



CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Somerset Academy Hollywood #5387

CHARTER SCHOOL LOCATION NUMBER: 5387 **GRADES SERVED:** K-5 (currently, grades K-2) **DATE:** 12/15/2017

☐ This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes.

NAME OF NON-PROFIT: Somerset Academy, Inc.

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

NAME OF CONTACT PERSON: Dr. Mary C. Stuart

TITLE/RELATIONSHIP TO NON-PROFIT: Principal

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NAME OF EDUCATION SERVICE PROVIDER (if any): Academica

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

Mary C. Stuart

Printed Name

Signature

Principal

Position/Title

12/15/2017

Date

Broward County Public Schools

Charter School Renewal: Indicators and Standards

In accordance with section 1002.33(7)(a)19b1, Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract 1002.33(7)(a)19. Pursuant to section 1002.33(8)(a), Florida Statutes, “the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. The sponsor may also choose not to renew or may terminate the charter for any of the following grounds:

1. Failure to participate in the state’s education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter;
2. Failure to meet generally accepted standards of fiscal management;
3. Violation of law;
4. Other good cause shown.”

In conducting a renewal program review, the sponsor will focus its analysis on the school’s performance in three categories:

- Educational Performance
- Financial Performance
- Organizational Performance

The following defines specific indicators (the types/level of information and data collected) and standards (the benchmark by which such indicators are measured) that will be analyzed and evaluated within these categories. It is a school’s performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

Furthermore, should a charter school meet the standards for renewal, the Sponsor will also review future Educational, Financial and Organizational Plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/amendments proposed to the current charter agreement that would take effect over the subsequent contract term will be negotiated using the SBBC contract template.

Important Reminders

- All renewal documents must be submitted electronically, into Charter-Tools, by Friday, December 15, 2017. Only electronic documents submitted in Charter-Tools will be accepted.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal document and all attachments referenced in the narrative.
- When the Renewal Program Review is uploaded into Charter-Tools, rename the document using the format of HappyCharter6868; SunnyCharter7878, etc.
- Renewal packets must contain a table of contents identifying the pages where the sections are discussed. Table of Contents must accurately identify each section, including attachments, with correct page numbers. Revise the provided Table of Contents to accurately reflect the page numbers of the final draft.
- Number all pages and ensure that pagination is in sequential order.

NOTE: Renewal Program Reviews will be reviewed and evaluated as submitted; additional documents will not be accepted after Friday, December 15, 2017.

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EXECUTIVE SUMMARY

The Executive Summary should provide an overview of what the charter school has accomplished over the last term of its contract agreement; how the charter school is adequately fulfilling its mission and vision; what concerns and/or deficiencies there are in the educational, financial and/or operational performance of the charter school and provide information on the charter school's goals for the next term of the charter agreement should the charter school be approved for renewal.

The Executive Summary should not exceed two (2) pages.

Evaluation Criteria: Executive Summary

The Executive Summary will not be rated. This section should provide the reviewer with general information about the charter school's past, present and future.

Somerset Academy Hollywood #5387, opened its doors 2013-2014 school year as K-5 elementary school in East Hollywood. Due to low enrollment, we used combination grade-level classrooms. This provided us a wonderful opportunity to work with our students and help them to grow both socially and academically. During our inaugural year the state changed the criteria for a school to receive a grade. If a school had 10 or more students with previous scores, the school would be graded. Somerset Academy Hollywood #5387, had 11 students with previous scores therefore was graded and received an F.

The second year was the transition from FCAT 2.0 to FSA. With the transition from FCAT to FSA, it was not until February 2016, almost a year after students were tested, that school grades for the 2014-2015 school year were released. The school received an F designation for the 2014-2015 school year. At the end of the 2014-2015 school year, Somerset Academy, Inc. decided that due to the low enrollment, the school would move to be co-located with an existing campus, Somerset Academy East Preparatory #5391. Throughout the renewal documents please note that we have listed data for both campus as it applies. For many of the questions, there is data for the first two years that were part of our history but not part of the present.

At the existing campus, for the 2015-2016 school year, Somerset Academy Hollywood #5387, opened with kindergarten and has grown by a grade level each year. Currently the school services kindergarten through second grade students. We will continue to add a grade level each school year until we service students in K-5. Since our move, the data has shown that the students are making strides each year. Our teachers use pacing guides and effective instructional strategies to provide our students with a quality education. Technology is infused in the classroom and enhances

the lessons being taught. Somerset Academy Hollywood #5387, also takes pride in developing the whole child through character development as well as rigorous academics.

Somerset Academy Hollywood #5387, is a small school co-located with another elementary. The school has a high percentage of economically disadvantaged and minority students. It is a Title 1 school and receives funding to support its educational programs. One of our challenges is that parents have a difficult time assisting their children with the new standards and with English. We offer parent universities to help support our parents and provide guidance on ways they can help their child.

We are on the right track as we look forward to the next five years. Next year, will be our students first year taking the FSA since the move to the new campus. We are excited to receive the data and continue to make learning gains. We know how hard our students and teachers work to prove that they can achieve success. Moving to a new campus has invigorated our staff.

Having a choice in public education is a trend which is favorable amongst families. At Somerset Academy Hollywood #5387, we never stop growing, learning, and changing to meet the needs of our students. This is the only way to ensure that year after year, families will continue to choose our school. This makes it necessary for us to work harder and provide the highest quality education for our students. The goals for the school over the next five years are to continue to provide a curriculum that is rigorous, standards based, and student centered. There will be a focus on providing professional development for educators to increase student achievement. We will ensure that our teachers are current in best practices for all subject areas.

Although we have moved and there has been challenges with the transition to a new campus, Somerset Academy Hollywood #5387, has remained steadfast in their mission. We believe that students learn best when they are motivated to succeed. We encourage our stakeholders to be a part of the school community and share their voice. Together, we believe that we make a difference in our community.

EDUCATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)3, 1002.33(7)(a)4, 1002.33(16)(a)2, 1003.435 and 1008.341, Florida Statutes

Federal and State Accountability:

- A. AYP/AMO School Improvement Status
- B. AYP/AMO Attainment
- C. Subgroups Attainment of AYP/AMO
- D. FCAT 2.0 / FSA / EOC Achievement
- E. Annual Student Gains
- F. Annual Gains of Students in the Lowest 25 Percent
- G. Percentage of Students Tested
- H. Relative Performance
- I. School Grade (If available)
- J. School Improvement Plan (If applicable)
- K. 300-Lowest Performing Elementary Schools Plan (If applicable)
- L. School Improvement Rating (If applicable)
- M. Graduation Rate (If applicable)
- N. Cohort Data

In narrative format:

- A. Explain the charter school's current School Improvement Status. How has the school met these standards required for federal and state accountability? If the charter school has not met these standards, what measures will be implemented for improvement?**

Somerset Academy Hollywood #5387, was located at another campus in the Hollywood, Florida area for the first two school years, 2013-2014 and 2014-2015. During these years, the school serviced kindergarten through fifth grade. The school used combination grade-level classrooms due to low enrollment. The school was graded and earned a school grade of "F" for both years. Due to the school grade of "F" in the 2013-2014 school year, Somerset Academy Hollywood #5387, was mandated to complete a school improvement plan. A School Improvement Plan was not required for the 2014-2015 school year, as that was the first year the students were assessed using the FSA.

Due to the low enrollment, the Somerset Academy, Inc. Governing Board decided that the school would relocate to an existing campus near-by for the 2015-2016 school year. In beginning of the 2015-2016 school year, Somerset Academy Hollywood #5387, serviced kindergarten students at the new location. The school added first grade in the 2016-2017 school year as the kindergarten students moved up. The school added second grade this school year and will continue to add a grade level each year until the school services students in grades K-5.

Since the school has only serviced kindergarten through second grade the past few years as indicated above, the school was not required to administer state assessments such as FCAT and/or FSA. Therefore, AYP/AMO data for the school has not been established. Additionally, we are unable to compare our student population to schools with comparable student populations because data for this comparison is not publicly available or accessible. Currently, the school is not required to develop a School Improvement Plan due to the grade levels served.

Somerset Academy Hollywood #5387, has monitored the academic progress of its students and has established student achievement goals throughout the term of the contract. The school uses progress-monitoring data to analyze student growth and develop a plan for student success. This is evidenced by the attached progress monitoring data located in Appendix E.

B. Include the schools plan to increase and/or maintain its AMO status for the upcoming term of the charter.

The first year Somerset Academy Hollywood #5387 was open AMO's were no longer calculated. Somerset Academy Hollywood #5387 will continue to use quarterly progress monitoring programs to monitor student growth and identify strengths and weaknesses in reading and math.

Teachers use instructional focus calendars and pacing guides to guide instruction as well as formative assessments to provide differentiated instruction. Somerset Academy Hollywood #5387, has opted in to the district's reading plan and uses the updated Journey's reading and Go Math curriculum. Additionally, supplemental materials listed in "Chart C," elementary instructional materials information, are used each year. Some of these consist of SRA Early Interventions in Reading, i-Ready software, Journey's Write-In Readers, and My-On Learning software. All materials used are aligned to Florida Standards to ensure that our students demonstrate mastery of the skills required per grade level.

Somerset Academy Hollywood #5387, will continue to provide resource teachers to conduct push-in and/or pull-out of small groups to assist our students that are lowest 25%, in Response to Intervention (RTI), and/or require additional support.

Somerset Academy Hollywood #5387, has serviced the ESE students according to their individual educational plans (IEP) through a certified ESE teacher/specialist and/or certified professional as needed. Teachers provide accommodations as noted in the IEP at a Glance on class assignments as well as state mandated assessments. ELL students are also provided accommodations using the ESOL matrix and addendum. The school commits to following Federal, State, local laws, policies and procedures as well as BCPS policies and procedures regarding SWD, ELL, and gifted students.

Somerset Academy Hollywood #5387, was listed as one of the lowest 300 schools in reading for the 2014-2015 school year and was required to extend the school day by one hour. This is evidenced in the Lowest 300 Performing Elementary Schools Plan located in Appendix F. Due to the transition from FCAT to FSA, the State of Florida decided to carry over the lowest 300 schools in reading for a second school year. Somerset Academy Hollywood #5387, fulfilled that requirement by offering our students one hour of additional reading instruction after school for those two years.

C. Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).

Somerset Academy Hollywood #5387 was graded for the 2013-2014 school year and the 2014-2015 school year, however, AMO's were no longer calculated as of the 2013-2014 school year. Somerset Academy Hollywood #5387 did analyze subgroups to determine progress of our students.

Effective for the 2013-2014 school year, schools that had 10 students or more that had previous scores, would receive a grade as compared to a minimum of thirty students the previous years. Somerset Academy Hollywood #5387 had 10 students with previous scores. The data provided by the State DOE is limited to two (2) subgroups. Black/African American students scored 36% proficient in reading and 18% proficient in math. Economically disadvantaged students scored 40% proficient in reading and 25% proficient in math. We had a small population in the third through fifth grade levels. Although ELL data was not provided due to the fact that there were less than 10 students tested, the school did have ELL students and analyzed the data to add the third subgroup. In kindergarten 40% of the ELL students scored proficient on the FAIR, 77% of first grade students met proficiency on the primary reading assessment and 67% of second graders.

The 2014-2015 school year was the second year of operation for Somerset Academy Hollywood #5387. The school enrolled students in grades K-5. This was the first year of the administration of the Florida Standards Assessment and a hold harmless year. For the purposes of comparison, we calculated the three (3) subgroups that were noted in the 2013-2014 table below. Please note that the comparison is not an accurate picture since we are comparing FCAT and FSA.

Kindergarten students were not assessed using FAIR but DRA2 was used for progress monitoring. 100% of the ELL students scored proficient on the end-of-year Developmental Reading Assessment (DRA2); 66% of ELL students in first grade met proficiency on the primary reading assessment and 80% of ELL students in second grade met proficiency on the primary reading assessment.

The 2015-2016 school year the school was relocated to an existing Somerset Academy. The decision was made by the Somerset Academy, Inc. Governing Board due to enrollment reasons. Due to space constraints, the school only enrolled students in Kindergarten and had a total of 15 students. The only data that was gathered was for that grade level. On the end of year Developmental Reading Assessment (DRA2) 75% of the ELL students were proficient. We also progress monitored the students using iReady.

