

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



Florida Department of Education  
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[www.fldoe.org](http://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 SCREENING FOR SCHOOL READINESS**

YEAR: 2007-08

EXPLANATION: The number and percentage of kindergarten students meeting the expectations of the state for school readiness.

REPORTED BY: Number  X  Percent  X

CATEGORY: Race  X  Sex  X

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

CALCULATED BY SCHOOL TYPE? Yes   No  X

FORMATS/DATA ELEMENTS USED: Not Applicable

Results are provided by the Department of Education's Office of Early Learning.

**Examples of Displays/Tables**

**Kindergarten observation for school readiness**

Category	Number of Students and Where They Were Placed 2007-08	School %		District %		State %	
		2007-08	2006-07	2007-08	2006-07	2007-08	2006-07
ECHOS Ready*	74	88	86	87	85	86	84
ECHOS Not Ready	10	12	14	13	15	14	16
DIBELS LNF Ready**	72	86	82	74	73	70	68
DIBELS LNF Not Ready	12	14	18	26	27	30	32
DIBELS ISF Ready**	68	81	79	69	68	63	60
DIBELS ISF Not Ready	16	19	21	31	32	37	40

\*To be considered "ready" on this measure, the student must score Consistently Demonstrating or Emerging/Progressing.  
 \*\*To be considered "ready" on either of these two measures, the student must score Above Average or Low Risk.

(Fictional data is used in the table for illustration only.)

**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., 1<sup>st</sup>-time 9<sup>th</sup> graders in 2003-04, 1<sup>st</sup>-time 10<sup>th</sup> graders in 2004-05, 1<sup>st</sup>-time 11<sup>th</sup> graders in 2005-06, and 1<sup>st</sup>-time 12<sup>th</sup> 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]

<b>Mathematics Assessment Results</b> (Sunshine State Standards and Alternate Assessments)									
<b>Percent of Students Scoring 3 and Above</b>									
	<b>School</b>			<b>District</b>			<b>State</b>		
	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

<b>Reading Assessment Results</b> (Sunshine State Standards and Alternate Assessments)									
<b>Percent of Students Scoring 3 and Above</b>									
	<b>School</b>			<b>District</b>			<b>State</b>		
	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

**INDICATOR:**

**FLORIDA ASSESSMENT PROGRAM (continued)**

**Assessment Results by Grade: Percent Scoring 3 or Above**

[Fictional data supplied on tables]

School XXX	Reading		Math	
	2007-08	2006-07	2007-08	2006-07
Grade 3	63.0	65.0	62.0	64.0
Grade 4	58.0	60.0	54.0	56.0
Grade 5	56.0	58.0	52.0	54.0
Grade 6	55.0	57.0	46.0	48.0
Grade 7	52.0	54.0	50.0	52.0
Grade 8	48.0	50.0	56.0	58.0
Grade 9	32.0	34.0	51.0	53.0
Grade 10	50.0	40.0	63.0	65.0

District XXX	Reading		Math	
	2007-08	2006-07	2007-08	2006-07
Grade 3	60.0	62.0	59.0	61.0
Grade 4	55.0	57.0	51.0	53.0
Grade 5	53.0	55.0	49.0	51.0
Grade 6	52.0	54.0	43.0	45.0
Grade 7	49.0	51.0	47.0	49.0
Grade 8	45.0	47.0	53.0	55.0
Grade 9	29.0	31.0	48.0	50.0
Grade 10	35.0	37.0	60.0	62.0

State Totals	Reading		Math	
	2007-08	2006-07	2007-08	2006-07
Grade 3	58.0	60.0	57.0	59
Grade 4	53.0	55.0	49.0	51
Grade 5	51.0	53.0	47.0	49
Grade 6	50.0	52.0	41.0	43
Grade 7	47.0	49.0	45.0	47
Grade 8	43.0	45.0	51.0	53
Grade 9	31.0	29.0	46.0	48
Grade 10	33.0	35.0	58.0	60

