

## Definitions

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### Cross-Reference List for Abbreviated Labels

Abbreviated Label	Label's Full Title
<b>Race/Ethnicity</b>	
Black	Black or African American
American Indian	American Indian or Alaska Native
Hispanic	Hispanic or Latino
Pacific Islander	Native Hawaiian or Pacific Islander
<b>Subgroups</b>	
Disabled	Student with a Disability
Eco Disadvantaged	Economically Disadvantaged
ELL	English Language Learner
Non-Eco Disadvantaged	Non-Economically Disadvantaged
<b>Graduation Rates</b>	
GED	General Education Development Diploma

**Not Reported** – This indicator is used when information about a student, such as the student's race/ethnicity, is not reported to the Florida Department of Education and is therefore unknown.

### Race/Ethnicity Definitions

**American Indian or Alaska Native** – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American** – A person having origins in any of the black racial groups in Africa.

**Hispanic or Latino** – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. All students who indicated they are Hispanic or Latino are included only in the Hispanic counts; they are not included in the other racial categories they selected.

**Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Two or More Races** – Students who select more than one racial category but do not indicate that they are Hispanic or Latino.

**White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

## Subgroup Definitions

**Economically Disadvantaged** – Economically disadvantaged students are students determined to be eligible for free and reduced price meals under the National School Lunch Program.

The following codes from the Automated Student Database are used in the aggregation of the number of students considered “economically disadvantaged.” While the lunch status is submitted to FDOE (<http://fldoe.org/core/fileparse.php/7729/urlt/0100261-146025.pdf>), the Florida Department of Agriculture and Consumer Services oversees implementation of the National School Lunch program should users have additional questions regarding the lunch program or need additional information regarding the Community Eligibility Provision (CEP) Schools.

Code:	Definition:
2	The student is eligible for free lunch.
3	The student is eligible for reduced-price lunch.
4	The student is enrolled in a USDA-approved Provision 2 school
C	The student is enrolled in a USDA-approved Community Eligibility Provision (CEP*) school and is identified as Eligible for free meals based upon the Direct Certification determination or the extension of eligibility to the Household due to eligibility of an identified direct certified student.

\*Community Eligibility Provision (CEP) – As an alternative to collecting individual applications for free and reduced price meals, the CEP allows schools that predominantly serve children from low-income families to offer free, nutritious school meals to all students through the National School Lunch and School Breakfast programs.

The CEP uses information from other programs, including the Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance Program for Needy Families (TANF) instead of traditional paper applications. USDA website: <http://www.fns.usda.gov/school-meals/community-eligibility-provision>.

**English Language Learner (ELL)** – An ELL student is one who

- was not born in the U.S. and whose native language is other than English; or was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English language proficiency; and
- who as a result of the above has sufficient difficulty speaking, reading, writing or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

**Gifted** – A student who has superior intellectual development and is capable of high performance. Gifted eligibility criteria are outlined in State Board of Education Rule 6A-6.03019, F.A.C.

**Non-Economically Disadvantaged** – A student who is not eligible or who has not applied for participation in the Free, Reduced or Full Price Lunch Program.

**Students with a Disability** – Section 1007.02, F.S., defines “student with a disability” as a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

## Florida Standards Assessments (FSA) Scoring & Reporting Definitions

**Achievement Levels** – Also referred to as performance levels, the five categories of achievement represent the success students demonstrate with the content assessed. The achievement levels are helpful in interpreting what a student’s score represents. There are five performance levels, corresponding to the following performance descriptions:

- **Level 1:** Students at this level demonstrate an **inadequate** level of success with the challenging content of the Florida Standards.
- **Level 2:** Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the Florida Standards.
- **Level 3:** Students at this level demonstrate a **satisfactory** level of success with the challenging content of the Florida Standards.
- **Level 4:** Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the Florida Standards.
- **Level 5:** Students at this level demonstrate **mastery** of the most challenging content of the Florida Standards.

The minimum score in Level 3 is the passing score for each assessment.

**Achievement Level Cut Scores**—The minimum scale scores (cut score) for placement in each of the five achievement levels. The cut scores are established through a process called **Standard Setting** and were established in [State Board of Education Rule 6A-1.09422](#).

**Florida Standards**—The core content of the curricula taught in Florida in English language arts and mathematics. The Florida Standards specify the core content knowledge and skills that K-12 public school students are expected to acquire in the subject areas of English language arts and mathematics.

**Mean Scale Score**—The calculated mean scale score of all students at the school, district, or state level.

**Passing Score**—The minimum scale score in **Achievement Level 3** for each grade and subject.

**Percent Passing**—The percentage of students in the district or the state that achieve a scale score at or above the **passing score** for each assessment. Percent passing is only reported on district and state summary reports.

**Standard Setting**—The process by which achievement level cut scores are established. [Standard setting](#) is based on input from educators, community and business leaders, and the public, as well as the state’s education leadership.

## Graduation Rate Definitions

**At-Risk** – At-Risk students are those who scored at Level 2 or below on both FCAT/FCAT 2.0 Reading and FCAT/FCAT 2.0 Mathematics in grade 8. “At-Risk” does not apply to students in grade levels lower than grade 8. The At-Risk graduation rate was first calculated for the 2009-10 cohort.

**Certificate of Completion** – Students who are awarded a certificate of completion who earned the required number of credits within four years of their initial enrollment in grade 9, but failed to pass the assessments required under s. 1008.22(3), F.S., or achieve a 2.0 GPA.