FCAT and FSA data per subgroup is identified in the chart below. The chart shows the FCAT 2.0 data for the 2013-2014 school year and the FSA Reading and Math data for the 2014-2015 school year. Evidence for FCAT and FSA scores can be located in Appendix A and B. For the 2015-2016 school year, no FSA data was recorded as the school only enrolled kindergarten students. The same for the 2016 – 2017 school year, as the school only enrolled kindergarten and first grade students. The school will continue to add a grade level each year until it serves students in grades K-5. Next school year, 2018- 2019, will be the first year the students are assessed on the FSA in the new campus.

	2013-2014		2014-2015		2015-2016 / 2016-2017	
Subgroups	Reading % Satisfactory	Math % Satisfactory	Reading % Satisfactory	Math % Satisfactory	Reading % Satisfactory	Math % Satisfactory
ALL STUDENTS	36	22	30	31	NA	NA
BLACK/AFRICAN AMERICAN	36	18	11	22	NA	NA
HISPANIC						
WHITE						
ENGLISH LANGUAGE LEARNERS	17	0	25	0	NA	NA
STUDENTS WITH DISABILITIES						
ECONOMICALLY DISADVANTAGED	40	25	23	31	NA	NA

Although AMO targets are not available, administration and teachers meet every other week to analyze student data to drive instruction and ensure students are receiving differentiated instruction. Pacing guides and focus calendar will be adjusted accordingly. Data binders are maintained by all instructional staff and identify student progress in meeting the standards in reading and math. Those standards that have not been met, and reflect the most deficiencies, will be taught during small group instruction until mastery.

D. Summarize the demonstrated proficiency or the charter school's progress toward meeting proficiency in subjects tested (math, reading, writing and science). If the school is not using state assessments such as FSA or EOC, what assessments are administered and how often is student progress monitored?

Somerset Academy Hollywood #5387 was graded for the 2013-2014 school year and the 2014-2015 school year. The school analyzed the data derived from the state assessments and reviewed the proficiency of the 11 students with previous scores.

In 2013 – 2014 overall, in the FCAT 2.0, in the area of reading, 17% (1 student out of 6), scored proficient, level 3 or above. In FCAT 2.0 in the area of math, 0% (0 out of 6 students), scored proficient, level 3 or above. In FCAT 2.0 in the area of writing, 25% (2 out of 8 students), scored proficient. In FCAT 2.0 Science, 33% (1 out of 3 students), scored proficient. Evidence of FCAT 2.0 data can be located in Appendix A. The data was analyzed for the students in kindergarten through second grade. At the end of the school year, we found that

75% (15 out of 20 students), of the kindergarten students, were proficient in the FAIR. In the Primary End-of-Year Assessment, 48% of the first grade students (11 students out of 23), and 90% (9 out of 10), of the second grade students, were proficient in the end of year.

The data shows that majority of the students did not achieve proficiency the first year. We attribute this to low student enrollment and the difficulty in finding highly qualified teachers. Due to the school grade of “F,” the school was required to complete a School Improvement Plan, and goals were established for the 2014-2015 school year. The 2014-2015 school year was the first year that the FSA was administered and therefore the data could not be compared to the FCAT. Further, we have found that location and student body were variables that affected a true comparison. In reviewing the data from previous years, we have found the benefit of progress monitoring the students and analyzing the data in both math and reading.

Since the 2015-2016 school year, Somerset Academy Hollywood #5387, moved its’ campus and has only serviced students in kindergarten through second grade. Students in these grade levels are not required to take FSA or FCAT 2.0 assessments. The school has opted in to the district’s comprehensive reading plan. The student’s progress is monitored during three (3) or four (4) assessment periods as applicable, each school year. Evidence of progress monitoring reports for the prior five years can be located in Appendix E. The assessments that students at Somerset Academy Hollywood #5387 take are the following:

- **Letter/Sound Assessment:** The goal is to assess kindergarten students in letter recognition and sound recognition. Teachers use the test results to re-teach specific letters and sounds that students cannot identify and to monitor the students’ progress throughout the school year in this area. This test is administered four times per year.
- **Concepts of Print:** This test is administered four times a year to kindergarten students. Teachers assess the students in the concepts of print. These are important concepts in learning how to read; therefore, monitoring the progress in this area is essential.

- **FLKRS**: This is a developmental screening tool based on the Work Sampling System. It allows kindergarten teachers to understand what their students know and can do.
- **STAR Early Literacy**: This is a computerized, progress monitoring reading assessment for kindergarten students. The scale score indicates if the student is an early emergent reader, late emergent reader, transitional reader or a probable reader.
- **i-Ready Reading and Math Diagnostic**: This is a computerized, progress monitoring reading and math assessment for kindergarten through second grade students. The results indicate the grade level that the student is working on. The student profile report provides a level for each domain. Teachers use the instructional grouping report as a tool to group their students in the class. This test is administered three times per year.
- **Primary End-of-Year Assessment in Reading**: This is a paper based reading assessment that is administered to first and second grade students to determine promotion as defined in Policy 6000.1 of the Pupil Progression Plan. First grade students are required to achieve a 55% or higher and second grade students are required to achieve a 65% or higher on this assessment.

E. Explain if the students are making one year's worth of growth annually in mathematics and reading. If the students are not, what measures will the charter school implement?

In ELA, for the 2013-2014 school year, 75% of the students in Kindergarten scored proficient on the FAIR. Comparisons across years with the 2016 DRA results would not provide an accurate picture. In the 2014-2015 school year, 71% of the students were on or above grade level in reading according to our end-of-year i-Ready reading diagnostic. By the end of the 2014 – 2015 school year, 100% of the kindergarten students were proficient in reading according to the Developmental Reading Assessment (DRA2).

The school moved to a new location for the 2015-2016 school year. We continued to progress monitor the students in reading using iReady and the Developmental Reading Assessment (DRA2) in the 2015-2016 school year. Based on the results of the end-of-year, May 2016 results, 93% of our students were on or above grade level in iReady. Based on the results of the

Development Reading Assessment (DRAs), 87% of the students were proficient in reading. Since FAIR is no longer being used, we have used i-Ready to progress monitor the students in the area of reading. This occurs three times a year.

The school used i-Ready math to progress monitor the students. In the 2013-2014 school year, the kindergarten students went from 20% proficiency in math to 95% proficiency. In the 2014-2015 school year, our last year prior to our move to another campus, 86% of the kindergarten students ended the year on or above grade level. In the 2015-2016 school year, the school was at a new location. Based on the results of the end-of-year, May 2016 results, 80% of our students were on or above grade level. In 2016 – 2017, 78% of the students made progress towards their target. Evidence of progress monitoring data can be located in Appendix E. It is difficult to provide an accurate comparison since our present data only includes kindergarten through second grade students. In addition, the populations of the two different campuses are a variable that adds to the differing proficiency levels.

Currently, Somerset Academy Hollywood #5387 documents annual growth for students in grades K-2 in reading by progress monitoring students three times a year. The school monitors annual growth in mathematics by comparing the results of the Go Math Beginning of the Year test to the results of the Go Math End of the Year test. We also progress monitor three times a year using iReady in math and reading. All of these tests provide data that helps us drive instruction. Further, the data is used to address individual student needs and maintain fluid small group instruction based on student progress.

We conduct data chats bi-weekly and discuss student formative data and make instructional decisions. This has been working as it allows the school to analyze and make decisions that drive instruction. We will continue to assess and make changes as needed moving forward.

F. Of the students in the lowest 25%, explain if 50% of those students are making one year's worth of growth annually in mathematics and reading. If the students are not, what measures will the charter school implement?

The table below shows the learning gains for the 2013-2014 school year in Reading and Math on the FCAT 2.0 as reported by the State DOE. No data can be reported for the 2014-2015 school year as students were assessed using the Florida Standards Assessment.

	Learning Gains Points for Low 25% Reading	Learning Gains Progress Met for Low 25% Reading	Learning Gains Points for Low 25% Math	Learning Gains Progress Met for Low 25% Math
ALL STUDENTS	41	N	53	Y

As evidenced by FLDOE School Reports, Somerset Academy Hollywood #5387 reflects in ELA, 41% of the lowest 25% of students have shown a year's worth of growth; and in Math, 53% of the lowest 25% of students have shown a year's worth of growth. To increase the growth rate of students in the area of reading, Somerset Academy Hollywood #5387 incorporated the use of small groups and reading centers daily so that students who were struggling could be targeted. We also added, a reading coach to the staff in order to provide instruction from a highly qualified educator. We were an F School and designated one of the lowest 300 schools in the state of Florida for the 2014-2015 school year. In addition to the changes listed above, we additionally extended the school day by one hour and instructed the students in the area of reading. Evidence of the Lowest 300 Performing Elementary Schools Plan can be located in Appendix F. No data can be reported for the 2014-2015 school year as students were assessed using the Florida Standards Assessment.

For the 2015-2016 school year, Somerset Academy Hollywood #5387 was moved to another campus. Kindergarten was the only grade level serviced by the school. Students were not required to be assessed on the FSA or FCAT. Due to the FSA transition the previous school year, the school retained the designation of the lowest 300 schools in reading in the State of Florida. The school extended the school day by an hour and provided intensive reading to meet the requirements established by the state. Further, the school has analyzed the data and provided information on the lowest 25% as indicated below per grade level.

2015-2016 Progress of Lowest 25%**Kindergarten:**

- Based on I-ready reading diagnostic 75% of the lowest 25% made one year's worth of growth.
- Based on I-ready math diagnostic 50% of the 25% made one year's worth of growth.

2016 -2017 Progress of Lowest 25%**Kindergarten:**

- Based on I-ready reading diagnostic 66% of the lowest 25% made one year's worth of growth.
- Based on I-ready math diagnostic 50% of the 25% made one year's worth of growth.

First Grade:

- Based on I-ready reading diagnostic 50% of the lowest 25% made one year's worth of growth.
- Based on I-ready math diagnostic 66% of the 25% made one year's worth of growth.

The data shows that at least 50% of the lowest 25% are making one year's worth of growth. We will continue to track the progress of students in the lowest 25% and implement with fidelity researched based reading and math curriculum adopted by the state and used by Broward County Public Schools. The curriculum used follows the Language Arts Florida Standards (LAFS), and Mathematics Florida Standards (MAFS). Monitoring the standards and benchmarks ensures our students learn the content to mastery.

G. Verify that the school is appropriately administering applicable state standardized tests to its students. If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested?

Somerset Academy Hollywood #5387, administered the FCAT 2.0 and FSA in both ELA and Math to students in 3rd – 5th grade, as well as the FCAT 2.0 in Science to students in 5th grade during the 2013-2014 and 2014-2015 school years, as applicable. This can be evidenced by FCAT and FSA data located in Appendix A and B. The attached FSA District Report of

Schools evidences this. The school moved to a different campus for the 2015-2016 school year, and currently only serves students in kindergarten through second grade.

H. Identify if the charter school's performance meets or exceeds the performance of schools with closely comparable student populations.

For the 2013 – 2014 school year Somerset Academy Hollywood #5387's school performance did not met or exceeded the performance of schools with comparable student populations. The school was located in East Hollywood and had 11 students in third – fifth grade.

**Comparison of Area Public Schools
Percentages of Students Proficient in Each Area**

School	Reading	Math	Writing
	13-14	13-14	13-14
DISTRICT	57%	56%	3.4/60%
Somerset Hollywood	27%	0%	3.1/38%
Hollywood Central	62%	41%	3.5/63%
Colbert Elementary	31%	54%	3.0/39%
Oakridge	52%	51%	3.1/42%

For the 2014 – 2015 school year, the FCAT transitioned to FSA. The school did not perform like those within a five-mile radius. It was a hold harmless year and the last year the school was housed in that area. The chart below shows school grade comparisons for the area public schools in comparison to Somerset Academy Hollywood #5387.

School Name	2013-2014 School Grade	2014 – 2015 School Grade
Somerset Academy Hollywood	F	F
Hollywood Central	C	C
Colbert Elementary	D	D
Oakridge	D	D

For the 2015-2016 school year, Somerset Academy Hollywood #5387 was moved to another campus. Somerset Academy Hollywood #5387, currently only serves students in kindergarten

through second grade and cannot compare its student performance data to schools with comparable student populations for the 2015-2016 and 2016-2017 school years, because data for this comparison is not publicly available.

I. Identify the charter school's school grade. If the charter school did not obtain a school grade of "C" or above, what measures will the school implement or has the school been implementing to improve its grade? If a charter school does not get a school grade nor a School Improvement Rating, what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify students who may be struggling?

