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Findings from the Pilot Teacher Compensation Survey: School Year 2005-06

Description:

This brief publication contains summary data from the research and development effort to collect individual salary and demographic data on public school teachers. Seven states participated in this effort: Arizona, Arkansas, Colorado, Florida, Iowa, Missouri, and Oklahoma. Data from full-time public school teachers who teach at only one school were included in the analysis. Median salaries and counts for different groupings by experience, age, race, and gender are presented.

Selected Findings: School Year 2005-06

- The mean base salaries¹ of full-time public school teachers in the seven states participating in the Pilot Teacher Compensation Survey ranged from \$34,631 in Oklahoma to \$44, 777 per year in Colorado. The median base salaries of full-time public school teachers ranged between \$33,516 in Oklahoma and \$42,676 in Colorado (table 1). The median total salary for full-

time teachers ranged from \$34,973 in Oklahoma to \$42,500 in Arkansas for school year 2005–06.

- The median level of teaching experience ranged from 8 years in Arizona to 15 years in Iowa. The median teacher age was between 43 and 45 in each of the states reporting these data.
- The number of teachers that held master's degrees as their highest degree varied across the seven states. The percentage of teachers holding master's degrees ranged from approximately 28 percent in Iowa and Oklahoma to almost 50 percent in Missouri. Over the seven states, the majority of teachers (58 percent) held a bachelor's degree as their highest degree.
- Teachers holding master's degrees earned more than teachers who held a bachelor's degree. For example, the median base salary for teachers with a master's degree was \$51,077 per annum in Colorado, while the median base salary for teachers with a bachelor's degree was \$36,702.
- The proportion of teachers with one year of teaching experience (teachers hired at the beginning of the reported school year) ranged from 4.4 percent in Iowa to 10.9 percent in Arizona. The median base salary for teachers with one year of experience ranged from \$27,864 in Iowa to \$33,940 in Florida.
- Full-time teachers 66 years old or older comprised 1.0 percent of public school full-time teachers in Florida and 0.9 percent in Arkansas compared to 0.4 percent in Iowa and 0.5 percent in Colorado. In three of the five states reporting age data, the highest proportion of teachers were 51 to 55 years old; Florida had equal proportions of teachers (14 percent) in the 26-30 and 51-55 age groups. In the fifth state, Colorado, the second highest proportion occurred in the 51-55 age group.
- The majority of teachers in the seven reporting states were White, with the smallest percentage of White teachers (74 percent) reported for Florida.
- More than three quarters of the teachers across six of the seven reporting states were female, with the highest percentage of male teachers (27 percent) reported for Colorado. The largest difference between males and females was \$1,027 in Arizona.

Full report:

<http://nces.ed.gov/pubs2008/2008440.pdf>

Orange County Public Schools Improve Florida State Reporting

Orange County Public Schools (OCPS) in Orlando, Florida, has chosen Certica Solutions to help the district monitor and improve the quality of data that is reported multiple times each year to the Florida Department of Education. Certica Solutions is a leading provider of information management solutions to the K-12 education system. The company's software, called Certify™, enables local education agencies to maximize funding, avoid penalties and audits, and reduce costs associated with the collection, management and reporting of data.

OCPS is the 11th largest K-12 school system in the U.S., with more than 175,000 students, 175 schools and 13,000 teachers. Like every school district across Florida, OCPS is required to report information to the Florida Department of Education several times each year. The information provides the basis for state and federal funding to districts, and demonstrates districts' compliance with education regulations, such as Florida's class size mandate. Each submission period calls for districts to gather data related to student demographics, attendance, course enrollment, special programs and a range of other subjects. The task of preparing a complete and accurate data submission is typically labor intensive and stressful for districts. Data that does not meet the state's requirements can result in funds being withheld while the data is amended. Automating the process of data validation, monitoring and error reporting in advance of the submission period – a process that Certica calls "data certification" – can provide districts with cost savings, operational efficiencies and assurance of equitable and timely funding.

"We recognize that our student and school data is a critical underpinning of many district initiatives," said Roland Moore, OCPS chief information officer. "It's important that we have full confidence in our data, and that our data is continually monitored for accuracy and completeness. Certify software gives us the ability to automate the processes of data validation and monitoring, allowing us to spread our workload out across the year and ensure that our data is close to 100% accurate before each state submission period. This will take quite a bit of the cost and labor intensiveness out of the reporting process, and ensure that we receive every funding dollar that our schools have earned."