**INDICATOR: FLORIDA ASSESSMENT PROGRAM  
Percentage of Students Scoring at Each FCAT Achievement Level by  
Subgroups in Reading and Math (Added 2007-08)**

**SOURCE:** DOE Student Assessment Services/Education Data Warehouse

**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**

**Percentage of Students Scoring at each FCAT Achievement Level, 2007-08**

**Reading**

	School					District					State				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
All Students															
White															
Black															
Hispanic															
Asian															
Am. Indian															
Multiracial															
SWD															
ECO															
ELL															
Migrant															
Female															
Male															

**Percentage of Students Scoring at each FCAT Achievement Level, 2007-08**

**Math**

	School					District					State				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
All Students															
White															
Black															
Hispanic															
Asian															
Am. Indian															
Multiracial															
SWD															
ECO															
ELL															
Migrant															
Female															
Male															

**INDICATOR:**            **FLORIDA ASSESSMENT PROGRAM (continued)**  
**Percentage of Students Scoring at Each FCAT Achievement Level by**  
**Subgroups for Grades 5, 8, and 11 in Science (Added in 2007-08)**

**SOURCE:**    DOE Student Assessment Services/Education Data Warehouse

**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**

Percentage Scoring at each FCAT Achievement Level for Grades 5, 8, and 11, 2007-08

Science Grade Level 5

	School					District					State				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
All Students															
White															
Black															
Hispanic															
Asian															
Am. Indian															
Multiracial															
SWD															
ECO															
ELL															
Migrant															
Female															
Male															

Science Grade Level 8

	School					District					State				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
All Students															
White															
Black															
Hispanic															
Asian															
Am. Indian															
Multiracial															
SWD															
ECO															
ELL															
Migrant															
Female															
Male															

**INDICATOR:**

**FLORIDA ASSESSMENT PROGRAM  
Percentage of Students Scoring at Each FCAT Achievement Level by  
subgroups for grades 5, 8, and 11 in Science (Added in 2007-08)**

Science Grade Level 11

	School					District					State				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
All Students															
White															
Black															
Hispanic															
Asian															
Am. Indian															
Multiracial															
SWD															
ECO															
ELL															
Migrant															
Female															
Male															

**INDICATOR: FLORIDA ASSESSMENT PROGRAM (continued)**

**FCAT Norm-Referenced Test (NRT)**

The FCAT NRT measures student achievement on a test that was given to a national sample of students.

**NRT Reading, Mathematics**

The NRT scores in reading comprehension and mathematics describe school, district and state performance in relation to the performance of students throughout the nation. The median national percentile rank (NPR) represents the middle percentile score of the students tested.

**Table Example**

	Number Tested	Median National Percentile Rank		
	School	School	District	State
Reading (Gr. 3)	xxx	xx	xx	xx
Mathematics (Gr. 3)	xxx	xx	xx	xx
[Continued with other grade levels . . . ]				

Tables are presented for grades 3 through 10.

**INDICATOR: NEW TEACHERS AND STAFF**

YEAR: 2007-08

EXPLANATION: The number and percentage of instructional staff (including media specialists, guidance counselors, and psychologists) and school-based administrators who were new to the school at the beginning of the school year.

REPORTED BY: Number   X   Percent   X  

CATEGORY: Grade   \_\_   Race   \_\_   Sex   \_\_  

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

CALCULATED BY SCHOOL TYPE? Yes   \_\_   No   X  

SOURCE: Staff Information Data Base

**FORMATS/DATA ELEMENTS USED**

Staff Payroll / District Number  
Information School Number, Primary/Home  
(Survey 2) Employee Type (RF or TF)  
Job Code, Primary (falls on EEO-5 reporting lines 21-38 and 40-42 for Instructional Staff [includes classroom teachers, media specialists, guidance counselors, and psychologists]; and lines 9-12 and 14-19 for School-Based Administrators)  
Social Security Number

**CALCULATION**

Programming compares staff as of Survey 2 for 2007-08 with staff from previous year (Surveys 2 and 3) to determine new staff as of Survey 2 for 2007-08.