Somerset Academy Hollywood #5387, has not earned a school grade in the last 2 years as it only serves students in kindergarten through second grade. School grades for the prior 5 years can be located in Appendix C. The School Report Card for the 2014-2015 school year can be found in Appendix D. The 2018-2019 school year would be the first year a testing grade level will be offered at the new campus. The school will add third grade for the upcoming 2018-2019 school year, in which those students will be assessed on the FSA. Currently, for grades kindergarten through second grade, the school uses i-Ready to progress monitor the students, three times a year, in reading and math. We have used and/or will use the following assessments to identify struggling students and reach their needs.

- **Letter/Sound Assessment:** The goal is to assess kindergarten students in letter recognition and sound recognition. Teachers use the test results to re-teach specific letters and sounds that students cannot identify and to monitor the students' progress throughout the school year in this area. This test is administered four times per year.
- **Concepts of Print:** This test is administered four times a year to kindergarten students. Teachers assess the students in the concepts of print. These are important concepts in learning how to read; therefore, monitoring the progress in this area is essential.
- **FLKRS:** This is a developmental screening tool based on the Work Sampling System. It allows kindergarten teachers to understand what their students know and can do.

- **STAR Early Literacy:** This is a computerized, progress monitoring reading assessment for kindergarten students. The scale score indicates if the student is an early emergent reader, late emergent reader, transitional reader or a probable reader.
- **i-Ready Reading and Math Diagnostic:** This is a computerized, progress monitoring reading and math assessment for kindergarten through second grade students. The results indicate the grade level that the student is working on. The student profile report provides a level for each domain according to the subject. Teachers use the instructional grouping report as a tool to group their students in the class. This test is administered three times per year.
- **Primary End-of-Year Assessment in Reading:** This is a paper based reading assessment that is administered to first and second grade students to determine promotion as defined in Policy 6000.1 of the Pupil Progression Plan. First grade students are required to achieve a 55% or higher and second grade students are required to achieve a 65% or higher on this assessment

J. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.

Somerset Academy Hollywood #5387, was located at another campus in the Hollywood, Florida area, for the first two school years, 2013-2014 and 2014-2015 of the contract. During these years, the school served kindergarten through fifth grade. Due to low enrollment, the school operated combination grade-level classrooms. The school was graded and earned a school grade of “F” for both years. Due to the school grade of “F” in the 2013-2014 school year, Somerset Academy Hollywood #5387, was mandated to complete a school improvement plan. A School Improvement Plan was not required for the 2014-2015 school year, due to the introduction of the FSA.

Due to the low enrollment, the Somerset Academy, Inc. Governing Board determined that the school would relocate to a nearby existing campus for the 2015-2016 school year. In the beginning of the 2015-2016 school year, Somerset Academy Hollywood #5387, opened with kindergarten only at the new location. The school added first grade in the 2016-2017 school year as the kindergarten students moved up. The school added second grade this school year. Therefore, the school is not required to create a School Improvement Plan due to the grade levels served.

K. Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida. If yes, explain the measures that the charter school will take or has been taking to remedy this status.

Somerset Academy Hollywood #5387, was listed as one of the lowest 300 schools in reading for the 2014-2015 school year and was required to extend the school day by one hour. Due to the transition from FCAT to FSA, the State of Florida decided to carry over the lowest 300 schools in reading for a second school year. Evidence of the Lowest 300 Performing Elementary Schools Plan can be located in Appendix F. Somerset Academy Hollywood #5387s fulfilled that requirement by offering our students one hour of additional reading instruction at the end of the school day for those two years. Currently the school only serves kindergarten through second grade and, therefore, is not graded.

L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable. If the charter school has not received an SIR of Maintaining, what measures has the charter school taken or will the charter school take to improve the rating?

Somerset Academy Hollywood #5387, did not receive a School Improvement Rating.

M. Identify the charter school's graduation rate, if applicable. What has been the charter school's graduation rate goal? Has the charter school met this goal? If yes, what steps will the charter school take to continue to meet or exceed this goal? If no, what measures will the charter school implement to increase its graduation rate to meet its goal?

Somerset Academy Hollywood #5387, has a charter to service kindergarten through second grade and is currently servicing kindergarten through second grade students. Therefore, a graduation rate is not applicable for this school.

N. Provide in-cohort and post-cohort data and explain how the school will continue to increase in-cohort and post-cohort graduation rates.

Somerset Academy Hollywood #5387, has a charter to service kindergarten through second grade and is currently servicing kindergarten through second grade students. Therefore, a graduation rate is not applicable for this school.

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers that may be visible in any of the sources of evidence requested below.

Sources of evidence for this section should include attachments of the following:

- **FCAT 2.0 (applicable years during the term of current charter agreement)**
- **FSA (applicable years during the term of the current charter agreement)**
- **EOC (applicable years during the term of the current charter agreement)**
- **State AYP/AMO Standards**
- **FLDOE School Grade (prior 5 years)**
- **FLDOE Report Card**
- **300-Lowest Performing Elementary Schools Plan**
- **Progress Monitoring Reports (prior 5 years)**
- **Notification of School Improvement Rating (prior 5 years), If Applicable**
- **Graduation Rate (prior 5 years), If Applicable**
- **Approved State-Mandated School Improvement Plan, If Applicable – On File**

Unless otherwise specified, all sources of evidence will be for the prior year only.

Evaluation Criteria: Federal and State Accountability

This section should provide the reviewer with the academic details related to the charter school's federal and state accountability. The narrative should clearly explain the progress of the charter school and identify any shortcomings in standardized testing. The sources of evidence should be those that have been provided by the Florida Department of Education

EDUCATIONAL PERFORMANCE

Statutory References: Section 1002.33(7)(a)3, Florida Statutes

Mission-Specific Accountability:

A. Achievement of Mission/Specific Goals

In narrative format:

A. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school's agreement. If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.

The mission from the Somerset Academy Hollywood #5387 original application stated “The mission for Somerset Academy (Pompano) North, [which was later changed to Somerset Academy Hollywood], is to nurture the intricate balance between academics and arts, curriculum and culture, achieving Next Generation Sunshine State/Common Core standards and student success. The mission will lay the foundation and promote the development of responsible, passionate, lifelong learners in a safe and inviting environment. Constantly innovative administrators and educators, combined with involved parents, will be charged with the duty to aid the ascent of the students and reach their maximum potential.”

Keeping with the ideas behind the creation of the original mission statement, during the 2013-2014 inaugural school year, stakeholders came together during the first SAC meeting to adopt a mission that was created around our school community. The mission for Somerset Academy Hollywood #5387 became, “It is the mission of Somerset Academy Hollywood to recognize the uniqueness of each child and the importance of developing the whole child. We will implement a program which addresses high expectations, provides academically stimulating and challenging instructional programs, and a positive learning environment for all students. As a school community, we will support our students by providing a safe, secure, and stimulating environment that enables them to value diversity, solve problems, and experience success in all facets of their development.”

High expectations are set for all students and this has assisted the school in achieving its mission and ensuring that students make annual learning gains. The school also sets high expectations

for teachers. Teachers create professional growth plans annually, keeping in mind the schools mission, improvement plan and their individual needs. Teachers achieve these goals through the school's mentorship program. The school refers to its specific objectives, strategies, goals, assessments and evaluations to ensure that the curriculum, instructional strategies and student performance are revisited continuously throughout the year. In order to assure that these goals are met our staff participates in professional development based on the needs of the school.

Instructional Focus Calendars (IFC) and assessments, aligned to the standards that are adopted by the Broward County School District and based on school and student's needs, are developed collaboratively amongst the faculty. Instructional focus calendars are implemented for pacing and assessments are aligned across grade levels in support of the expectations for student learning outcomes. Differentiated instruction allows for the curriculum to be tailored to meet the needs of the individual student. Lessons are designed for all students and both challenging and remediation activities are incorporated into the concepts being taught.

Looking forward to the next five years, the mission of the school remains the same. The mission statement is a living statement that Somerset Academy Hollywood #5387, will help our students find success. Somerset Academy Hollywood #5387 believes that everyone deserves a chance to learn, and when children learn from people who are different from themselves, they are better able to understand and embrace those differences. When a student feels comfortable in their learning environment, they are more likely to open their minds in order to understand the thoughts and feelings of those around them.

As it is stated in the mission statement, we want our school to mirror how our students should act in society, they will learn real world skills and cognitively higher ways to think – students will not just be able to memorize knowledge but to apply it to their lives and in every situation.

Sources of evidence for this section should include attachments of the following:

- **The mission statement as defined in the charter school's initial contract/application**
- **In cases of subsequent renewals, include the mission statement as defined by the current agreement.**

Evaluation Criteria: Mission-Specific Accountability

This section should provide the reviewer with the charter school's mission and how the charter school has been achieving its goals as defined in the mission.

EDUCATIONAL PERFORMANCE

Statutory Reference: Sections 1002.33(7)(a)1, 1002.33(7)(a)2, 1002.33(7)(a)4, 1002.33(16)(a)3, 1003.56, Florida Statutes

State Board Rules: Rules 6A-6.0902 – 6A-6.0909 (ELL), 6A-603011 – 6A-60361 (ESE), Florida Administrative Code

Educational Program Implementation:

- A. Implementation of Mission
- B. Implementation of Curriculum and Instructional Techniques
- C. Implementation of Specialized Instruction for Students (particularly of those below grade level)
- D. Data-Driven Decision-Making
- E. Implementation of Exceptional Education Programs
- F. Implementation of ELL Program
- G. Implementation of MTSS/RtI Early Warning Systems

In narrative format:

A. Explain how the charter school is implementing its mission as defined in the charter school's agreement.

Somerset Academy Hollywood #5387's mission of providing resources and instruction to help form a solid foundation where students will become passionate lifelong learners and learning is designed around the whole child, helps to maximize student achievement. The school ensures that academic excellence is obtained by curriculum plans and instructional strategies that are aligned across grade levels. These documents include: state standards, curriculum guides, and lesson plans. Teachers are given Literacy Frameworks, as well as math and science guidelines to assist them in organizing their subject blocks and make time for whole group, small group, and independent work.

Part of our mission is educating the whole child, which includes helping them to build character and to be good citizens of the world. We infuse the character education into everything we do. We celebrate the students that are chosen in their classroom by having a pin ceremony and announcing their names to the entire school.

We maintain excellence and celebrate students' academic achievement by honoring them at a Principal's Honor Roll breakfast that is held quarterly. The students that attain this award, have the opportunity to have time with the Principal and eat breakfast with other high achievers across the grade-levels. They look forward to this event and strive to be a part of it.

B. Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school's contract.

Somerset Academy Hollywood #5387, is successfully implementing the research-based curriculum and instructional strategies as defined in the charter school's contract. Lesson plans are created on a weekly basis indicating daily goals to be met through various classroom and at home learning activities. Within the classroom teachers use whole group and small group instruction to meet the needs of all students. The core curriculum teacher's use is Journey's, Go Math, Science Fusion, and Harcourt Social Studies. For the push-in program for reading intervention, we use Journey's Write-in Readers. Additionally, we use i-Ready reading and math. Literacy is the main focus at Somerset Academy Hollywood #5387, and crosses the curriculum to be infused in all subject areas. Somerset Academy Hollywood #5387, uses the State of Florida approved reading plan adopted by Broward County Public Schools.

Leadership and educator professional growth plans assist the school in establishing goals and activities to drive effective instruction. Teachers create professional growth plans that allow them to focus on goals based on individual needs. The school uses Dr. Marzano's Art and Science of Teaching's Tool to observe faculty. Using formal and informal observations as well as walk-throughs, administrators can gauge the level of differentiated instruction and best practices being used within the four domains of effective teaching and learning.

C. Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students' ability to achieve grade level proficiency.

For struggling students, the school implements researched-based, effective instructional techniques that support the student success. With emphasis focused on struggling learners, Somerset Academy Hollywood #5387 has succeeded in these students making learning gains.

Progress monitoring is conducted three times a year using i-Ready. When students fall below grade level on a progress monitoring assessment, the student will be pulled into a small group or individual session to identify if there is an area of deficiency. Journey's is used in reading and Go Math intervention is used for math. If a student continues to struggle, they will be assessed either using the DRA2 for reading or Go Math pre-requisite skills test for math to gauge their level of instruction. If the level of instruction has fallen below grade level in any of the tested areas, the students will be placed in RtI Tier 2 for specific and focused support to close the gap in that area. If Tier 3 support is needed, the student will be pulled out three times a week

individually or with no more than two other students for more intensive support. Both the Reading Resource teacher and the Math Resource Teacher pull our struggling students. We have two para-professional's that supports our ELL students as needed in their home language. Our ESE teacher provides pull-out support to each of the classrooms to support our students and teachers.

D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.