Earlier this year, OCPS and Certica Solutions completed a six-week pilot project, in which selected schools used Certify's reports to help them address data errors in advance of the Florida Department of Education's February data submission period, known as Survey 3. The pilot demonstrated that the schools using Certify software had an average reduction of 48% in their rate of data errors, compared with schools which did not participate in the pilot.

OCPS is undertaking a roll-out of Certify software this spring, so that it will be available to school and district personnel at the start of the 2008-2009 school year.

No Boring Summer Vacation Here! Three Palm Beach County Teachers Selected for Scripps Florida Research Internships

Three high school science teachers from Palm Beach County schools will start their six week summer internships on June 16 in the research laboratories of Scripps Florida in Jupiter.

Palm Beach County science teachers Retha Prescod from Atlantic Community High School, Karensa Wright from Seminole Ridge Community High School, and Meghan Cok from Boca Raton Community High School will be able to use the laboratory experience as a springboard to create opportunities in discovery-based learning for their students, affect change in their classrooms, and serve as a resource for other educators.

"We have a very intensive program designed for our science teachers this summer," said Deborah Leach-Scampavia, Scripps Florida's Education and Outreach Administrator. "They will be joined by 11 high school student interns from throughout the County. We'll be announcing those internships very soon."

This year, students and teachers will come from 12 district high schools in Palm Beach County and will participate in basic research efforts in cancer biology, molecular therapeutics, chemistry, neurosciences, bioinformatics, virology, and high throughput screening.

Sponsored by the William R. Kenan, Jr. Charitable Trust, the education outreach program continues to grow each year. In the summer of 2005, four interns graduated from Scripps Florida. For 2008, the research internships were awarded on a competitive basis to 14 participants from a highly talented pool of 90 applicants. For both students and teachers, the program will emphasize the scientific process, research planning, in-laboratory experience, experimental design, data analysis, and interaction with Scripps Florida researchers. Participants, who are matched with a Scripps Florida

mentor, are also exposed to various science-related career choices and academic opportunities in the sciences at colleges and universities.

This remarkable opportunity to work with world-class scientists at one of the nation's top nonprofit independent biomedical research institutes is only one of several education programs offered by Scripps Florida. For more information about the Scripps Florida Education Outreach Programs, please visit **www.scripps.edu/florida/edprograms**.

A Cook's Tour: The Journey to Become a Model Culinary Arts Academy

The West Boca Raton Community High School's Culinary Arts Academy achieved national model status as it works to prepare the next generation of culinary artists. The culinary academy, established in 2004, adopted national standards that have served as a foundation for its excellence.

In November 2007, the National Career Academy Coalition (NCAC) recognized the academy for its achievements with the National Standards of Practice "Award of Distinction." Drawn from many years of research and experience, the National Standards of Practice were developed by an informal consortium of national career academy organizations--including NCAC and the Association for Career and Technical Education (ACTE). Introduced at a press conference in Washington, D.C., in December 2004, and endorsed by the U.S. Departments of Education and Labor, the standards are framed around 10 key elements for successful, sustained implementation of academies. West Boca's model academy story inspires educators to develop academy programs that focus on academic rigor and relevant career preparation--programs that will equip students with the knowledge and skills necessary to succeed in an international marketplace.

Full article:

<http://www.eric.ed.gov:80/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=EJ788422>

Four Distinguished Florida Students Named 2008 Ron Brown Scholars

Kani Keita of Miami, Daren Miller of St. Petersburg, Desiree Montgomery of Lakeland, and Bradley Pough of Deltona Join 16 Other Students in Prestigious African American Scholarship Program

The Ron Brown Scholar Program, the nation's leading scholarship program for African American youth, today announced that four Florida high school students have been selected as 2008 Ron Brown Scholars. They are Kani Keita (Miami) of Miami Killian Senior High School, Daren W. Miller (St. Petersburg) of St. Petersburg High School, Desiree C. Montgomery (Lakeland) of Kathleen Senior High School, and Bradley D. Pough (Deltona) of Deland High School. Chosen from more than 5,600 high school students, they are four of only 20 African American students from across the country awarded this honor.

Graduating in the top one percent of her class, Keita also exhibits a profound commitment to her community by logging more than 350 hours of community service. She volunteers with several events including Race for the Cure, Relay for Life and Waterford 5K. A founder of the Junior Statesman, she is active in many school activities such as Florida Mock Trial, Asian Club, and the Math and English Honor Societies. She plans to double major in Politics and Economics.