**Cohort Dropouts** – Dropouts are students who have voluntarily removed themselves from the school system before graduation; students who have not met the relevant attendance requirements of the school district or who were expected to attend a school but did not enter as expected for unknown reasons; students who have withdrawn from school and have not transferred to another public or private school or enrolled in any career, adult, or alternative educational program; students who have withdrawn from school due to hardship, unless such withdrawal has been granted under the provisions of s. 329.091, F.S., court action, expulsion, medical reasons, or pregnancy; or students who are not eligible to attend school because of reaching the maximum age for an exceptional student program in accordance with the district’s policy.

**General Education Development (GED) Diploma** – A diploma that is awarded to those who pass the five required GED® tests in science, social studies, mathematics, language arts (reading), and language arts (writing).

**Graduation Rate** – Florida’s high school graduation rate is the percentage of students who graduated with a standard diploma within four years of their initial enrollment in ninth grade.

**Non At-Risk** – Students who scored Level 3 or higher on FCAT 2.0 Reading or FCAT 2.0 Mathematics, or both, in grade 8. “At-Risk” does not apply to students in grade levels lower than grade 8. The At-Risk graduation rate was first calculated for the 2009-10 cohort.

**Special Diploma** – Diploma awarded to certain students with disabilities as defined in s. 1003.438, Florida Statutes.

**State Graduates** – As defined in 34 C.F.R. §200.19(b)(1)(i)–(iv), graduates are students who graduate in four years with a regular high school diploma (standard diploma). The requirements for a standard high school diploma are specified in s. 1003.4282 or s. 1002.3105, F.S.

**Still Enrolled** – Students who are still enrolled in school who did not earn a standard high school diploma, special education diploma, certificate of completion, or GED within four years of their enrollment in grade 9.

## Next Generation Sunshine State Standards (NGSSS) Scoring & Reporting Definitions

**Achievement Levels**— Also referred to as performance levels, the five categories of achievement represent the success students demonstrate with the content assessed. The achievement levels are helpful in interpreting what a student’s score represents. There are five performance levels, corresponding to the following performance descriptions:

- **Level 1:** Students at this level demonstrate an **inadequate** level of success with the challenging content of the Next Generation Sunshine State Standards.

- **Level 2:** Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the Next Generation Sunshine State Standards.
- **Level 3:** Students at this level demonstrate a **satisfactory** level of success with the challenging content of the Next Generation Sunshine State Standards.
- **Level 4:** Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the Next Generation Sunshine State Standards.
- **Level 5:** Students at this level demonstrate **mastery** of the most challenging content of the Next Generation Sunshine State Standards.

The minimum score in Level 3 is the passing score for each assessment.

**Next Generation Sunshine State Standards (NGSSS)**—The core content of the curricula taught in Florida in science and social studies. The NGSSS specify the core content knowledge and skills that K-12 public school students are expected to acquire in the subject areas of science, social studies, visual and performing arts, physical education, health, and foreign languages. The NGSSS benchmarks identify what a student should know and be able to do at each grade level for each subject area.

**Score Scale**—The score range used for reporting scores on the entire test for the Statewide Science Assessment and the NGSSS U.S. History, Civics, and Biology 1 End-of-Course (EOC) assessments.

**State Mean**— The average scale score for each assessment used for comparison purposes. Individual student scores, school mean scores, or district mean scores can be compared to the state mean.

## Teacher Definitions

**In-Field Teachers** – A teacher is teaching “in-field” when assigned teaching duties in a class dealing with

- subject matter in which the teacher is certified, or
- a field that was the applicant's minor field of study, or
- a field in which the applicant has demonstrated sufficient subject area expertise (as determined by district school board policy in the subject area to be taught)

**Out-of-Field Teachers** – A teacher is teaching “out-of-field” when assigned teaching duties in a class dealing with subject matter:

- outside the field in which the teacher is certified, or
- outside the field that was the teacher’s minor field of study, or
- outside the field in which the teacher has demonstrated sufficient subject area expertise (as determined by district school board policy in the subject area to be taught)

**Highly Qualified Teachers** – All teachers who give instruction in the core academic subjects of Art-Visual Arts, Drama-Theatre, English, World Languages, Language Arts, Mathematics, Music, Reading, Science, and Social Studies (History, Economics, Political Science and Geography) at any level must meet the following criteria in order to be a “Highly Qualified Teacher:

- hold an acceptable bachelor’s or higher degree, and
- hold a valid Florida Temporary or Professional Certificate.

In addition:

1. All (elementary, middle, and secondary) "not new" teachers of core academic subjects must meet one of the following criteria:
  - a. hold a valid infield Temporary or Professional Certificate and have passed the appropriate subject

- area test in the subject area assigned OR –
- b. have documented the 100 points for the High Objective Uniform State Standard of Evaluation (HOUSSE) plan for the core academic subject area assigned (transferable from out of state using the out of state SAE verification form) OR –
    - i. for elementary teachers have:
    - ii. a valid Florida Professional Certificate appropriate for the grade level(s) assigned and
    - iii. verification from another state of passing an appropriate subject area exam for the grade level(s) assigned (transferable from out of state using the out of state SAE verification form).
  - c. for middle and secondary teachers have:
    - i. a major, equivalent courses, or
    - ii. a passing score on the subject area exam in the subject area assigned as evidenced by a valid infield certificate.
2. "New" elementary teachers, teachers with no teaching experience, must meet one of the following criteria:
- a. hold a valid in-field Temporary Certificate in the area assigned and have passed the appropriate subject area test in the subject area assigned OR
  - b. hold a valid in-field Professional Certificate in the area assigned.
3. "New" middle and secondary teachers, teachers with no teaching experience, must meet the following:
- a. have a major, equivalent courses, or
  - b. a passing score on the subject area exam in the subject area assigned as evidenced by a valid infield certificate.

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