The implementation of Instructional Focus Calendars (IFC) that lay out a detailed yearly instructional plan and the use of ongoing data analysis, Somerset Academy Hollywood #5387 competently uses qualitative and quantitative data to inform and drive instruction. Lessons are aligned with the Next Generation Sunshine State Standards and the Florida Standards as adopted by the State of Florida and Broward County Public Schools.

At the end of each school year vertical planning meetings are held between the grade levels. This planning is used to guide the preparation for the new school year. At the beginning of each year, this data is then used to create the classroom data binders.

Data chats focusing on progress monitoring tools (DRA2 and iReady), formative assessments, and standard based tracking are held monthly. Data analysis from those meetings guide the determination of professional growth opportunities to be offered to the teachers. Walk-throughs and formal observations are conducted to identify teacher's strengths and areas of weakness which are then also used to determine professional development.

E. Elaborate on how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic review and/or desktop review may be conducted.

To ensure reading and math proficiently goals, the school will assess each SWD using the i-Ready diagnostic assessments and compare it to previous test scores. This will help us to pinpoint specific student needs. With the implementation of IEP goals, classroom assessment data, and i-Ready diagnostic results, the ESE teacher can focus on individual needs more

effectively. Collaboration with classroom teachers in both reading and math for SWD will be a necessity in helping students reach proficiency.

Each SWD will be assessed using the Key Math assessment to help put a focus on the exact areas each individual student has difficulties in. After collection of data, in addition to collaboration with classroom teachers, and working towards mastery of individual math goals (as related to the students IEP), the ESE teacher will be able to pinpoint exact needs and execute accordingly.

To ensure reading and math proficiency goals for our gifted population, the gifted endorsed teacher will effectively communicate and collaborate with classroom teachers to facilitate student learning and to make sure students are being challenged to their full potential. The gifted endorsed teacher will make themselves available to assist classroom teachers with any necessary materials and resources to ensure success of gifted students. The gifted teacher will progress monitor quarterly to make sure student performance is adequate. Along with quarterly progress monitoring, the gifted teacher will keep a record of all student assessments as another means to monitor student progress.

MTSS/RtI

Consistency in the RtI progress (and RtI programs; Journey's Write-in Readers, i-Ready) has shown to be beneficial to the students. Two of the challenges of RtI/MTSS is holding the meetings with the CPST committee to analyze the graphs prepared by the classroom teachers, the Tier 3 interventions, and the creation of the graphs themselves. Classroom teacher still struggle with the creation of the graphs – they have all of the data but have difficulties balancing everything to get the graphs created. In an effort to assist the teachers complete this task, every Tuesday our RtI Coordinator makes herself available for an hour afterschool to sit and help the teachers to create the graphs.

F. Elaborate on how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable law. An On-Site Programmatic review and/or desktop review may be conducted.

During the 2016-2017 school year, Somerset Academy Hollywood #5387 had resources for our ELL students that included small group instruction, assistance in heritage language, ebooks in native languages, and the use of the ESOL strategies. For the 2016-2017 school year, Somerset Academy Hollywood #5387 implemented the previous school year resources, as well as add the

use of the online resource, Insync, that was rolled out by the ESOL department of Broward Public Schools. Somerset Academy Hollywood #5387 has bilingual resource assistants who are available to assist our ELL students, pushing into the classroom during instruction time and work directly with the ELL students.

Somerset Academy Hollywood #5387 will review ESOL student classifications and assessment data. This can be evidenced on the ELLevation Report and located in Appendix G. After review of the ESOL student data, including the ACCESS 2.0 data if applicable, the ESOL coordinator will set up a schedule to assess all ESOL students using a research based reading and/or Math assessment to determine what areas need to be strengthened. These assessments may include the DRA2 for reading and Key Math for math. This information will be brought to CPST committee to discuss and place students in appropriate intervention groups. With placement, ESOL students will receive intensive support to address academic weaknesses. Data will be analyzed every 6-8 weeks to check for progression/regression. Based on individual student data, CPST will decide what steps will happen next.

G. Explain the school's current process for MTSS/RtI. What is the school's plan for MTSS/RtI to ensure that the process is appropriately implemented during the next charter agreement term?

Somerset Academy Hollywood #5387, begins with analyzing student data from the previous school year. Any students that were retained or in the process of RtI will roll over for the following school year. Data chats are conducted bi-weekly from the beginning of the year to identify and/or monitor students. Members that attend are the administration, ESE specialist and classroom teacher. Students may be added to the MTSS/RtI program according to data trends and need for additional support. The tiers of each student are discussed and an action plan is created. Teachers implement instructional delivery that includes fidelity of instruction using a comprehensive core literacy program and interventions of increasingly intensity based on the differentiated needs of the students. This multi-tiered approach is based on progress monitoring and data analysis. Administration keeps data logs on every student and what tier they are in the program. Data chats are held bi-weekly to monitor the progress and ensure the process is being followed with fidelity.

Members of the team, (administration, ESE specialist, classroom teacher), analyze the data and documentation is provided to make further recommendations. Parents/guardians are kept informed

through the process. They are invited to all CPST meetings to review the data and analyze their child's academic/behavior graphs. The committee is then available to respond to any questions or concerns the parents may have during this process.

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers that may be visible in any of the sources of evidence requested below. This includes, ID numbers, parental information, birthdays, addresses...

Sources of evidence for this section should include attachments of the following:

- FCAT 2.0
- FSA
- EOC
- Progress Monitoring Reports
- Standardized Test Results
- Contractual Corrective Action Status
- State-issued High Performance Designation Letter, If Applicable
- Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan)
- 300 Lowest-Performing Elementary Schools Plan
- ELlevation Report – *Charter Schools Renewal Report* Only (ESOL Contacts can access this report on the Export Wizzard on ELlevation).
- High School Accreditation Status, If Applicable
- **Approved State-Mandated School Improvement Plan, If Applicable – On File**
- **On-Site Programmatic Reviews – On File**
- **Desktop Reviews – On File**

Evaluation Criteria: Educational Program Implementation

This section should provide for the reviewer a clear and concise explanation of the charter school's implementation of its educational program. Within the narrative, identification of how the school has effectively implemented any and all programs, strategies and supports for all students should be included. Measurable goals for student academic growth and improvement should be clearly defined.

Attachments – Educational Performance

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Educational Performance

- ☒ **FCAT 2.0 (applicable years during the term of current charter agreement)**
- ☒ **FSA (applicable years during the term of the current charter agreement)**
- ☐ **State AYP/AMO Standards**
- ☐ **EOC**
- ☒ **FLDOE School Grade (prior 5 years)**
- ☒ **FLDOE Report Card**
- ☒ **Progress Monitoring Reports (prior 5 years)**
- ☐ **Notification of School Improvement Rating (prior 5 years), If Applicable**
- ☐ **Graduation Rate (prior 5 years), If Applicable**
- ☐ **Standardized Test Results**
- ☒ **300 Lowest-Performing Elementary Schools Plan**
- ☐ **Implementation of Specific Contractual Corrective Action**
- ☐ **State-issued High-Performance Designation Letter, If Applicable**
- ☐ **High School Accreditation Status, If Applicable**
- ☐ **Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan)**
- ☒ **ELLevation Reports – Charter Schools Renewal Report Only**

Educational Performance

Appendix A:

FCAT 2.0 (applicable years during the term of current charter agreement)

2013 – 2014



Reading **School Report of Students** **Spring 2014** **Grade 3**

School **SOMERSET ACADEMY HOLLYWOOD**
 School ID **5387**
 District **BROWARD**
 District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (140-181)	Level 2 (182-197)	Level 3 (198-209)	Level 4 (210-226)	Level 5 (227-260)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	8	17	12	8		
		177	1					4	8	5	3			
		186		2				6	9	5	4			
		188		2				5	8	6	5			
		159	1					2	5	1	3	1	159	0
		203			3			5	13	9	6			
		180	1					3	6	5	6			
		168	1					2	6	4	3			
		166	1					1	5	3	4			
		206			3			7	13	9	6			
		210				4		8	13	9	6			
		NR2												
		193		2				5	8	9	5			

• Points earned by content area should not be compared across administrations.

• Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR5 = Below-Grade Tester

NR7 = FDOE Hold

NR3 = Marked Do Not Score

NR6 = Duplicate Record

NR8 = FDOE Invalidated

• NT = Not Tested



Reading School Report of Students Spring 2014 Grade 4

School **SOMERSET ACADEMY
HOLLYWOOD**
School ID **5387**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (154-269)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (154-191)	Level 2 (192-207)	Level 3 (208-220)	Level 4 (221-237)	Level 5 (238-269)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	9	14	11	11		
		216		3				6	9	9	10	4	212	4
		179	1					2	4	4	3			
		204		2				7	11	6	5			
		186	1					1	6	5	5	2	193	-7
		178	1					5	5	2	4	1	180	-2
		240					5	8	13	11	9			
		235			4			9	12	9	11	4	226	9
		214		3				7	8	9	9	3	201	13

- Points earned by content area should not be compared across administrations.

- Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR5 = Below-Grade Tester

NR7 = FDOE Hold

NR3 = Marked Do Not Score

NR6 = Duplicate Record

NR8 = FDOE Invalidated

- NT = Not Tested



Reading School Report of Students Spring 2014 Grade 5

School **SOMERSET ACADEMY
HOLLYWOOD**
School ID **5387**
District **BROWARD**
District ID **06**

Student Name	Student ID	Developmental Scale Score (161-277)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year		
			Level 1 (161-199)	Level 2 (200-215)	Level 3 (216-229)	Level 4 (230-245)	Level 5 (246-277)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	10	16	11	8		
		181	1					4	5	2	2	1	177	4
		236				4		8	14	9	6			
		205		2				7	7	6	3	1	186	19
		180	1					4	2	5	2			
		212		2				6	8	6	5	1	186	26
		253					5	9	15	11	7	4	228	25

- Points earned by content area should not be compared across administrations.

- Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR3 = Marked Do Not Score

- NT = Not Tested

NR5 = Below-Grade Tester

NR6 = Duplicate Record

NR7 = FDOE Hold

NR8 = FDOE Invalidated

School	SOMERSET ACADEMY HOLLYWOOD
School ID	5387
District	BROWARD
District ID	06

The students' responses were based on the following prompt:
"What do you like most about school? Think about what you like most about school. Now write to explain what you like most about school."

[illegible]

U-A = Blank Response
U-B = Off-Topic
U-C = Illegible, Incomprehensible, or Insufficient
U-D = Foreign Language



Mathematics
School Report of Students
Spring 2014
Grade 3

School **SOMERSET ACADEMY
HOLLYWOOD**
 School ID **5387**
 District **BROWARD**
 District ID **06**

Student Name	Student ID	Developmental Scale Score (140-260)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (140-182)	Level 2 (183-197)	Level 3 (198-213)	Level 4 (214-228)	Level 5 (229-260)	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	21	10	13		
		185		2				14	3	4			
		182	1					12	5	5			
		192		2				10	8	8			
		165	1					9	4	3	1	152	13
		176	1					11	2	7			
		180	1					11	6	6			
		177	1					9	5	7			
		164	1					6	4	6			
		189		2				10	5	7			
		174	1					7	3	7			
		159	1					5	4	2			
		194		2				12	7	8			

• Points earned by content area should not be compared across administrations.

• Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR5 = Below-Grade Tester

NR7 = FDOE Hold

NR3 = Marked Do Not Score

NR6 = Duplicate Record

NR8 = FDOE Invalidated

• NT = Not Tested



Mathematics

School Report of Students

Spring 2014

Grade 4

School **SOMERSET ACADEMY HOLLYWOOD**
 School ID **5387**
 District **BROWARD**
 District ID **06**

Student Name	Student ID	Developmental Scale Score (155-271)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (155-196)	Level 2 (197-209)	Level 3 (210-223)	Level 4 (224-239)	Level 5 (240-271)	Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	18	10	12		
	215			3				14	9	6	3	199	16
	195		1					10	2	10			
	209			2				14	6	6			
	171		1					6	1	4	1	178	-7
	185		1					4	4	4	1	184	1
	220				3			17	9	6			
	236					4		18	9	10	3	210	26
	226					4		15	9	10	5	229	-3

- Points earned by content area should not be compared across administrations.

- Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR3 = Marked Do Not Score

- NT = Not Tested

NR5 = Below-Grade Tester

NR6 = Duplicate Record

NR7 = FDOE Hold

NR8 = FDOE Invalidated



Mathematics
School Report of Students
Spring 2014
Grade 5

School **SOMERSET ACADEMY
HOLLYWOOD**
 School ID **5387**
 District **BROWARD**
 District ID **06**

Student Name	Student ID	Developmental Scale Score (163-279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (163-204)	Level 2 (205-219)	Level 3 (220-233)	Level 4 (234-246)	Level 5 (247-279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2013	Developmental Scale Score 2013	DSS Change from 2013 to 2014
								Points Possible	22	10	14		
	199	1						9	1	5	1	179	20
	224				3			14	6	7			
	191	1						4	1	6	2	199	-8
	185	1						8	1	5			
	211			2				11	5	4	1	194	17
	246					4		19	9	12	4	236	10

- Points earned by content area should not be compared across administrations.

- Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR3 = Marked Do Not Score

- NT = Not Tested

NR5 = Below-Grade Tester

NR6 = Duplicate Record

NR7 = FDOE Hold

NR8 = FDOE Invalidated



Science
School Report of Students
Spring 2014
Grade 5

School **SOMERSET ACADEMY
HOLLYWOOD**
 School ID **5387**
 District **BROWARD**
 District ID **06**

Student Name	Student ID	Scale Score (140-260)	Achievement Level						Points Earned by Content Area			
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)		Nature of Science	Earth and Space Science	Physical Science	Life Science
								Points Possible	10	16	16	14
AL	65	156	1						3	5	6	3
AL	65	204			3				8	14	12	9
GA	08	165	1						4	3	6	6
GP	51	157	1						2	5	6	5
LE	04	183	1						4	6	10	7
MI	11	222				4			9	15	15	11

- Points earned by content area should not be compared across administrations.

- Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria

NR3 = Marked Do Not Score

- **NT** = Not Tested

NR5 = Below-Grade Tester

NR6 = Duplicate Record

NR7 = FDOE Hold

NR8 = FDOE Invalidated

2014 ~ 2015

Science School Report of Students Spring 2015 Grade 5

School **SOMERSET ACADEMY
HOLLYWOOD**
School ID **5387**
District **BROWARD**
District ID **06**

Student Name	Student ID	Scale Score (140-260)	Achievement Level					Points Earned by Content Area				
			Level 1 (140-184)	Level 2 (185-199)	Level 3 (200-214)	Level 4 (215-224)	Level 5 (225-260)	Nature of Science	Earth and Space Science	Physical Science	Life Science	
								Points Possible	10	16	16	14
DALI		205	3					8	11	12	10	
GAR		178	1					5	4	6	9	
NUG		148	1					3	4	6	2	
ROD		190	2					6	7	10	10	
SALI		196	2					7	9	11	10	

- Points earned by content area should not be compared across administrations.

- Not Reported (NR) codes:

NR2 = Did Not Meet Attemptedness Criteria
NR3 = Marked Do Not Score

NR5 = Below-Grade Tester
NR6 = Duplicate Record

NR7 = FDOE Hold
NR8 = FDOE Invalidated

- NT = Not Tested

Educational Performance

Appendix B:

FSA (applicable years during the term of
the current charter agreement)

2014 ~ 2015

Florida

Standards Assessments

Online Reporting



Summary of Overall Student Performance

How did my students perform on the FSA ELA test?

Test: Grade 3 FSA ELA

Administration: Spring 2015

Name: SOMERSET ACADEMY HOLLYWOOD

Mean T Score

Grade 3 FSA ELA Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	Number of Students	Mean T Score
Florida	215254	50
BROWARD (06)	20667	50
SOMERSET ACADEMY HOLLYWOOD (06-5387)	9	-

T Score and Percentile Rank

Grade 3 FSA ELA Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	SID	T Score	Percentile Rank
AL		39	15
DU		44	27
FAI		42	21
GU		63	90
HA		54	63
HO		46	33
SAI		41	19
SAI		53	59
VA:		26	2

Based on data from the Florida

Points earned is not comparable

FSA Help Desk Information

1 866.815.7246

fsahelpdesk@air.org

Florida

Standards Assessments

Online Reporting



Summary of Overall Student Performance

How did my students perform on the FSA Mathematics test?

Test: Grade 3 FSA Mathematics

Administration: Spring 2015

Name: SOMERSET ACADEMY HOLLYWOOD

Mean T Score

Grade 3 FSA Mathematics Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	Number of Students	Mean T Score
Florida	215419	50
BROWARD (06)	20635	50
SOMERSET ACADEMY HOLLYWOOD (06-5387)	9	*

T Score and Percentile Rank

Grade 3 FSA Mathematics Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	SID	T Score	Percentile Rank
ALS		47	37
DUI		32	5
FAF		43	24
GUI		63	89
HAI		53	60
HOI		57	75
SAI		45	30
SAI		44	27
VAI		30	4

Based on data from the Florida

Points earned is not compare

FSA Help Desk Information

1 866 815 7246

fsahelpdesk@air.org

Florida

Standards Assessments

Online Reporting



Summary of Overall Student Performance

How did my students perform on the FSA ELA test?

Test: Grade 4 FSA ELA

Administration: Spring 2015

Name: SOMERSET ACADEMY HOLLYWOOD

Mean T Score

Grade 4 FSA ELA Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	Number of Students	Mean T Score
Florida	197630	50
BROWARD (06)	19503	50
SOMERSET ACADEMY HOLLYWOOD (06-5387)	6	*

T Score and Percentile Rank

Grade 4 FSA ELA Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	SID	T Score	Percentile Rank
COT		41	18
FRA		33	6
MEF		44	27
REY		55	68
SAN		42	21
SIR		53	60

Based on data from the Florida

Points earned is not comparab

FSA Help Desk Information

1.866.815.7246

fsahelpdesk@air.org

Florida

Standards Assessments

Online Reporting



Summary of Overall Student Performance

How did my students perform on the FSA Mathematics test?

Test: Grade 4 FSA Mathematics

Administration: Spring 2015

Name: SOMERSET ACADEMY HOLLYWOOD

Mean T Score

Grade 4 FSA Mathematics Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	Number of Students	Mean T Score
Florida	199291	50
BROWARD (06)	19561	50
SOMERSET ACADEMY HOLLYWOOD (06-5387)	6	*

T Score and Percentile Rank

Grade 4 FSA Mathematics Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	SID	T Score	Percentile Rank
C	18	48	41
F	50	31	4
N	39	40	16
R	38	49	45
S	33	31	4
S	35	55	69

Based on data from the FSA

Points earned is not complete

FSA Help Desk Information

1.866.815.7240

fsahelpdesk@air.org

Florida

Standards Assessments

Online Reporting



Summary of Overall Student Performance

How did my students perform on the FSA ELA test?

Test: Grade 5 FSA ELA

Administration: Spring 2015

Name: SOMERSET ACADEMY HOLLYWOOD

Mean T Score

Grade 5 FSA ELA Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	Number of Students	Mean T Score
Florida	196752	50
BROWARD (06)	18924	50
SOMERSET ACADEMY HOLLYWOOD (06-5387)	5	*

T Score and Percentile Rank

Grade 5 FSA ELA Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	SID	T Score	Percentile Rank
	702	55	67
	508	46	35
	275	30	3
	131	47	39
	285	42	22

Based on data from the F

Points earned is not comp

FSA Help Desk Information

1.866.815.7246

fshelpdesk@air.org

Florida

Standards Assessments

Online Reporting



Summary of Overall Student Performance

How did my students perform on the FSA Mathematics test?

Test: Grade 5 FSA Mathematics

Administration: Spring 2015

Name: SOMERSET ACADEMY HOLLYWOOD

Mean T Score

Grade 5 FSA Mathematics Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	Number of Students	Mean T Score
Florida	198938	50
BROWARD (06)	19052	50
SOMERSET ACADEMY HOLLYWOOD (06-5387)	5	*

T Score and Percentile Rank

Grade 5 FSA Mathematics Test for Students in SOMERSET ACADEMY HOLLYWOOD

Name	SID	T Score	Percentile Rank
DJ	2	46	34
GU	8	41	19
NI	5	26	2
RT	1	53	61
SJ	5	50	50
JE			

Based on data from the Flor

Points earned is not compar

FSA Help Desk Information

1.866.815.7246

fsahelpdesk@fsa.org

Educational Performance

Appendix : C

FLDOE School Grade
(prior 5 years)

2013 ~ 2014

2014 ~ 2015



5 Informational Baseline School Grades

Legend for School Types: 01=Elementary;
02=Middle; 03=High; 04=Combination

Additional information is available in the
School Grades calculations guide at
<http://schoolgrades.fldoe.org/>.

District Number	District Name	School Number	School Name	English Language Arts Achievement	Mathematics Achievement	College and Career Acceleration 2013-14	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Informational Baseline Grade 2015	Was the collocated rule used?	YES	YES	Charter School	Title I	Alternative/ESE Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region
06	BROWARD	5387	SOMERSET ACADEMY HOLLYWOOD	28	33		61	2	31	100	F	N	YES	YES				01	86	77	5

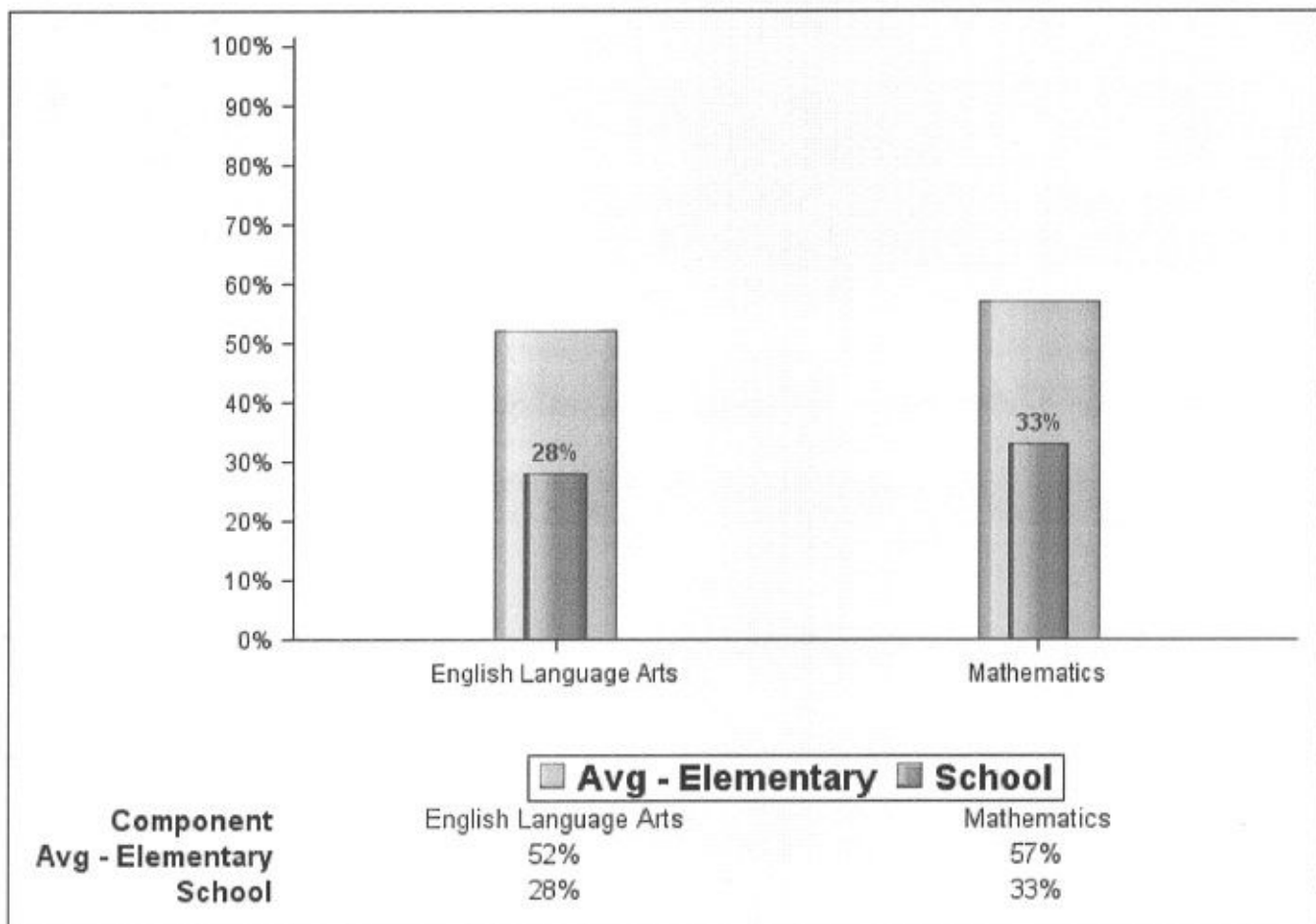
Educational Performance

Appendix : D

FLDOE Report Card

2013 ~ 2014

2014 ~ 2015

[Back to Selection](#)**SOMERSET ACADEMY HOLLYWOOD - 5387**BROWARD COUNTY SCHOOL DISTRICT
SCHOOL GRADE REPORT, 2014-15[District Website](#)**School Grade: F (31% of Total Possible Points)****Student Achievement
(Comparison by School Type)**

