

Guide to Calculations
for the
NCLB School Public Accountability
Reports
2007-08



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www.fldoe.org

Education Accountability Reports Services

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Preface

This guide is designed specifically for staff who are involved in production of the annual School Public Accountability Reports (SPARs) and for those who want a clearer understanding of how the report's indicators are calculated. The guide provides detailed information for programmers, database analysts, and program-area specialists on definitions of indicators, layouts for presenting the data, sources of the data, record formats and data elements required in programming (as applicable), and the arithmetic calculations used for each indicator.

The School Public Accountability Reports have been developed to comply with federal No Child Left Behind (NCLB) provisions. NCLB provisions require that annual school reports be distributed prior to the beginning of the school year and that certain indicators be calculated for subgroups based on race, gender, disability status (students with disabilities), LEP membership, migrant status, and free/reduced-price lunch membership.

Indicators Amended, Added, or Removed for 2006-07

Amended

Statewide objectives for the Mathematics and Reading assessments have moved up to 62% and 58% **respectfully** for 2007-08. These figures should be included in the appropriate columns for tables on the NCLB SPARs.

In the appendix listing core courses for HQT, exceptions were added for Art-Visual Arts, Drama-Theatre Arts, and Foreign Language courses; see p. 31.

Added

FCAT results with **the** percentage of students scoring at each FCAT Achievement level for Reading and Math by subgroups are now included.

FCAT results with **the** percentage of students scoring at each FCAT Achievement level for Science by subgroups for grades 5, 8, and 11 are now included

School Identification File

The DOE file used to identify schools for the NCLB SPARs is the Master School Identification (MSID) File.

If there are any significant changes subsequent to the printing of this document, district school report contacts and MIS directors will be informed of the updates.

Note on Rounding Percentages

For calculations, percentages are rounded to one decimal place unless otherwise indicated. For programming, rounding to one decimal place may be accomplished by adding .05 and truncating.

INDICATOR: KINDERGARTEN READINESS (continued)
CALCULATIONS

Number

Number Evaluated = the number of evaluated kindergarten students at this school who scored in the category shown (based on screening results).

School % = (the number of kindergarten students at this school who scored in the reported category ÷ the total number of kindergarten students at this school who were evaluated) × 100.

District % = (the number of kindergarten students in the district who scored in the reported category ÷ the total number of kindergarten students in the district who were evaluated) × 100.

State % = (the number of kindergarten students in the state who scored in the reported category ÷ the total number of kindergarten students in the state who were evaluated) × 100.

INDICATOR: NCLB GRADUATION RATE (and Modified Rate)

YEAR: 2006-07 (lagging one year behind report due to required release date)

EXPLANATION: Denominator =
(the number of first-time ninth graders in membership during fall 2003 *plus* incoming transfer students on the same schedule to graduate [i.e., 1st-time 9th graders in 2003-04, 1st-time 10th graders in 2004-05, 1st-time 11th graders in 2005-06, and 1st-time 12th graders in 2006-07] *minus* students from this combined population who transferred out [W03s, W02s, W2As as applicable], students who left to enroll in a private school [W04s], a home education program [W24s], or an adult education program [W26s, W45's], and deceased students [W12s]).

Numerator = the number of graduates from the group described above.

* *Graduates = recipients of standard diplomas and GED diplomas obtained through a HS GED exit option program. See Diploma Type codes on the next page.*

Numerator for Modified Rate = graduates from the cohort minus GED-based diploma recipients (W10s, WGAs, WGDs) plus special diploma recipients (W07s, W27s). The denominator for the modified rate is the same as the NCLB rate denominator.

REPORTED BY: Number ___ Percent X

CATEGORY: Grade ___ Race X Sex X

SUBGROUPS: *Students with Disabilities X: Using the Exceptionality element, combine all exceptionalities, excluding Gifted (code L).*

English Language Learners X: Codes LY and LF for LEP (ELL) status.

Free and Reduced Price Lunch X: Using the Lunch status element, combine codes 2, 3, and 4.