Winner of the Kodak Young Leaders Award and the Bank of America Youth Leader Award, Miller's commitment to his community is evidenced by his work with the Florida state legislature to pass a bill regarding voter registration and education among youth. He also serves as Youth Representative for Parks & Recreation. In addition to being elected senior class president, he participates on the Youth Advisory Committee, NAACP Youth Council, 4-H Youth Development Grant Board and the Ebony Scholars Academic Club.

Never afraid to challenge herself, Montgomery will graduate as the salutatorian at Kathleen Senior High School, where only 15 percent of the students will attend a four-year college. As well as taking a challenging curriculum, she serves as senior class senator, president of the Inter-Club Council, secretary of the National Honor Society, and secretary of the Key Club. Committed to helping improve her local community and peers, she is self-publishing a cookbook with her sisters to benefit teenagers transitioning out of foster care.

As senior class president, Pough is dedicated to demonstrating his capacity for leadership through youth government. Organizer of a community outreach project, the John Knox Senior Citizen's prom, he also participates in YMCA Youth in Government, Deltona's MLK Day Committee, Boys State,

Junior Statesman, Volusia County Tomorrow's Leaders, and the Academic Team. Pough will graduate in the top three percent of his class at Deland High School.

"I am continually impressed by the thousands of students who apply to become Ron Brown Scholars," said Michael Mallory, executive director of the Ron Brown Scholar Program. "Kani, Daren, Desiree and Bradley all share a remarkable commitment and desire to use their knowledge and passion outside the classroom. They are part of a tremendous group of gifted young people who all bring their unique backgrounds and personal experiences to benefit the Ron Brown Scholar Program and their communities as a whole."

Founded in 1996 and named in honor of the first African American Secretary of Commerce, the Ron Brown Scholar Program provides students with the financial resources to attend some of the finest colleges and universities in the country, in addition to promoting outstanding service opportunities for the next generation of promising African American leaders.

Ron Brown Scholars are selected on the basis of demonstrated academic excellence, leadership potential, social commitment and financial need. Some key highlights of the program include:

- More than half of Ron Brown Scholars attend Ivy League universities;
- Two Ron Brown Scholars were elected to be the First Marshals of their Harvard University graduating classes, considered the highest honor bestowed upon an undergraduate;
- One Ron Brown Scholar has been selected as a Truman Scholar and two Ron Brown Scholars have been selected as finalists for the Rhodes Scholarship;
- Ron Brown Scholars dedicate themselves to enriching lives in their local communities and worldwide. For example, nine Ron Brown Scholars have conducted AIDS research and community service with the Institute of Human Virology;
- With a 100% graduation rate, Ron Brown Scholars go on to succeed in a variety of leadership positions. From finance executives and top lawyers, to award-winning playwrights and Supreme Court Justice clerks, they have published books and documentaries, appeared as expert guests on radio and television, and been invited as speakers to numerous international conferences.

Applicants must proceed through a highly competitive selection process against thousands of other qualified candidates, culminating in an invitation to spend a weekend in Washington, D.C. for the final round of interviews. Up to twenty winners are chosen at the conclusion of this weekend where they are formally introduced as lifelong members of the Ron Brown Scholar

Program family.

Keita is the ninth Miami student admitted to the Ron Brown Scholar Program since its inception in 1996, while Miller, Montgomery and Pough are the first students of their respective communities admitted to the program. For biographical information on Kani Keita, Daren Miller, Desiree Montgomery, Bradley Pough and all 20 Scholars, or for more information about the Ron Brown Scholar Program, visit **www.ronbrown.org**.

About the Ron Brown Scholar Program

Named for the late Secretary of Commerce and inspired by his dedication to public service, the Ron Brown Scholar Program was established in 1996 to provide academic scholarships, service opportunities and leadership experiences for young African Americans of outstanding promise. The Program seeks to accelerate their progress into the mainstream of leadership positions in business, education, government and a wide spectrum of professions, while instilling a dedication to leadership and service.

Urban School Students Score at Highest Levels Ever On State and Federal Tests

Report Includes City-by-City Profiles of Big-City School District Trends On Math and Reading Assessments

Broward County Public Schools

<http://www.cgcs.org/BTO8/Broward.pdf>

Duval County Public Schools

<http://www.cgcs.org/BTO8/Duval.pdf>

Hillsborough County School District

<http://www.cgcs.org/BTO8/Hillsborough.pdf>

Miami-Dade County Public Schools

<http://www.cgcs.org/BTO8/Miami.pdf>

Palm Beach County Public Schools

<http://www.cgcs.org/BTO8/Palm%20Beach.pdf>

Students in the nation's major city public school districts continue to advance in reading and math on state tests and on the more rigorous federal test– the National Assessment of Educational Progress (NAEP).