Educational Performance

Appendix : E

Progress Monitoring Reports (prior 5 years)

2013 ~ 2014








Progress Monitoring & Reporting Network: Reports

Class Status Report

4/29/2014 10:25 PM

District: Broward	School: Somerset Academy Hollywood	Calendar: District-Wide
Grade: Kindergarten	Teacher: Giustino, Danielle	Class: KG - Giustino, Danielle - U
Student(s): All	School Year: 2013-2014	Assessment Period: 3
Assessment Type: All	Task: All	Score Type: All

Class List	PRS	Score Details	Reading Comprehension				Listening Comp.	Vocabulary	Spelling
			Passage #	Fluency (WCPM)	Percent Accuracy	Total Correct (out of 5)	Total Correct (out of 5)	Percentile Rank	Percentile Rank
	32%						1	34 th	N/A
	55%						4	53 rd	N/A
	60%						2	47 th	N/A
	62%						3	47 th	N/A
	65%						2	3 rd	N/A
	87%						4	71 st	N/A
	88%						4	53 rd	N/A
	89%						3	47 th	N/A
	89%						2	53 rd	N/A
	91%		1.5	46	97%	4		85 th	N/A
	91%		1.4	28	93%	2		59 th	N/A
	91%		1.3	34	97%	4		53 rd	N/A
	91%		1.4	35	95%	4		71 st	N/A

91%		1.3	48	96%	3		71 st	N/A
91%						5	47 th	N/A
91%						3	9 th	N/A
91%		1.4	30	97%	4		91 st	N/A
91%		1.3	26	92%	2		53 rd	N/A
91%		1.4	40	93%	4		59 th	N/A
91%						5	76 th	N/A



20



Student Growth by Grade and Class Report

Academic year: Current (2014-2015)
 School: SOMERSET ACADEMY HOLLYWOOD
 Subject: Reading

Show: Window 1 - 08/15/2014 - 11/20/2014
 Compare: Window 2 - 05/01/2015 - 05/29/2015

Use this report to view student growth relative to end-of-year Growth Targets and see if they are performing On/Above Grade Level.

School Summary

School	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
	Target 100%						
SOMERSET ACADEMY HOLLYWOOD	74%	+27	36	33%	13%	45	67

School Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
	Target 100%						
Grade K	137%	+63	46	67%	50%	6	8
Grade 1	22%	+10	46	10%	0%	10	11
Grade 2	118%	+46	39	45%	27%	11	26
Grade 3	55%	+18	32	25%	0%	8	10
Grade 4	34%	+6	19	20%	0%	5	7
Grade 5	75%	+14	19	40%	0%	5	5

School Detail by Class

Class and Teacher(s)	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Class
	Target 100%						
Brown5 Brown	75%	+14	19	40%	0%	5	5
Joseph1 Joseph	22%	+10	46	10%	0%	10	11
JosephK Joseph	137%	+63	46	67%	50%	6	8
Melhuish3 Melhuish	55%	+18	32	25%	0%	8	10



Student Growth by Grade and Class Report

Academic year: Current (2014-2015)

School: SOMERSET ACADEMY HOLLYWOOD

Subject: Reading

Show: Window 1 - 08/15/2014 - 11/20/2014

Compare: Window 2 - 05/01/2015 - 05/29/2015

Class and Teacher(s)	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Class
	Target 100%						
Melhuish4	34%	+6	19	20%	0%	5	7
Melhuish							
Menendez	118%	+46	39	45%	27%	11	26
Menendez							



Student Growth by Grade and Class Report

Academic year: Current (2014-2015)
 School: SOMERSET ACADEMY HOLLYWOOD
 Subject: Math

Show: Window 1 - 08/15/2014 - 11/20/2014
 Compare: Window 2 - 05/01/2015 - 05/29/2015

Use this report to view student growth relative to end-of-year Growth Targets and see if they are performing On/Above Grade Level.

School Summary

School	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
	Target 100%						
SOMERSET ACADEMY HOLLYWOOD	60%	+17	30	27%	20%	44	56

School Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
	Target 100%						
Grade K	75%	+24	32	33%	50%	6	8
Grade 1	25%	+8	32	11%	0%	9	11
Grade 2	37%	+12	32	0%	10%	10	15
Grade 3	85%	+27	32	44%	33%	9	10
Grade 4	67%	+15	22	40%	0%	5	7
Grade 5	98%	+22	22	60%	40%	5	5

School Detail by Class

Class and Teacher(s)	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Class
	Target 100%						
Brown5 Brown	98%	+22	22	60%	40%	5	5
Joseph1 Joseph	25%	+8	32	11%	0%	9	11
JosephK Joseph	75%	+24	32	33%	50%	6	8
Melhuish Melhuish	85%	+27	32	44%	33%	9	10



Student Growth by Grade and Class Report

Academic year: Current (2014-2015)
 School: SOMERSET ACADEMY HOLLYWOOD
 Subject: Math

Show: Window 1 - 08/15/2014 - 11/20/2014
 Compare: Window 2 - 05/01/2015 - 05/29/2015

Class and Teacher(s)	Progress Towards Targeted Growth (Average Across All Students)	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Class
	Target 100%						
Melhuish4	67%	+15	22	40%	0%	5	7
Melhuish							
Menendez	37%	+12	32	0%	10%	10	15
Menendez							



Florida Comprehensive English Language Learning Assessment Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)
BROWARD (06)

SCHOOL SUMMARY (All Grades)

Proficiency Level	LISTENING/ SPEAKING		READING		WRITING		Students with Total Scale Score
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students	
Beginning	5	22%	5	22%	6	26%	23
Low Intermediate	4	17%	8	35%	9	39%	
High Intermediate	5	22%	8	35%	6	26%	
Proficient	9	39%	2	9%	2	9%	
TOTALS	23	100%	23	100%	23	100%	



Florida Comprehensive English Language Learning Assessment Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: KG

Test Level: A1

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	3	60%	616	2	40%	433	4	80%	554	5	1748
Low Intermediate	1	20%	640	2	40%	586	1	20%	653		
High Intermediate	1	20%	666	1	20%	681	0	0%	—		
Proficient	0	0%	—	0	0%	—	0	0%	—		
TOTALS	5	100%	631	5	100%	544	5	100%	573		



Florida Comprehensive English Language Learning Assessment Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)
BROWARD (06)
Grade: KG
Test Level: A1

SCHOOL ROSTER

Number of Students Listed = 5

Student Name	Student Birth Date	Student ID#	Home Language	Listening/Speaking		Reading		Writing		Total Scale Score
				Scale Score & Proficiency	Scale Score & Proficiency	Scale Score & Proficiency	Scale Score & Proficiency	Scale Score & Proficiency	Scale Score & Proficiency	
			Other	666 HI	681 HI	653 LI	2000			
			Other	626 B	470 B	515 B	1611			
			Other	622 B	613 LI	625 B	1860			
			Other	640 LI	395 B	515 B	1550			
			Other	599 B	559 LI	559 B	1717			

subject.

P (Proficient)
HI (High Intermediate)
LI (Low Intermediate)
B (Beginning)



Florida Comprehensive English Language Learning Assessment Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 01

Test Level: A1

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	0	0%	—	1	11%	533	2	22%	616	9	1972
Low Intermediate	1	11%	643	3	33%	598	3	33%	649		
High Intermediate	2	22%	667	4	44%	666	3	33%	666		
Proficient	6	67%	692	1	11%	721	1	11%	730		
TOTALS	9	100%	681	9	100%	635	9	100%	656		



Florida Comprehensive English Language Learning Assessment Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)
BROWARD (06)
Grade: 01
Test Level: A1

Number of Students Listed = 9

Student Name	Student Birth Date	Student ID#	Home Language	Listening/Speaking Scale Score & Proficiency	Reading Scale Score & Proficiency	Writing Scale Score & Proficiency	Total Scale Score
			Spanish	671 HI	665 HI	659 HI	1995
			Other	662 HI	638 HI	653 LI	1953
			Other	696 P	721 P	730 P	2147
			Other	696 P	581 LI	616 B	1893
			Other	696 P	681 HI	673 HI	2050
			Other	688 P	613 LI	653 LI	1954
			Haitian Creole	688 P	681 HI	666 HI	2035
			Spanish	643 LI	533 B	640 LI	1816
			Other	688 P	599 LI	616 B	1903

subject.

P (Proficient)
HI (High Intermediate)
LI (Low Intermediate)
B (Beginning)



Florida Comprehensive English Language Learning Assessment Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 02

Test Level: A1

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	0	0%	—	0	0%	—	0	0%	—	3	2038
Low Intermediate	0	0%	—	1	33%	560	1	33%	638		
High Intermediate	1	33%	666	1	33%	676	1	33%	676		
Proficient	2	67%	702	1	33%	769	1	33%	727		
TOTALS	3	100%	690	3	100%	668	3	100%	680		

Florida Comprehensive English Language Learning Assessment Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 02

Test Level: A1

Number of Students Listed = 3

SCHOOL ROSTER

Student Name	Student Birth Date	Student ID#	Home Language	Listening/Speaking		Reading		Writing		Total Scale Score
				Scale Score & Proficiency		Scale Score & Proficiency		Scale Score & Proficiency		
			Other	696 P		769 P		727 P		2192
			Haitian Creole	666 HI		560 LI		638 LI		1864
			Spanish	707 P		676 HI		676 HI		2059

subject.

P (Proficient)
HI (High Intermediate)
LI (Low Intermediate)
B (Beginning)

Page 5 of 9
Report Date: 05/21/2014



Florida Comprehensive English Language Learning Assessment Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)
BROWARD (06)
Grade: 03
Test Level: B1

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	2	33%	671	2	33%	668	0	0%	—	6	2087
Low Intermediate	2	33%	683	2	33%	702	4	67%	688		
High Intermediate	1	17%	719	2	33%	720	2	33%	719		
Proficient	1	17%	726	0	0%	—	0	0%	—		
TOTALS	6	100%	692	6	100%	697	6	100%	698		

Florida Comprehensive English Language Learning Assessment Spring 2014 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 03

Test Level: B1

Number of Students Listed = 6

SCHOOL ROSTER

Student Name	Student Birth Date	Student ID#	Home Language	Listening/Speaking Scale Score & Proficiency	Reading Scale Score & Proficiency	Writing Scale Score & Proficiency	Total Scale Score
			Other	684 LI	720 HI	714 HI	2118
			Other	726 P	711 LI	679 LI	2116
			Spanish	681 LI	693 LI	698 LI	2072
			Spanish	675 B	654 B	675 LI	2004
			Spanish	667 B	682 B	698 LI	2047
			Spanish	719 HI	720 HI	723 HI	2162

3 subject.

P (Proficient)
 HI (High Intermediate)
 LI (Low Intermediate)
 B (Beginning)

Page 7 of 9
 Report Date: 05/21/2014

TEACHER: RIVERA JANENE SCHOOL: SOMERSET ACADEMY HOLLYWOOD

COURSE: 00000000 SECTION: 201 SCHOOL YEAR: 2013 - 2014

Primary
End-of-year

STUDENT CLASS ROLL

Most Recent Test Scores

Click on the headers below to sort by test score information.

(In the PMP Letter column * = Foreign Language)

-----Select an action-----

-----Select a view-----

STUDENT NUMBER		STUDENT NAME		CUR GRD LVL	ELL	SWD	FRL	TEST DATE	LOWEST 30% IN SCHOOL	Primary Reading	Primary Math	PMP LETTER
										NATL %	NATL %	
				02			Y			0	0	
				02			Y			0	0	
				02			Y			0	0	
				02			Y	5/13/2013		90	83	
				02			Y	5/13/2013		83	91	
				02	C1-LY			5/13/2013		90	100	
				02			Y	5/13/2013		74	78	
				02	B1-LY		Y			0	0	
				02			Y			0	0	
				02	B1-LY		Y	5/13/2013		24	74	R
				02	B2-LY	Y	Y	5/13/2013		76	78	

TEST DATES AND SCORES THAT ARE IN PURPLE REPRESENT PRIMARY READING AND PRIMARY MATH TEST RESULTS.