**INSTRUCTIONAL STAFF**

**Total Number for 2007-08**

The total number of instructional staff at this school in 2007-08, identified by unique social security number

**Number Newly Hired for 2007-08**

The number of instructional staff who were new to this school in 2007-08

**INDICATOR: NEW TEACHERS AND STAFF (continued)**

School % = (the number of instructional staff who were new to the school in 2007-08 ÷ the total number of instructional staff at this school in 2007-08) × 100.

District % = (the number of instructional staff new to the school in 2007-08 at schools of this type in the district ÷ the total number of instructional staff at schools of this type in the district in 2007-08) × 100.

State % = (the number of instructional staff new to the school in 2007-08 at schools of this type in the state ÷ the total number of instructional staff at schools of this type in the state in 2007-08) × 100.

**SCHOOL-BASED ADMINISTRATORS**

*Numbers are provided and calculations are performed the same way as for INSTRUCTIONAL STAFF.*

**Total** (bottom line) school, district, and state percentages are calculated as shown above, using the number of instructional staff and school-based administrators combined.

**INDICATOR: SCHOOL SAFETY AND ENVIRONMENT:  
REPORTED INCIDENTS**

**YEAR:** 2006-07 (2007-08 data is not yet available at release date of NCLB SPARs.)

**EXPLANATION:** The number of reported incidents of criminal and prohibited activity occurring on school grounds, on school transportation, and at school-sponsored events.

**REPORTED BY:** Number   X   Percent   —  

**CATEGORY:** *Type of Incident by Grouping*

**SOURCE:** 2006-07 school-level data is accessible via the Florida School Indicators Report at <http://data.fldoe.org/fsir/> .

*Additional district-level reports for 2006-07 are accessible via the website at <http://www.fldoe.org/safeschools/sesir.asp> .*

**INDICATOR:**            **SCHOOL EVALUATION FOR UNSAFE SCHOOL CHOICE OPTION**

**YEAR:**                    2007-08

**EXPLANATION:**        Results of evaluation to determine whether a school is a “persistently dangerous school” for purposes of establishing the Unsafe School Choice Option

**REPORTED BY:**        *Simple identification of schools designated as “persistently dangerous”*

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

**SOURCE:**                DOE Office of Safe Schools and DOE Automated Student Information Database, using data from the School Environmental Safety Incident Report (SESIR) format, + results of locally administered climate surveys.

Criteria for “Persistently Dangerous Schools”

A public school in Florida shall receive a “persistently dangerous school” designation if, for three consecutive years, each of the two following conditions persist:

- The school has a federal gun-free schools violation (“gun-free schools violation” means a student is determined to have brought a firearm to a school or to have possessed a firearm at school based on the federal Gun-Free Schools Act); “firearm” means handgun, rifle, shotgun or other type of firearm (section 921 of title 18, *United States Code*); and
- The school has expelled one percent (1%) or more of a student body that is greater than 500 students or five (5) students if the student body is 500 students or less, whichever number is higher, for incidents of crime and violence that are homicide, battery, sexual battery, or weapons possession related, as reported in the School Environmental Safety and Incident Report (SESIR) System and the discipline data system. If a school meets the expulsion criterion, then it shall conduct anonymous school-wide climate surveys determined by the Florida Department of Education. If the majority (51%) of students, parents, and school personnel responding to the climate surveys perceive the school to be unsafe as evidenced by the results of the surveys administered by the school district, then the school meets this criterion.

**INDICATOR: TEACHERS BY DEGREE LEVEL**

**YEAR:** 2007-08

**EXPLANATION:** The percentage of classroom teachers at each degree level: bachelor's, master's, specialist, and doctorate or equivalent.

**REPORTED BY:** Number   X   Percent   X  

**CATEGORY:** Grade    Race    Sex   

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

**CALCULATED BY SCHOOL TYPE?** Yes    No   X  

**SOURCE:** Staff Information Data Base

**FORMATS/DATA ELEMENTS USED**

Staff Demographic Information / District Number  
(Survey 2) School Number, Primary/Home  
Employee Type (RF or TF)  
Job Code, Primary (falls on EEO-5 reporting lines 21-26, 28-29, 32, and 33 for Instructional Staff [classroom teachers only])  
Degree Earned  
Social Security Number

**CALCULATION**

**Degree Level**

**Bachelor's Degree**

Number = the number of classroom teachers at this degree level.

