts.	Fla. DOE, MSID file reports.
29	Charts.	Fla. DOE: "Membership in Programs for Exceptional Students," Statistical Briefs series. Multiple years.
30	Tables.	Fla. DOE: "Profiles of Florida School Districts."
31	Charts and tables.	Ibid. + "Membership in Programs for Exceptional Students," Statistical Briefs series. Multiple years.
32	Charts and tables.	Florida Department of Education, EIAS, Automated Student Information Database reports + "Profiles of Florida School Districts."
33	Table.	Fla. DOE "Profiles of Florida School Districts," 2002-03, 2003-04 + Financial Data Statistical Report.
33	Chart.	NCES Statistics in Brief, 2006, "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2000-01."
34	Tables.	See previous two sources.
35	Charts.	NCES and U.S. Department of Commerce, Bureau of Economic Analysis ( <a href="http://www.bea.gov">www.bea.gov</a> ).
36	Charts and table.	Ibid.
37	Charts.	Ibid.
38	Charts.	Florida Legislature Joint Report: "Fiscal Analysis in Brief for Fiscal Year 2006-07."
39	Tables and chart.	Florida DOE Staff Information Database reports, including "Staff in Florida's Public Schools," Statistical Briefs series.
40	Table.	Fla. DOE: "Membership in Florida Public Schools." Multiple years.
40	Statistics.	"Trends in the Supply of Minority Teachers in Florida," Florida Dept. of Education, Office of Strategy Planning, May 2002.
40	Charts.	Fla. DOE: "Teacher Demographics in Florida's Public Schools." Multiple years.
41	Chart and tables.	Florida DOE Statistical Briefs series: "Teacher Salary, Experience, and Degree Level." Multiple years.
42	Table and charts.	Ibid., + NCES.
43	Charts.	NCES and U.S. Bureau of Labor Statistics.
44	Charts.	Fla. DOE: "Teacher Salary, Experience, and Degree Level." Statistical Briefs series. Multiple years. + U.S. Bureau of Labor Statistics. <a href="ftp://ftp.bls.gov/pub/special.requests/cpi/cpi.txt">ftp://ftp.bls.gov/pub/special.requests/cpi/cpi.txt</a>
45	Chart.	Florida DOE Statistical Briefs series: "Teacher Salary, Experience, and Degree Level." Multiple years.
45	Table.	Fla. DOE: "Teacher Demographics in Florida's Public Schools," 2005-06.

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Page	Comment.	Source
46	Top chart.	Florida DOE Statistical Briefs series: "Teacher Salary, Experience, and Degree Level." Multiple years.
46	Bottom chart.	NCES, <i>Digest of Education Statistics, 2005</i> .
47	Charts.	Florida DOE Staff Information Database reports, including "Staff in Florida's Public Schools," Statistical Briefs series.
48	Top chart and table.	Ibid.
48	Statistics for "Teacher Supply and Demand Factors."	Fla. DOE Teacher Exit Interview Information reports. EIAS.
49	Charts and table.	Ibid. & Fla. DOE Office of Strategy Planning, "Critical Teacher Shortage Areas." Website for Office of Strategy Planning: <a href="http://www.firn.edu/doe/strategy/home0047.htm">www.firn.edu/doe/strategy/home0047.htm</a>
50	Tables and statistics.	"Critical Teacher Shortage Areas," Fla. DOE Office of Strategy Planning.
51	Tables.	"Student Absenteeism by Grade Level, Socioeconomic Status, and Race," <i>Florida Information Note</i> . Florida Department of Education, Education Information and Accountability Services. February 2004.
52	Charts.	Ibid.
53	Charts and statistics.	Fla. DOE, Education Information Services (EIS) Staff Information Database reports.
54	Charts and statistics.	Ibid.
55	Statistics.	NCES. See detail on p. 54.
56	Charts.	Florida Information Note: "Dropout Demographics in Florida's Public Schools, and Dropout Rates," Florida Dept. of Education, EIAS. May 2006.
57	Top table and chart.	Ibid.
57	Bottom table.	Fla. DOE: "Florida's Public High School Graduation Rates, 2004-05." Statistical Briefs series.
58	Charts.	Ibid. & Fla. DOE, EIAS, cohort graduation rate files + "High School Graduation Rates in the United States." Jay P. Greene, The Manhattan Institute for Policy Research. Revised April 2002.
59	Table	Fla. DOE, EIAS, cohort graduation rate files.
59-60	FCAT data.	Fla. DOE, Student Assessment Services. Website for FCAT scores: <a href="http://fcats.fldoe.org">http://fcats.fldoe.org</a>
60	FCAT by ethnicity.	Florida Department of Education, Bureau of Assessment and School Performance. Website: <a href="http://www.fcatsresults.com/demog">http://www.fcatsresults.com/demog</a>
61	Tables.	Ibid.
62	Tables.	Ibid.
63	Table.	Fla. DOE, Student Assessment Services. Website for FCAT scores: <a href="http://www.firn.edu/doe/sas/fcat.htm">www.firn.edu/doe/sas/fcat.htm</a>
63	Chart.	Fla. DOE, Office of K-16 Articulation. "Readiness for College Report." <a href="http://www.firn.edu/doe/postsecondary/college.htm">www.firn.edu/doe/postsecondary/college.htm</a>
64	Chart.	Ibid.
64	Table.	Fla. DOE. Office of Strategy Planning. "ACT Trends: Florida and the Nation." August 2006. And "SAT Trends: Florida and the Nation." August 2006. Available at <a href="http://www.firn.edu/doe/evaluation/act-sat-ap.htm">www.firn.edu/doe/evaluation/act-sat-ap.htm</a>
65	Chart and table.	Ibid.
66	Chart and table.	Ibid.
67	Top table.	Florida Dept. of Education Student Information Database Reports.
67-68	Tables.	Fla. DOE: "Information on Advanced Placement Program, Florida and the Nation, Public Schools Only, 1987-2006." Website: <a href="http://www.firn.edu/doe/evaluation/pdf/ap_2006.pdf">http://www.firn.edu/doe/evaluation/pdf/ap_2006.pdf</a>

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Florida Department of Education  
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