Comparison of Bat – 1, 2 and FCAT Scores Per Teacher

Percentage of Students that are Proficient

BAT 1				BAT 2			FCAT		
Teacher	Reading	Math	Science	Reading	Math	Science	Reading	Math	Science
Rivera	38	19		15	0				
Melhuish	44	56		50	38				
Melhuish	60	80	40	40	60	40			
Brown	75	40		40	53				

The grades are not good and we need to step it up. Grades in reading should not be going down.

Overall BAT 1 Overall BAT 2

3-5

Reading 47% Reading 35%

Math 51% Math 33%

Science 40% Science 40%

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4th Grade Data 2013-2014

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2014 ~ 2015

FAIR-FS Teacher Report

District: School:

Grade Range: Teacher:

Student(s): School Year:

Calendar:

Class - Section:

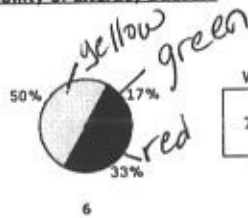
Assessment Period:

[Print Teacher Report](#)[Show Report](#)[Show Legend](#)

The K-2 reports are temporarily unavailable.

Probability of Literacy Success**Median Percentile Rank****Mean Ability Score**

4th Grade Summary



WRT	VKT	RCT	SKT
73 rd	89 th	11 th	24 th
6	6	6	6

WRT	VKT	RCT	SKT
464 (412)	454 (417)	352 (432)	405 (417)
6	6	6	6

Teacher Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

FAIR-FS Teacher Report

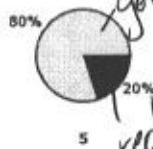
District: <input type="button" value="Broward"/>	School: <input type="button" value="Somerset Academy Hollywood"/>	Calendar: <input type="button" value="District-Wide"/>
Grade Range: <input type="button" value="All"/>	Teacher: <input type="button" value="5, Brown, Tiffanie"/>	Class - Section: <input type="button" value="All"/>
Student(s): <input type="button" value="All"/>	School Year: <input type="button" value="2014 - 2015"/>	Assessment Period: <input type="button" value="1"/>

[Print Teacher Report](#)[Show Report](#)[Show Legend](#)

The K-2 reports are temporarily unavailable.

Probability of Literacy Success**Median Percentile Rank****Mean Ability Score**

5th Grade Summary



WRT	VKT	RCT	SKT	WRT	VKT	RCT	SKT
31 st	32 nd	15 th	47 th	379 (467)	400 (451)	377 (470)	470 (462)
5	5	5	5	5	5	5	5

Teacher Report Key

WRT Word Recognition Task

VKT Vocabulary Knowledge Task

RCT Reading Comprehension Task

SKT Syntactic Knowledge Task

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Somerset Hollywood & Hollywood Middle
Comparison of BAF – 1, 2 and FAS Scores Per Teacher

Percentage of Students that are Proficient

BAF 1				BAF 2			FSA		
Teacher	Reading	Math	Science	Reading	Math	Science	Reading	Math	Science
Melhuish 3	48%	55%		42%	44% 46%				
Melhuish 4	42%	47%		45%	50%				
Brown 5	44%	49%	28%	50%	38%	45% 40%			
Brown 6	42%	44%		39%	37%				

Overall BAF 1 Overall BAF 2

3-5

Reading 45% Reading 46%

Math 50% Math 45%

Science 28% Science 40%

FCAT

Second graders, now current third graders, last year scored 90% on End-of-Year Primary in reading and scored 90% in Go Math end-of-year test

Third graders, now fourth graders, last year scored 27% in reading and 0% in math

Fourth graders, now fifth graders, last year scored 50% in reading and 50% in math

Fifth graders, now sixth graders, last year scored 33% in reading and 33% in math

FAIR DATA







Grade Level	AP1	AP2
4th	Yellow-83% Red-17% Green-0	Yellow-50% Red-33% Green-17%
5th	Yellow-80% Red-20% Green-0%	Yellow-25% Red-50% Green-25%
6th	Yellow-55% Red-36% Green-9%	Yellow-90% Red-10% Green-0%

Performance by School and Grade Report

Academic year: Current (2014-2015)
Subject: Reading

Define "On Level": Standard View
Show: Window 1 - 08/15/2014 - 08/14/2015

SOMERSET ACADEMY HOLLYWOOD

	● Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Number of Total Students
		% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level		
Grade K		50%	50%	50%	0%	351	8
Grade 1		23%	77%	23%	0%	393	13
Grade 2		20%	80%	13%	7%	435	15
Grade 3		44%	56%	44%	0%	484	9
Grade 4		14%	86%	14%	0%	509	7
Grade 5		0%	100%	0%	0%	522	6



Performance by Grade and Class Report

Academic year: Current (2014-2015)

Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD


Show:

Window 1 - 08/15/2014 - 08/14/2015


Subject: Math

Use this report to view student performance and progress on the Diagnostic Assessment by grade and class.

Grade K

	● Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)					
		% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed
JosephK	 38%	63%	38%	0%	354	8	8


Grade 1

	● Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)						
		% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed	Number of Total Students
Joseph1		15%	85%	15%	0%	364	13	13

Grade 2

	● Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)					
		% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed
Sweeting2	<div><div></div></div> 14%	86%	14%	0%	388	14	15

Grade 3

	● Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)						
		% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed	Number of Total Students
Melhuish		10%	90%	10%	0%	419	10	10



Performance by Grade and Class Report

Academic year: Current (2014-2015)


Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD



Show: Window 1 - 08/15/2014 - 08/14/2015

Subject: Math

Grade 4

● Window 1 - 08/15/2014 - 08/14/2015		Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Number of Total Students
% Students On or Above Level		Below Level (Includes Emerging)	On Level	Above Level			
Melhuish4	 17%	83%	17%	0%	445	6	6

Grade 5

● Window 1 - 08/15/2014 - 08/14/2015		Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Number of Total Students
% Students On or Above Level		Below Level (Includes Emerging)	On Level	Above Level			
Brown5	 20%	80%	20%	0%	451	5	5
Melhuish4	 0%	100%	0%	0%	450	1	1



Performance by Grade and Class Report

Academic year: Current (2014-2015)

Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD

Show:

Window 1 - 08/15/2014 - 08/14/2015

Subject: Reading

Use this report to view student performance and progress on the Diagnostic Assessment by grade and class.

Grade K

	● Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)					
		% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed
JosephK	<div><div></div></div> 50%	50%	50%	0%	351	8	8


Grade 1

	● Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)					
		% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed
Joseph1	<div><div></div></div> 23%	77%	23%	0%	393	13	13

Grade 2

	<div><div></div>Window 1 - 08/15/2014 - 08/14/2015</div>	Student Placement Distribution (%)					
		% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed
Sweeting2	<div><div></div>20%</div>	80%	13%	7%	435	15	26

Grade 3

	● Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)					
		% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed
Melhuish3	 44%	56%	44%	0%	484	9	9



Performance by Grade and Class Report

Academic year: Current (2014-2015)

Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD

Show: Window 1 - 08/15/2014 - 08/14/2015

Subject: Reading

Grade 4

	● Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Number of Total Students
	% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level			
Melhuish3	0%	100%	0%	0%	418	1	1
Melhuish4	<div>17%</div>	83%	17%	0%	524	6	6

Grade 5

	● Window 1 - 08/15/2014 - 08/14/2015	Student Placement Distribution (%)					
	% Students On or Above Level	Below Level (Includes Emerging)	On Level	Above Level	Average Scale Score	Number of Students Assessed	Number of Total Students
Brown5	0%	100%	0%	0%	521	5	5
Melhuish4	0%	100%	0%	0%	523	1	1



Needs Analysis by Grade Report

Academic year: Current (2014-2015)

Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD

Show:

Window 1 - 08/15/2014 - 08/14/2015

Subject: Math

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade K

Number of Students Assessed: 8

Total Number of Students: 8

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Math Level	354	63% (5)
Number and Operations	350	88% (7)
Algebra and Algebraic Thinking	353	75% (6)
Measurement and Data	359	63% (5)
Geometry	357	38% (3)

Grade 1

Number of Students Assessed: 13

Total Number of Students: 13

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Math Level	364	85% (11)
Number and Operations	360	85% (11)
Algebra and Algebraic Thinking	363	92% (12)
Measurement and Data	360	77% (10)
Geometry	375	77% (10)



Needs Analysis by Grade Report

Academic year: Current (2014-2015)

Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD

Show:

Window 1 - 08/15/2014 - 08/14/2015

Subject: Math

Grade 2

Number of Students Assessed: 14

Total Number of Students: 15

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Math Level	388	86% (12)
Number and Operations	385	79% (11)
Algebra and Algebraic Thinking	390	79% (11)
Measurement and Data	400	79% (11)
Geometry	381	86% (12)

Grade 3

Number of Students Assessed: 10

Total Number of Students: 10

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Math Level	419	90% (9)
Number and Operations	423	80% (8)
Algebra and Algebraic Thinking	422	90% (9)
Measurement and Data	422	80% (8)
Geometry	407	90% (9)



Needs Analysis by Grade Report

Academic year: Current (2014-2015)

Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD Show:

Window 1 - 08/15/2014 - 08/14/2015

Subject: Math

Grade 4

Number of Students Assessed: 6

Total Number of Students: 6

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Math Level	445	83% (5)
Number and Operations	440	67% (4)
Algebra and Algebraic Thinking	445	83% (5)
Measurement and Data	465	67% (4)
Geometry	435	67% (4)

Grade 5

Number of Students Assessed: 6

Total Number of Students: 6

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Math Level	451	83% (5)
Number and Operations	445	83% (5)
Algebra and Algebraic Thinking	463	67% (4)
Measurement and Data	457	67% (4)
Geometry	435	100% (6)



Needs Analysis by Grade Report

Academic year: Current (2014-2015)

Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD

Show:

Window 1 - 08/15/2014 - 08/14/2015

Subject: Reading

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade K

Number of Students Assessed: 8

Total Number of Students: 8

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Reading Level	351	50% (4)
Phonological Awareness	353	50% (4)
Phonics	349	63% (5)
High-Frequency Words	338	63% (5)
Vocabulary	340	75% (6)
Comprehension: Literature	348	75% (6)
Comprehension: Informational Text	375	38% (3)

Grade 1

Number of Students Assessed: 13

Total Number of Students: 13

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Reading Level	393	77% (10)
Phonological Awareness	402	69% (9)
Phonics	412	62% (8)
High-Frequency Words	424	54% (7)
Vocabulary	376	92% (12)
Comprehension: Literature	369	92% (12)
Comprehension: Informational Text	380	100% (13)



Needs Analysis by Grade Report

Academic year: Current (2014-2015)

Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD

Show:

Window 1 - 08/15/2014 - 08/14/2015

Subject: Reading

Grade 2

Number of Students Assessed: 15

Total Number of Students: 26

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Reading Level	435	80% (12)
Phonological Awareness	384	60% (9)
Phonics	422	80% (12)
High-Frequency Words	425	60% (9)
Vocabulary	442	80% (12)
Comprehension: Literature	455	67% (10)
Comprehension: Informational Text	442	73% (11)

Grade 3

Number of Students Assessed: 9

Total Number of Students: 9

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Reading Level	484	56% (5)
Phonological Awareness	408	33% (3)
Phonics	496	44% (4)
High-Frequency Words	520	22% (2)
Vocabulary	479	56% (5)
Comprehension: Literature	465	78% (7)
Comprehension: Informational Text	476	67% (6)



Needs Analysis by Grade Report

Academic year: Current (2014-2015)

Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD

Show: Window 1 - 08/15/2014 - 08/14/2015

Subject: Reading

Grade 4

Number of Students Assessed: 7

Total Number of Students: 7

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Reading Level	509	86% (6)
Phonological Awareness	302	14% (1)
Phonics	480	100% (7)
High-Frequency Words	523	0% (0)
Vocabulary	534	57% (4)
Comprehension: Literature	522	86% (6)
Comprehension: Informational Text	496	86% (6)

Grade 5

Number of Students Assessed: 6

Total Number of Students: 6

● Window 1 - 08/15/2014 - 08/14/2015		
	Average Scale Score	Students Below Level
Overall Reading Level	522	100% (6)
Phonological Awareness	N/A	0% (0)
Phonics	497	67% (4)
High-Frequency Words	N/A	0% (0)
Vocabulary	534	100% (6)
Comprehension: Literature	531	83% (5)
Comprehension: Informational Text	502	100% (6)

Florida Comprehensive English Language Learning Assessment Spring 2015 School Report



SOMERSET ACADEMY HOLLYWOOD (5387)
BROWARD (06)
Grade: KG
Test Level: A2

SCHOOL ROSTER

Student Name		Student Birth Date	Student ID#	Home Language	Test Date	Listening/Speaking Scale Score & Proficiency	Reading Scale Score & Proficiency	Writing Scale Score & Proficiency	Total Scale Score
				Spanish	03/05/15	657 HI	487 B	629 B	1773
				Other	03/05/15	703 P	653 HI	650 LI	2006

Number of Students Listed = 2

a subject.