School % = (the number of classroom teachers at this degree level in this school ÷ the total number of classroom teachers at all degree levels in this school) × 100.

*Percentages for 2007-08 and 2006-07 are shown.*

**INDICATOR: TEACHERS BY DEGREE LEVEL  
(continued)**

District % = (the total number of classroom teachers at this degree level in schools of this type in the district ÷ the total number of classroom teachers at all degree levels in schools of this type in the district) × 100.

*Percentages for 2007-08 and 2006-07 are shown.*

State % = (the total number of classroom teachers at this degree level in schools of this type in the state ÷ the total number of classroom teachers at all degree levels in schools of this type in the state) × 100.

*Percentages for 2007-08 and 2006-07 are shown*

*The same calculations are performed for each degree level.*

**Total, All Degrees**

Number = the number at all degree levels.

*Percentages for all degrees will equal 100%.*

**INDICATOR: CLASSES TAUGHT BY TEACHERS TEACHING IN-FIELD/OUT-OF-FIELD**

**YEAR:** 2007-08

**EXPLANATION:** The percentage of classes being taught by classroom teachers teaching in-field versus out-of-field for core academic courses. Core academic courses are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography. Results are reported for the school, district, and state.

**REPORTED BY:** Number \_\_\_ Percent X

**CATEGORY:** Grade \_\_\_ Race \_\_\_ Sex \_\_\_

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

**CALCULATED BY SCHOOL TYPE?** Yes \_\_\_ No X

**SOURCE:** Student Information Data Base

**FORMATS/DATA ELEMENTS USED**

Teacher Course / District Number, Current Instruction  
(Survey 3) School Number, Current Instruction  
Course Number  
Period Number (Begin); Period Number (End)  
Social Security Number (teacher I.D.)  
Primary Instructor Indicator  
Term (= 1, 2, 3, 6-9, B-O)  
Certification/Licensure Status (A, I, M, S, N, H = In-Field  
O, B = Out-of-Field)

**Districts are to note that all courses are to be evaluated for in-field/out-of-field status. The following courses are core academic courses for the in-field/out-of-field evaluation.**

- Courses for which the first 2 digits of the Course Number begin with 01, 04, 07, 10, 12, 13, 20, 21, or 24 (except 2400200, 2400300, and 2400310).
- Courses for which the first 4 digits are 5001, 5007, 5010, 5012, 5013, 5020, 5021, 5100 (except 5100520, 5100530, 5100560, 5100570, 5100580, and 5100590), or 5200 (except courses 5200000 and 5200500).
- ESE Courses that are numbered 7701010 – 7713010, 7720010 – 7721010, 7755010 – 7755050 (except 7755020), 7801010 – 7820010 (except 7815010), 7821010, 7855010 – 7855050 (except 7855020), 7910100 – 7920010 (except 7915010 and 7919010), 7921010, 7961010 – 7961020, 7962010, and 7967010.

**INDICATOR: CLASSES TAUGHT BY TEACHERS TEACHING IN-FIELD/OUT-OF-FIELD (continued)**

**CALCULATION**

1. Compile classes.

Denominator

Compile teacher course records for which

- the course number is within the specified range (shown on prior page),
  - Term = one of the following codes: 1, 2, 3, 6-9, B-O,
  - the Primary Instructor Indicator is Y, and
  - Certification/Licensure Status is coded as A, B, I, M, O, S, H, or N.
2. Calculate percentage of In-Field and Out-of-Field classes.

School%

In-Field = (the number of core academic classes taught at a school with teachers teaching in-field [Certification/Licensure Status A, I, M, S, N, H] ÷ the total number of core academic classes taught in this school) × 100.