Migrant X: Using the Qualifying Arrival Date for Migrant Program Eligibility element, use 8/31/XX with the year being 36 months prior to the earliest demographic date. Date of birth = 9/2/84 to 8/31/04 inclusive.

SCHOOL TYPE: Elementary ___ Middle ___ High ___

Exceptional ___ Alternative ___ All Schools with Grads X

CALCULATED BY SCHOOL TYPE? Yes ___ No X

SOURCE: DOE Student Information Database

INDICATOR: NCLB GRADUATION RATE (continued)

FORMATS/DATA ELEMENTS USED

Student Demographic Information (earliest record available)

District Number, Current Enrollment
School Number, Current Enrollment
Student Number Identifier, Florida
Survey Period Code
Grade Level
Year
Student Number Identifier—Alias, Florida
Gender
Race
English Language Learners, PK-12
Qualifying Arrival Date for Migrant Program Eligibility, & Birth Date
Lunch Status
Exceptionality

Student Course Schedule

District Number, Current Enrollment
School Number, Current Enrollment
Student Number Identifier, Florida
Survey Period Code
Fiscal Year
Course Number

Student Attendance

District Number, Current Enrollment
School Number, Current Enrollment
Student Number Identifier, Florida
School Year
Term
Withdrawal Code, PK-12
Withdrawal Date

Student End of Year Status

District Number, Current Enrollment
School Number, Current Enrollment
Student Number Identifier, Florida
Withdrawal Reason
Withdrawal Date
Grade Promotion Status
Diploma Type (W06, W10, WGA, WGD, W43, W52, WFW, WFT, W6A, W6B, WFA, WFB) [*for modified rate, add W07 and W27, and subtract W10, WGA, WGD*]
School Year
Grade Level

INDICATOR: NCLB GRADUATION RATE (continued)
CALCULATION

Graduation rates are provided for each major race/ethnic category, for each gender, for students with disabilities, students who are economically disadvantaged, migrant students, students classified as English language learners, and for the total of all students scheduled to graduate.

School %: See Explanation on p. 6 for basic calculation.

White = the number of white graduates from the school's adjusted cohort divided by the total number of white students in the school's adjusted cohort.

The same calculation is performed for each major racial/ethnic group and gender and for students with disabilities, students who are economically disadvantaged, migrant students, English language learners, and for the total of all students scheduled to graduate.

Note: Membership in subgroupings (e.g., ELL) is based on data reported with the earliest demographic record in the cohort build.

District %: See Explanation on p. 6 for basic calculation.

White = the number of white graduates from the districts's adjusted cohort divided by the total number of white students in the district's adjusted cohort.

The same calculation is performed for each major racial/ethnic group and gender and for students with disabilities, students who are economically disadvantaged, migrant students, English language learners, and for the total of all students scheduled to graduate.

State %

The same formula is applied to students statewide as described for the district rate in the preceding paragraph.

Two years of data are presented (2005-06, 2006-07).

INDICATOR: DROPOUTS/DROPOUT RATE

YEAR: 2006-07 (lagging one year due to required release date of report)

EXPLANATION: The number and percentage of students in grades 9-12 who have withdrawn from school and have been assigned a dropout withdrawal reason code.

REPORTED BY: Number X Percent X

CATEGORY: Grade __ Race X Sex X

SCHOOL TYPE: Elementary __ Middle __ High X
Exceptional X Alternative X

CALCULATED BY SCHOOL TYPE? Yes __ No X

SOURCE: DOE Student Information Data Base

FORMATS/DATA ELEMENTS USED

Numerator

Student Demographic / District Number, Current Enrollment
Information (Survey 5) School Number, Current Enrollment
Student Number Identifier, Florida
Sex
Racial/Ethnic Category

Student End of Year Status / School Number, Current Enrollment
(Survey 5) District Number, Current Enrollment
Student Number Identifier, Florida
Withdrawal Reason (DNE, W05, W13-W23)
Grade Level (9-12)

