



Florida Information Note

Education Information & Accountability Services

Online NCLB School Public Accountability Reports, 2006-07

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Introduction:

The No Child Left Behind (NCLB) School Public Accountability Reports (SPARs) contain several types of data (indicators) that provide required information on the progress of Florida's public schools. Reports from 2002-03 onward can be accessed online at <http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm>. These reports meet the public reporting requirements of the federal No Child Left Behind (NCLB) Act and include certain additional data that may be of interest to citizens, policy makers, and researchers. With a unique report prepared for each of 3,900+ schools statewide, the NCLB SPAR replaces the School Advisory Council Report as the standard annual school report designed for distribution to parents. (School Advisory Council Reports for 2001-02 and earlier can be accessed online at http://data.fldoe.org/school_reports/.)

Development of the NCLB SPARs to meet state and federal reporting requirements:

The comprehensive revision of Florida's public school laws in 2002 resulted in a repeal/replacement of several state educational goals that formed the basis for the School Advisory Council Reports. At the same time, federal NCLB reporting requirements mandated that all states produce yearly reports on the status of schools using indicators defined in NCLB legislation, and that these reports be distributed to parents no later than the beginning of the school year. Federal law also mandated that in addition to reporting results for all students, states report data for the following subgroups of students: American Indian, Asian, black, Hispanic, white, economically disadvantaged, English Language Learners (ELL), and students with disabilities. In response to this new federal legislation, as well as to Florida law requiring compliance with *No Child Left Behind* (s. 1008.31[1][c], Florida Statutes), the Florida Department of Education developed the NCLB SPARs. Required data elements for Florida's State Report Card (and NCLB SPARs) are described in Appendix A of the Florida NCLB Accountability Workbook at <http://www.fldoe.org/NCLB/pdfs/finalNCLB3.pdf>. The entire text of the No Child Left Behind Act is available at <http://www.ed.gov/policy/elsec/leg/esea02/index.html>. Specific requirements for state report cards are described at <http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111>.

Sources of data for the NCLB SPARs:

NCLB SPAR results are compiled from several sources, including data submitted by schools and districts to the Florida Department of Education's automated student and staff databases as well as data from the department's Office of Articulation (<http://www.fldoe.org/articulation>), Bureau of Exceptional Education and Student Services (<http://www.fldoe.org/ese>), and Office of Assessment and School Performance (<http://www.fldoe.org/asp>). In addition to data for individual schools, the reports include state and district results.

Calculations of data and uses for the reports:

The NCLB SPARs provide a valuable reference tool for a broad audience. Parents can use the reports to compare performance among schools in their district; parents moving to Florida may find the reports helpful in researching prospective school districts (Additional resources for researching schools and districts can be found at <http://www.fldoe.org/eias/flmove/default.asp>); lawmakers can use the reports as a resource for making performance-based budgeting decisions and determining the effectiveness of publicly funded programs; and school administrators can use the reports for identifying schools with similar demographics to share best practices in improving student achievement. For information on the calculation of indicators in the reports, see <http://www.fldoe.org/eias/eiaspubs/pdf/nclbguide.pdf>. State-level results are provided on the following pages.

For additional information, call the Florida Department of Education, Office of Education Information and Accountability Services, at (850) 245-0400, SunCom 205-0400, or email askeias@fldoe.org.

NCLB School Public Accountability Report, 2006-07 State Results

October Membership		Percentage		
White		46.8		
Black		23.1		
Hispanic		24.2		
Asian		2.3		
American Indian		0.3		
Multiracial		3.3		
Disabled/ESE		14.7		
Economically Disadvantaged		45.4		
ELL		11.8		
Migrant		0.7		
Readiness To Start School		Percentage		
ECHOS Ready		86		
ECHOS Not Ready		14		
DIBELS Letter Naming Fluency (LNF)				
Ready		70		
Not Ready		30		
DIBELS Initial Sound Fluency (ISF)				
Ready		63		
Not Ready		37		
Graduation and Dropout Rates*		Graduation Rate*	Dropout Rate*	
White		77.6	2.6	
Black		52.8	4.7	
Hispanic		61.2	4.3	
Asian		82.5	1.5	
American Indian		73.1	3.1	
Multiracial		73.9	2.6	
Disabled/ESE**		37.4	N/A	
Economically Disadvantaged		53.6	N/A	
ELL		46.3	N/A	
Migrant		42.9	N/A	
Total		68.3	3.5	
College Placement Test Results		Reading	Writing	Mathematics
Percent of Graduates Who Passed		74.1	82.9	67.0
Student Performance, FCAT SSS and Alternate Assessments:				
Percent Scoring at Level 3 and Above				
	Reading	Writing	Mathematics	
White	68	94	74	
Black	39	90	43	
Hispanic	51	91	57	
Asian	72	96	83	
American Indian	62	94	68	
Multiracial	67	94	68	
Disabled/ESE	31	75	33	
Economically Disadvantaged	46	89	50	
ELL	35	83	44	
Migrant	34	84	44	
Total	57	93	63	
Assessment Results by Grade:				
(FCAT and Alternate Assessment)				
Percent Scoring at Level 3 and Above		Reading		Mathematics
Grade 3		69		74
Grade 4		69		69
Grade 5		72		59
Grade 6		62		51
Grade 7		63		60
Grade 8		49		63
Grade 9		42		61
Grade 10		34		65

*2005-06 data

**For the NCLB graduation rate, special diploma recipients are counted as non-graduates.

FCAT Norm-Referenced Test (NRT):			
National Percentile Ranking	Reading	Mathematics	
Grade 3	62		69
Grade 4	63		77
Grade 5	74		75
Grade 6	66		66
Grade 7	66		73
Grade 8	67		74
Grade 9	71		74
Grade 10	60		67
Teachers and Staff (New Staff)			
	Percentage		
Instructional Staff	21.3		
School-Based Administrators	22.8		
Total	21.3		
Degree Level (Percentage of Teachers at Each Degree Level)			
Bachelor's	66.1		
Master's	31.1		
Specialist	1.9		
Doctorate	0.9		
% of Classes with Teachers Teaching			
In-Field	91.2		
Out-of-Field	8.8		
% of Classes Not Taught by Highly Qualified Teachers			
State Total	10.2		
High Poverty Schools	11.4		
Low Poverty Schools	9.6		
2007 Adequate Yearly Progress (AYP)* Report			
Did the State Make Adequate Yearly Progress?	No		
Percent of Criteria Met	77		
Total Writing Proficiency Met	Yes		
Total Graduation Criterion Met	No		
	95% Tested	Reading Proficiency Met	Mathematics Proficiency Met
White	Yes	Yes	Yes
Black	Yes	No	No
Hispanic	Yes	Yes	Yes
Asian	Yes	Yes	Yes
American Indian	Yes	Yes	Yes
Disabled/ESE	Yes	No	No
Economically Disadvantaged	Yes	No	No
ELL	Yes	No	No
Total	Yes	Yes	Yes

*For detailed information on AYP, see the online resource at <http://www.fldoe.org/evaluation/>.