Out-of-Field = (the number of core academic classes taught at a school with teachers teaching out-of-field [Certification/Licensure Status B,O] ÷ the total number of core academic classes taught in this school) × 100.

District and state percentages are calculated in the same manner as for schools.

Percentages for Out-of-Field and In-Field teachers will equal 100%.

**INDICATOR: CLASSES NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS**

YEAR: 2007-08

EXPLANATION: The percentage of core academic classes not being taught by highly qualified classroom teachers at the school level, district level, and state level. At the state level, these percentages are disaggregated by high-poverty schools and low-poverty schools as defined in federal law.

REPORTED BY: Number      Percent   X  

CATEGORY: Grade    Race    Sex   

SUBGROUP: High Poverty/Low Poverty   X  : Poverty groupings are determined by Lunch Status.

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

CALCULATED BY SCHOOL TYPE? Yes    No   X  

SOURCE: Student Information Data Base

**FORMATS/DATA ELEMENTS USED**

For Free/Reduced Price Lunch Membership (High/Low Poverty Schools)

Student Demographic Information / District Number, Current Enrollment  
(Survey 2) School Number, Current Enrollment  
Grade Level (PK-12)  
Lunch Status (codes 2, 3, 4)  
Student Number Identifier, Florida  
Student Number Identifier—Alias, Florida

Student Course Schedule / (Must have at least 1 matching Student Course  
(Survey 2) Schedule record)

For Highly Qualified Teacher Data

Teacher Course / District Number, Current Enrollment  
(Survey 3) School Number, Current Enrollment  
Course Number  
Period Number (Begin); Period Number (End)  
Primary Instructor Indicator  
Term (= 1, 2, 3, 6-9, B-O)  
Highly Qualified Teacher Status (“no” codes include A, B, C, D, E, and G; “yes” code = Y; Z = “not a core course”)

## **INDICATOR: CLASSES NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS (cont.)**

### *CALCULATION*

#### **Compilation of Core Academic Classes**

The following courses are core academic courses

(see [http://www.fldoe.org/eias/dataweb/database\\_0708/appendr.pdf](http://www.fldoe.org/eias/dataweb/database_0708/appendr.pdf)) :

- Courses for which the first 2 digits of the Course Number begin with 01 (except 0100220, 0100990), 04 (except 0400220, 0400990), 07\*, 10 (except 1000220, 1000990), 12 (except 1200220, 1200990), 13 (except 1300220, 1300990), 20 (except 2000220, 2000990), 21\*\* (except social studies courses that are not in history, economics, geography, or political science), or 24 (except 2400200, 2400300, and 2400310).
  - Courses for which the first 4 digits are 5001, 5007, 5010, 5012, 5013, 5020, 5021, 5100 (except 5100520, 5100530, 5100560, 5100570, 5100580, and 5100590), or 5200 (except courses 5200000 and 5200500).
  - ESE Courses that are numbered 7701010 – 7713010, 7720010 – 7721010, 7755010 – 7755050 (except 7755020), 7801010 – 7820010 (except 7815010), 7821010 – 7821020, 7855010 – 7855050 (except 7855020), 7910100 – 7920010 (except 7915010 and 7919010), 7921010, 7961010 – 7961020, 7962010, and 7967010.
- \* Foreign Language courses (prefix 07) that are not evaluated for HQT status include the following: 0700220, 0700980, 0700990, 0701980, 0701990, 0702980, 0702990, 0703980, 0703990, and 0791920
- \*\* Social studies courses (prefix 21) that are not evaluated for HQT status include the following: 2100220, 2100990, 2104000, 2105000, 2105020, 2105030, 2101300, 2101310, 2101800, 2101810, 2120710, 2104300 through 2104340, 2104600, 2104610, 2105300, 2105310, 2105340, 2105350, 2105860, 2120910, 2107300, 2107310, 2107350, 2107360, 2107800, 2107810, & 2108300.

Underlined course numbers have been amended for 2007-08.