Denominator: Gr. 9-12 All-Year Enrollment + DNEs (see also note at bottom of next page)

An unduplicated count of all students in the Prior School Status/Student Attendance table where the YEAR is 0506 and SURVEY is 5 and either

- 1) the TERM is 3 and WITHDRAWAL_CODE is not DNE or
- 2) the TERM is any value and WITHDRAWAL_CODE is DNE

and there must be a matching Student End of Year Status record (district, school, year, survey, student_id) with GRADE = 09-12

CALCULATION

Number of Students Who Dropped Out of School

Numbers are provided for each race, for the totals of each gender, and for the total of all students who dropped out.

INDICATOR: DROPOUTS (continued)

School %

White = (the unduplicated count of white students for whom a dropout withdrawal reason code was reported by the school ÷ the total [all-year] enrollment* of all white students in the school) × 100.

The same calculation is performed for each race and for each gender.

Total = (the unduplicated count of students from all races for whom a dropout withdrawal reason code was reported by this school ÷ the total enrollment* of all students at this school) × 100.

District %

White = (the unduplicated count of white students for whom a dropout withdrawal reason code was reported by schools of this type in the district ÷ the total enrollment* of white students in schools of this type in the district) × 100.

The same calculation is performed for each race and for each gender.

Total = (the unduplicated count of students from all races for whom a dropout withdrawal reason code was reported by schools of this type in the district ÷ the total enrollment* of all students at schools of type in the district) × 100.

this

State %

White = (the unduplicated count of white students for whom a dropout withdrawal reason code was reported by schools of this type in the state ÷ the total enrollment* of white students in schools of this type in the state) × 100.

The same calculation is performed for each race and for each gender.

Total = (the unduplicated count of students from all races for whom a dropout withdrawal reason code was reported by schools of this type in the state ÷ the total enrollment* of all students at schools of this type in the state) × 100.

Two years of dropout rates are shown at the school, district, and state levels.

* For the dropout rate calculation, the total enrollment figure (denominator) includes students coded as DNEs (i.e., students who were expected to enroll but did not). Inclusion of DNEs in the total enrollment is not used in calculations for indicators other than the dropout rate. "Total enrollment" denotes the count of all students who were in attendance at any time during the school year.

INDICATOR: COLLEGE PLACEMENT TEST RESULTS

YEAR: Data for Year 2006 graduates who were assessed in 2006-07.

EXPLANATION: 2006 calendar-year graduates who achieved readiness in math, reading, and writing as reported by Florida public community colleges and universities through administration of entry-level placement tests in the subject areas.

REPORTED BY: Number X Percent X

CATEGORY: Grade Race X Sex X

SCHOOL TYPE: Elementary Middle High X
Exceptional X Alternative X

CALCULATED BY SCHOOL TYPE? Yes No X

SOURCE: Office of Articulation (See also <http://www.fldoe.org/articulation/perfCPT/>)

FORMATS/DATA ELEMENTS USED: not applicable

CALCULATION

READING

Number of Graduates Who Took College Placement Reading Tests

White = the number of white students from this school who were tested

Numbers are provided for each race and for students whose race is unknown.

Female = the number of females from this school who were tested.

Male = the number of males from this school who were tested.

Numbers are also provided for students whose gender was not reported (unknown).

Total = the total number of students from this school who were tested.

INDICATOR: COLLEGE PLACEMENT TEST RESULTS (continued)

Number Who Passed Reading Placement Tests

Numbers are provided for the same categories as those shown under Number of Graduates Who Took College Placement Reading Tests.

School %

White = (the number of white students in this school who passed the test ÷ the number of white students in this school who took the test) × 100.

The same calculation is performed for each racial/ethnic category.

Female = (the number of female students in this school who passed the test ÷ the number of female students in this school who took the test) × 100.

The same calculation is performed for males and for students whose gender is unknown.

Total = (the total number of students in this school who passed the test ÷ the total number of students in this school who took the test) × 100.