A new report analyzing academic progress in 66 urban school systems in 37 states and the District of Columbia shows substantially higher test scores in 2007 than in 2003 in fourth and eighth-grade mathematics and reading on state assessments. It indicates that the state and national test scores are at their highest levels since academic proficiency data have been collected for urban schools.

Beating the Odds: An Analysis of Student Performance and Achievement Gaps on State Assessments by the Council of the Great City Schools compares this past school year's state test scores with those reported a year after the federal *No Child Left Behind* law was implemented in 2002, requiring school districts to report performance levels based on state tests and show the percentage of students who score at the "proficient" level.

The *Beating the Odds* findings for the 2006- 2007 school year show that 63 percent of urban school students scored at or above the proficient level in fourth-grade math on their respective state assessments, a whopping 14 percentage point gain from 49 percent in 2003. For eighth-graders, the percentage climbed to 55 percent, compared with 42 percent in 2003, a 13 percentage point rise.

In reading, urban schoolchildren also posted gains over the past four years. From 2003 to 2007, the percentage of fourth-graders scoring at or above the proficient level in reading on state tests rose to 60 percent from 51 percent – a 9 percentage point hike. For eighth-graders, the percentage increased to 51 percent from 43 percent in 2003, an 8 percentage point gain.

National Test Assessments

The report also reveals that the state-test trends coincide with NAEP gains by urban students, but with lower percentages of students scoring at or above the proficient level on what is generally considered a more rigorous exam than most state tests.

Students in big-city public schools have made faster math and reading gains than the nation on the NAEP over the past few years, according to *The Nation's Report Card* for 2007 released by the U.S. Department of Education. The report last November marked the first time that the nation could see four- or five-year trends on NAEP for the country's major urban public school systems since the Trial Urban District Assessment (TUDA) was launched in reading in 2002 and math in 2003.

Some 28 percent of urban fourth-graders scored at or above the proficient level in math in 2007 on NAEP, an 8 percentage point hike from 20 percent in 2003. In reading, 22 percent of urban schoolchildren in fourth grade

reached or went beyond the proficient level in 2007, a 5 percentage point increase from 17 percent in 2002.

Beating the Odds also includes how student test scores in 11 big-city school districts that volunteered for the trial urban NAEP compare with scores on their respective state tests. Among the 11 cities are New York, Los Angeles and Chicago, the nation's three largest school systems.

Although urban schools show gains in math and reading performance, the districts still generally lag behind state and national averages in fourth and eighth grades, and acknowledge that they still have a long way to go to reach proficiency levels. But there are exceptions.

State Math Achievement

In the report's eighth annual analysis, data show that 22 percent of urban school districts now score as high as or higher than their respective states in fourth-grade math, and 16 percent score as high or higher at the eighth-grade level in 2007.

The school districts with both fourth- and eighth-grade math scores equal to or greater than their respective states are Anchorage, Broward County (Fort Lauderdale, Fla.), Charleston, New Orleans, Palm Beach and Portland, Ore.

State Reading Progress

In 2007, 16 percent of urban school districts scored at or above their respective states in fourth-grade reading, and 14 percent at the eighth-grade level. The school districts with both fourth- and eighth-grade reading scores equal to or greater than their respective states are Anchorage, Broward County (Fort Lauderdale, Fla.), Charleston, New Orleans, Portland, Ore., San Diego and San Francisco.

Achievement Gaps

Beating the Odds VIII also indicates that racial achievement gaps in urban schools narrowed in math between 2003 and 2007, although they remain wide. Some 66 percent of bigcity school districts narrowed the gap between their fourth-grade African-American students and white counterparts statewide in math proficiency – 63 percent in eighth-grade math.

Among Hispanic students, 63 percent of the urban school districts narrowed the gap with white fourth-graders statewide – 58 percent in eighth-grade.

In reading, between 2003 and 2007, 64 percent of major city school systems narrowed the achievement gap between fourth-grade African-American students and white counterparts statewide in reading proficiency – 67 percent at the eighth-grade level. Among Hispanic students, 57 percent of urban school districts narrowed the gap with white fourth-graders statewide – 63 percent in eighth grade.

Urban Environment America’s big-city school systems enroll about one-quarter, or 26 percent, of all students of color in the nation, and a disproportionately high number of English language learners and poor students.

The report attributes the standards movement as the catalyst that triggered change in urban schools. It gave urban school administrators direction on what they were being held responsible for delivering.

Beating the Odds analyzed two assessments – state and national – because the nation does not have a single system to measure progress relative to the same standard across school districts in all states.