#### **Denominator**

Compile teacher course records for which

- the course number is within the specified range (shown above),
- *Term* = one of the following codes: 1, 2, 3, 6-9, B-O,
- the *Primary Instructor Indicator* is Y, and
- the *Highly Qualified Teacher* indicator is Y, A, B, C, D, E, or G.

#### **High Poverty/Low Poverty Schools (for State-Level Calculation)**

High poverty schools in the state are determined by first calculating the percentage of students with Free and Reduced Price Lunch status (%FRPL) within each school.

% FRPL = (the October count of PK-12 students eligible for free or reduced-price lunch at this school (codes 2, 3, and 4) ÷ the unduplicated count of PK-12 students who were enrolled at this school in October) × 100.

**INDICATOR: CLASSES NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS (cont.)**

All schools are then sorted by % FRPL. The top quartile of schools (top 25%) are considered “high poverty” schools. The lower quartile of schools (bottom 25%) are considered “low poverty” schools. The percentage of Highly Qualified Teachers within these designated “high poverty” and “low poverty schools” are reported at the state level only. If there are schools with the same percentage of FRPL students and those schools push the top quartile or bottom quartile beyond 25%, all schools with that same ranking will be included in the quartile regardless.

**Classes Not Taught by Highly Qualified Teachers**

School % = (the number of core academic classes in the school that are not taught by highly qualified teachers [Code = A through G] ÷ the total number of core academic classes taught in the school) × 100.

The calculation is repeated to determine district percentages.

**District %**

All Schools = (the number of core academic classes in the district not taught by highly qualified teachers [Code = A through G] ÷ the total number of core academic classes taught in the district) × 100.

of  
Poverty” High Poverty = (the number of core academic classes in the district not taught by highly qualified teachers [Code = A through G] in “High Poverty” schools [as determined above] ÷ the total number of core academic classes taught in the district in “High Poverty” schools) × 100.

of  
Poverty” Low Poverty = (the number of core academic classes in the district not taught by highly qualified teachers [Code = A through G] in “Low Poverty” schools [as determined above] ÷ the total number of core academic classes taught in the district in “Low Poverty” schools) × 100.

**State %**

All Schools = (the number of core academic classes in the state not taught by highly qualified teachers [Code = A through G] ÷ the total number of core academic classes taught in the state) × 100.

High Poverty = (the number of core academic classes in the state not taught by highly qualified teachers [Code = A through G] in “High Poverty” schools [as determined above] ÷ the total number of core academic classes taught in the state in “High Poverty” schools) × 100.

Low Poverty = (the number of core academic classes in the state not taught by highly qualified teachers [Code = A through G] in “Low Poverty” schools [as determined above] ÷ the total number of core academic classes taught in the state in “Low Poverty” schools) × 100.



**INDICATOR: OCTOBER MEMBERSHIP (continued)**

**CALCULATION**

**Number of Students Enrolled in October**

White, Female = the number of white females in grades PK-12 at this school who were enrolled in October.

White, Male = the number of white males in grades PK-12 at this school who were enrolled in October.

*The same numbers are reported for each major racial/ethnic group, for students with disabilities, students who are economically disadvantaged, migrant students, and English language learners.*

Female (total) = the number of females in grades PK-12 who were enrolled at this school in October.

Male (total) = the number of males in grades PK-12 who were enrolled at this school in October.

Total = the number of students in grades PK-12 who were enrolled at this school in October.

**School %**

White = (the unduplicated count of white students in grades PK-12 who were enrolled at this school in October ÷ the unduplicated count of all students who were enrolled at this school in October) × 100.

*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, and English language learners.*

**District %**

White = (the unduplicated count of white students in grades PK-12 who were enrolled at schools of this type in the district in October ÷ the unduplicated count of all students in grades PK-12 who enrolled at schools of this type in the district in October) × were 100.

*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, and English language learners.*

**INDICATOR: OCTOBER MEMBERSHIP (continued)**

**State %**

White = (the unduplicated count of white students in grades PK-12 who were enrolled at schools of this type in the state in October ÷ the unduplicated count of all students in grades PK-12 who were enrolled at schools of this type in the state in October) × 100.