District %

White = (the number of white students in the district who passed the test ÷ the number of white students in the district who took the test) × 100.

The same calculation is performed for each racial/ethnic category.

Female = (the number of female students in the district who passed the test ÷ the number of female students in the district who took the test) × 100.

The same calculation is performed for males and for students whose gender is unknown.

Total = (the total number of students in the district who passed the test ÷ the total number of students in the district who took the test) × 100.

INDICATOR: COLLEGE PLACEMENT TEST RESULTS (continued)

State %

White = (the number of white students in the state who passed the test ÷ the number of white students in the state who took the test) × 100.

The same calculation is performed for each racial/ethnic category.

Female = (the number of female students in the state who passed the test ÷ the number of female students in the state who took the test) × 100.

The same calculation is performed for males and for students whose gender is unknown.

Total = (the total number of students in the state who passed the test ÷ the total number of students in the state who took the test) × 100.

WRITING

Numbers and calculations are provided using the same categories as those presented under Reading.

MATHEMATICS

Numbers and calculations are provided using the same categories as those presented under Reading.

INDICATOR: **FLORIDA ASSESSMENT PROGRAM (FCAT results combined with alternate assessments): grades 3 through 10 for Sunshine State Standards Reading and Math and alternate assessments; 4, 8, and 10 for SSS Writing and alternate assessments; and grades 3 through 10 for NRT Reading and Math**

YEAR: 2007-08

EXPLANATION: Results are reported as the percentage of students scoring 3 and above for the mathematics, reading, and writing subtests for the Sunshine State Standards (SSS) component of the FCAT and the median national percentile rank in reading and mathematics for the norm-referenced test (NRT) component of the FCAT. Results are compared to the state objective as defined in the No Child Left Behind Consolidated State Application and the percentage of students not tested for reading and math. For writing, results are compared to the prior year's results. In a separate chart, results for reading and math are reported by grade level for the school, district, and state and compared to the results obtained in the prior two years. FCAT results for the Sunshine State Standards have been combined with alternate assessment results.

REPORTED BY: *Percent scoring at Level 3 and above for Reading and Math; percent scoring at 3 and above for Writing; median national percentile (NRT)*

CATEGORY: Grade X Race X Sex X

SUBGROUPS: *Students with Disabilities: Using the Exceptionality element, combine all exceptionalities, excluding Gifted (code L).*

English Language Learners: Codes LY and LF

Free and Reduced Price Lunch: Using the Lunch Status element, combine codes 2, 3, and 4.

Migrant: Using the Qualifying Arrival Date for Migrant Program Eligibility element, use 8/31/XX with the year being 36 months prior to the earliest demographic date. Date of birth = 9/2/84 to 8/31/04 inclusive.

SCHOOL TYPE: Elementary X Middle X High X
Exceptional X Alternative X Other X

CALCULATED BY SCHOOL TYPE? Yes ___ No X (Calculated by grade level)

INDICATOR: FLORIDA ASSESSMENT PROGRAM (continued)

SOURCE: DOE Student Assessment Services

FORMATS/DATA ELEMENTS USED: not applicable

Scores and percentages are processed by the Department of Education's Student Assessment Services Section.

Examples of Displays/Tables

Florida Comprehensive Assessment Test (FCAT)

FCAT and Alternate Assessments Sunshine State Standards Tests

FCAT Writing Assessment: For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Alternate assessments have been merged with the FCAT scores for reporting purposes.

[Fictional data supplied on table]

	Writing Assessment Results (Sunshine State Standards and Alternate Assessments)					
	Percent of Students Scoring 3 and Above					
	School		District		State	
	2007-08 Results	2006-07 Results	2007-08 Results	2006-07 Results	2007-08 Results	2006-07 Results
All Students	60.0	58.0	57.0	56.0	55.0	53.0
White	74.0	73.0	71.0	70.0	69.0	67.0
Black	32.0	44.0	29.0	28.0	27.0	26.0
Hispanic	50.0	48.0	47.0	46.0	45.0	43.0
Asian	80.0	78.0	77.0	73.0	75.0	73.0
Am. Indian	65.0	60.0	62.0	60.0	60.0	58.0
Disabled	55.0	53.0	52.0	50.0	50.0	48.0
FRPL	42.0	41.0	39.0	37.0	37.0	35.0
ELL	29.0	28.0	26.0	25.0	24.0	23.0
Migrant	29.0	28.0	26.0	25.0	24.0	21.0
Male	57.0	56.0	54.0	53.0	52.0	50.0
Female	61.0	60.0	58.0	57.0	56.0	55.0

INDICATOR: FLORIDA ASSESSMENT PROGRAM (continued)

Reading, Mathematics

On the FCAT SSS reading and mathematics tests, students can attain one of five achievement levels, ranging from Level 1 (lowest) to Level 5 (highest). Alternate assessments have been merged with the FCAT scores for reporting purposes.

[Fictional data supplied on tables]

Mathematics Assessment Results (Sunshine State Standards and Alternate Assessments)									
Percent of Students Scoring 3 and Above									
	School			District			State		
	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested
All Students	60.0	62.0	4.1	57.0	62.0	4.0	55.0	62.0	3.9
White	74.0	62.0	4.0	71.0	62.0	3.9	69.0	62.0	3.8
Black	32.0	62.0	4.9	29.0	62.0	4.8	27.0	62.0	4.7
Hispanic	50.0	62.0	4.5	47.0	62.0	4.4	45.0	62.0	4.3
Asian	80.0	62.0	2.0	77.0	62.0	1.9	75.0	62.0	1.8
Am. Indian	65.0	62.0	3.1	62.0	62.0	3.0	60.0	62.0	2.9
		62.0			62.0			62.0	
Disabled	55.0	62.0	5.0	52.0	62.0	4.9	50.0	62.0	4.8
FRPL	42.0	62.0	4.9	39.0	62.0	4.8	37.0	62.0	4.7
ELL	29.0	62.0	4.5	26.0	62.0	4.4	24.0	62.0	4.3
Migrant	29.0	62.0	4.9	26.0	62.0	4.8	24.0	62.0	4.7
		62.0			62.0			62.0	
Male	57.0	62.0	4.2	54.0	62.0	4.1	52.0	62.0	4.0
Female	61.0	62.0	3.9	58.0	62.0	3.8	56.0	62.0	3.7

Reading Assessment Results (Sunshine State Standards and Alternate Assessments)									
Percent of Students Scoring 3 and Above									
	School			District			State		
	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested	2007-08 Results	State Objective	% Not Tested
All Students	37.0	58.0	4.1	34.0	58.0	4.0	32.0	58.0	3.9
White	49.0	58.0	4.0	46.0	58.0	3.9	44.0	58.0	3.8
Black	18.0	58.0	4.9	15.0	58.0	4.8	13.0	58.0	4.7
Hispanic	26.5	58.0	4.5	23.5	58.0	4.4	21.5	58.0	4.3
Asian	47.5	58.0	2.0	44.5	58.0	1.9	42.5	58.0	1.8
Am. Indian	40.5	58.0	3.1	37.5	58.0	3.0	35.5	58.0	2.9
		58.0			58.0			58.0	
Disabled	34.0	58.0	5.0	44.0	58.0	4.9	29.0	58.0	4.8
FRPL	21.5	58.0	4.9	18.5	58.0	4.8	16.5	58.0	4.7
ELL	7.0	58.0	4.5	4.0	58.0	4.4	2.0	58.0	4.3
Migrant	7.0	58.0	4.9	4.0	58.0	4.8	2.0	58.0	4.7
		58.0			58.0			58.0	
Male	39.0	58.0	4.2	36.0	58.0	4.1	34.0	58.0	4.0
Female	36.0	58.0	3.9	33.0	58.0	3.8	44.0	58.0	3.7



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