*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, and English language learners.*

## **INDICATOR: ADEQUATE YEARLY PROGRESS (AYP) INDICATOR**

Determining adequate yearly progress is a multi-step process applied to each public school. NCLB legislation requires determination of AYP to identify schools in need of improvement.

AYP is based primarily on student FCAT performance, the graduation rate (for high schools), and the school performance grade (via the School Accountability Report).

The Department of Education has elected to provide information on AYP separate from the other NCLB indicators featured on the NCLB SPAR in order to emphasize the distinction between the state's school performance grade and the AYP indicator.

Basic AYP Requirements are as follows:

- A school must test at least 95% of students in each subgrouping identified below.

### Subgroupings

Race (White, Black, Hispanic, Asian, Am. Indian)

Students with Disabilities

Students Eligible for Free-Reduced Price Lunch

English Language Learners

Total (All) Students

- A school with less than 90% of the membership scoring 3 or above in FCAT Writing must demonstrate at least a 1% increase in the percentage of students proficient in writing vs. the previous year (based on percentages rounded to whole numbers).
- High schools with graduation rates less than 85% must demonstrate at least a 1% increase in the graduation rate vs. the previous year.
- The school must have a performance grade other than D or F.
- Students in every subgroup (listed above) must achieve proficiency targets in FCAT Reading and Math.

For subgroups not achieving the targets, AYP may still be attained if the number of non-proficient students decreased by 10% or more from the previous year AND the subgroup showed improvement in FCAT Writing by 1% AND, if the school was a high school, the subgroup improved its graduation rate by at least 1%. Certain additional alternative measures of proficiency growth may apply. When available, updated information on the application of growth models/measurements to individual subgroup performance will be provided via the Florida Department of Education's Office of Evaluation and Reporting at <http://www.fldoe.org/evaluation/>.

**The NCLB SPAR includes a table indicating whether the school, district, and state made AYP. Technical information on the AYP calculation and related resources are available at <http://schoolgrades.fldoe.org/>.**

## **AYP Report Addendum**

The AYP Report addendum (DPS##.GE.F70417.Y0607) contains the following information:

- Information on the components of the AYP calculation.
- The AYP status of the school, district, and state (0 = “Did not make AYP,” 1 = “Made AYP,” 2 = “AYP not applicable.”)\*

\* Certain schools fall below federal minimum enrollment requirements for evaluation of AYP and are coded with “2.”

- A list of schools in the district that did not make AYP.
- A table showing the number and percentage of Title 1 schools in the district that were identified for school improvement. Title 1 schools that did not make AYP for two of the past three years are so identified.

The percentage figure for this table is calculated by dividing the district’s number of Title 1 schools identified for improvement by the total number of Title 1 schools in the district.

- A list of Title 1 schools in the district that were identified for improvement, including a column indicating how many years (from the past three years) that the school has been on the “identified for improvement” list.

## **Notice of Availability of School Financial Report**

To meet requirements for school financial reporting, annual school public accountability reports shall include information on school finances as stipulated by s. 1010.215, Florida Statutes. Because financial data for the 2007-08 school year is not available until February 2009, districts shall include notification of the availability of school financial reporting on the NCLB SPARs issued to parents. (The actual school financial report shall be treated as an addendum to the annual school public accountability report.)

The notification shall also indicate the current availability of 2006-07 school financial data from the district and/or school administrative office(s), upon request.

### **For Districts: Accessing Data for the School Financial Report**

For the 2006-07 School Financial Report, two data sets have been catalogued at Northwest Regional Data Center; one dataset contains raw data, and the other is in report format. The data set names are as follows:

DPS##.EC.F63329.DATA

DPS##.EC.F63329.REPORT

(## = district number)

A file format describing field locations and contents of the raw data file are in the DPS.DISTRICT.FORMAT.Y0607 library as member F63329.

For more information, contact the Office of Funding and Financial Reporting at (850) 245-0405.



Florida Department of Education  
Tallahassee, Florida  
Dr. Eric J. Smith, Commissioner

[www.fldoe.org](http://www.fldoe.org)