P (Proficient)
HI (High Intermediate)
LI (Low Intermediate)
B (Beginning)

Florida Comprehensive English Language Learning Assessment

Spring 2015 School Report



SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: KG

Test Level: A2

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	0	0%	—	1	50%	487	1	50%	629	2	1890
Low Intermediate	0	0%	—	0	0%	—	1	50%	650		
High Intermediate	1	50%	657	1	50%	653	0	0%	—		
Proficient	1	50%	703	0	0%	—	0	0%	—		
TOTALS	2	100%	680	2	100%	570	2	100%	640		

Florida Comprehensive English Language Learning Assessment Spring 2015 School Report



SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 01

Test Level: A2

SCHOOL ROSTER

Number of Students Listed = 3

Student Name	Student Birth Date	Student ID#	Home Language	Test Date	Listening/Speaking Scale Score & Proficiency	Reading Scale Score & Proficiency	Writing Scale Score & Proficiency	Total Scale Score
			Other	03/10/15	676 P	604 LI	629 B	1909
			Haitian Creole	03/05/15	666 HI	628 LI	669 HI	1963
			Other	03/05/15	657 HI	640 HI	669 HI	1966

the subject.

P (Proficient)

HI (High Intermediate)

LI (Low Intermediate)

B (Beginning)



Florida Comprehensive English Language Learning Assessment

Spring 2015 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 01

Test Level: A2

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	0	0%	—	0	0%	—	1	33%	629	3	1946
Low Intermediate	0	0%	—	2	67%	616	0	0%	—		
High Intermediate	2	67%	662	1	33%	640	2	67%	669		
Proficient	1	33%	676	0	0%	—	0	0%	—		
TOTALS	3	100%	666	3	100%	624	3	100%	656		

Florida Comprehensive English Language Learning Assessment Spring 2015 School Report



SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 02

Test Level: A2

SCHOOL ROSTER

Number of Students Listed = 5

Student Name	Student Birth Date	Student ID#	Home Language	Test Date	Listening/Speaking Scale Score & Proficiency	Reading Scale Score & Proficiency	Writing Scale Score & Proficiency	Total Scale Score
			Spanish	03/10/15	694 P	727 P	705 P	2126
			Other	03/10/15	732 P	683 HI	663 HI	2078
			Other	03/10/15	755 P	703 P	694 P	2152
			Spanish	03/10/15	694 P	718 P	719 P	2131
			Other	03/10/15	714 P	640 HI	647 LI	2001

1st subject.

P (Proficient)
HI (High Intermediate)
LI (Low Intermediate)
B (Beginning)

Florida Comprehensive English Language Learning Assessment

Spring 2015 School Report



SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 02

Test Level: A2

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	0	0%	—	0	0%	—	0	0%	—	5	2098
Low Intermediate	0	0%	—	0	0%	—	1	20%	647		
High Intermediate	0	0%	—	2	40%	662	1	20%	663		
Proficient	5	100%	718	3	60%	716	3	60%	706		
TOTALS	5	100%	718	5	100%	694	5	100%	686		

Florida Comprehensive English Language Learning Assessment Spring 2015 School Report



SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 03

Test Level: B2

SCHOOL ROSTER

Number of Students Listed = 2

Student Name	Student Birth Date	Student ID#	Home Language	Test Date	Listening/Speaking Scale Score & Proficiency	Reading Scale Score & Proficiency	Writing Scale Score & Proficiency	Total Scale Score
			Spanish	03/04/15	711 HI	719 HI	700 LI	2130
			Spanish	03/04/15	588 B	590 B	627 B	1805

the subject

P (Proficient)
HI (High Intermediate)
LI (Low Intermediate)
B (Beginning)



Florida Comprehensive English Language Learning Assessment

Spring 2015 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 03

Test Level: B2

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	1	50%	588	1	50%	590	1	50%	627	2	1968
Low Intermediate	0	0%	—	0	0%	—	1	50%	700		
High Intermediate	1	50%	711	1	50%	719	0	0%	—		
Proficient	0	0%	—	0	0%	—	0	0%	—		
TOTALS	2	100%	650	2	100%	655	2	100%	664		



Florida Comprehensive English Language Learning Assessment Spring 2015 School Report

SOMERSET ACADEMY HOLLYWOOD (5387)
BROWARD (06)
Grade: 04
Test Level: B2

SCHOOL ROSTER

Number of Students Listed = 2

Student Name	Student Birth Date	Student ID#	Home Language	Test Date	Listening/Speaking Scale Score & Proficiency	Reading Scale Score & Proficiency	Writing Scale Score & Proficiency	Total Scale Score
			Other	03/04/15	744 P	724 HI	708 HI	2176
			Spanish	03/04/15	722 P	711 LI	726 HI	2159

he subject

P (Proficient)
HI (High Intermediate)
LI (Low Intermediate)
B (Beginning)

Florida Comprehensive English Language Learning Assessment

Spring 2015 School Report



SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 04

Test Level: B2

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	0	0%	—	0	0%	—	0	0%	—		
Low Intermediate	0	0%	—	1	50%	711	0	0%	—		
High Intermediate	0	0%	—	1	50%	724	2	100%	717	2	2158
Proficient	2	100%	733	0	0%	—	0	0%	—		
TOTALS	2	100%	733	2	100%	718	2	100%	717		

Florida Comprehensive English Language Learning Assessment Spring 2015 School Report



SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 05

Test Level: B2

SCHOOL ROSTER

Number of Students Listed = 1

Student Name	Student Birth Date	Student ID#	Home Language	Test Date	Listening/Speaking Scale Score & Proficiency	Reading Scale Score & Proficiency	Writing Scale Score & Proficiency	Total Scale Score
			Other	03/04/15	716 HI	755 P	726 HI	2197

the subject.

P (Proficient)
HI (High Intermediate)
LI (Low Intermediate)
B (Beginning)

Florida Comprehensive English Language Learning Assessment

Spring 2015 School Report



SOMERSET ACADEMY HOLLYWOOD (5387)

BROWARD (06)

Grade: 05

Test Level: B2

SCHOOL SUMMARY

Proficiency Level	LISTENING/SPEAKING			READING			WRITING			Students with Total Scale Score	Average Total Scale Score
	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score	Number of Students	Percent of Students	Average Scale Score		
Beginning	0	0%	—	0	0%	—	0	0%	—		
Low Intermediate	0	0%	—	0	0%	—	0	0%	—		
High Intermediate	1	100%	716	0	0%	—	1	100%	726	1	2197
Proficient	0	0%	—	1	100%	755	0	0%	—		
TOTALS	1	100%	716	1	100%	755	1	100%	726		

2015 ~ 2016

Student Roster Report — 2016

[illegible]

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Reading + 50% Writing
C - Comprehension = 70% Reading + 30% Listening
D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

School Frequency Report - 2016

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	3	75%	4	100%	0	0%	3	75%	2	50%	2	50%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	1	25%	1	25%	0	0%	0	0%	1	25%	1	25%	1	25%	2	50%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	0	0%	1	25%	0	0%	0	0%	1	25%	0	0%	0	0%	0	0%
4 – Expanding Knows and uses social English and some technical academic language	1	25%	1	25%	1	25%	0	0%	1	25%	0	0%	1	25%	0	0%
5 – Bridging Knows and uses social and academic language working with grade level material	2	50%	1	25%	0	0%	0	0%	1	25%	0	0%	0	0%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	303		375		270		223		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	232		287		152		100									
Total Tested	4															

Grade	DistrictCod	SchoolNun	DistrictNar	SchoolNar	PMRNI	LastName	FirstName	MiddleIniti	LocalID	StudentID	AliasID	Gender
K	6	5387	Broward	Somerset /	9529924							F
K	6	5387	Broward	Somerset /	9535433							F
K	6	5387	Broward	Somerset /	9535446							F
K	6	5387	Broward	Somerset /	9535466							F
K	6	5387	Broward	Somerset /	9535624							F
K	6	5387	Broward	Somerset /	9536192							F
K	6	5387	Broward	Somerset /	9536422							F
K	6	5387	Broward	Somerset /	9536483							F
K	6	5387	Broward	Somerset /	9536492							F
K	6	5387	Broward	Somerset /	9536935							F
K	6	5387	Broward	Somerset /	9590734							M
K	6	5387	Broward	Somerset /	9590738							M
K	6	5387	Broward	Somerset /	9590749							M
K	6	5387	Broward	Somerset /	9590776							M
K	6	5387	Broward	Somerset /	9590778							M
K	6	5387	Broward	Somerset /	9590920							M
K	6	5387	Broward	Somerset /	9591156							M
K	6	5387	Broward	Somerset /	9591402							M
K	6	5387	Broward	Somerset /	9591415							M
K	6	5387	Broward	Somerset /	9596892							M

SN

DOB	NonPublic	WSSNonPa	ScreenCon	WSSScore	WSSItem1	WSSItem2	WSSItem3	WSSItem4	WSSItem5	WSSItem6	WSSItem7	WSSItem8
10052009	1	924	1	2	2	2	2	2	2	2	1	2
6092010	1	925	1	2	2	2	2	2	2	2	2	2
12142009	1	924	1	2	2	2	2	2	2	2	2	2
5042010	1	924	1	2	2	2	2	2	3	2	2	2
10162009	1	925	1	2	2	2	2	2	2	2	2	2
2172010	1	925	1	2	2	2	2	2	2	2	2	2
3082010	1	924	1	2	2	2	2	2	2	2	2	2
4022010	1	925	1	2	2	2	2	2	2	2	2	2
9132009	1	925	1	2	2	2	2	2	2	2	2	2
1062010	1	924	1	2	2	2	2	2	2	2	2	2
1172010	1	925	1	2	2	2	2	2	2	2	2	2
9242009	1	925	1	2	2	2	2	2	2	2	2	2
8222010	1	922	1	2	2	2	2	2	2	2	2	2
4142010	1	924	1	2	2	2	2	2	2	2	1	2
5242010	1	924	1	2	2	2	1	2	2	2	2	2
2122010	1	925	1	2	2	2	2	2	2	2	2	2
12062009	1	924	1	2	2	2	2	2	2	2	2	2
2262010	1	924	1	2	2	2	2	2	2	2	2	2
11222009	1	925	1	2	2	2	2	2	2	2	2	2
6202010	1	925	1	2	2	2	2	2	2	2	2	2

Domain5St Domain5S WSSTotalP WSSOvera WSSScoreableItems

2	7	84	2	47
2	7	93	2	47
2	7	90	2	47
2	7	92	2	47
2	7	91	2	47
2	7	94	2	47
2	7	83	2	47
2	7	85	2	47
2	7	93	2	47
2	7	89	2	47
2	7	87	2	47
2	7	94	2	47
2	7	91	2	47
2	7	77	1	47
2	7	83	2	47
2	7	94	2	47
2	7	82	2	47
2	7	81	1	47
2	7	94	2	47
2	7	94	2	47

Not Yet
1/19
In process

Letter Names / Letter Sounds / Concepts of Print
Mrs. Romero - Hollywood - Quarter 4

Child's Name	Date	Letter Name	Letter Sound	Concepts of Print
	5/26/2016	52/52	26/26	19/21
	5/26/2016	52/52	26/26	18/21
	5/26/2016	52/52	24/26	18/21
	5/26/2016	52/52	26/26	15/21
	5/26/2016	52/52	26/26	19/21
	5/26/2016	52/52	25/26	17/21
	5/26/2016	52/52	26/26	19/21
	5/26/2016	52/52	26/26	19/21
	5/26/2016	52/52	26/26	18/21
	5/26/2016	52/52	26/26	19/21
	5/26/2016	52/52	26/26	18/21
	5/26/2016	52/52	26/26	19/21
	5/26/2016	52/52	26/26	18/21
	5/26/2016	52/52	26/26	19/21
	5/26/2016	52/52	26/26	19/21

100%

100%

Mrs. Romero
Kindergarten - Hollywood
DRA Scores (May)

Student Name	Frust.	Instr.	Ind.
	8	6	4
	24	18	12
	4	3	1
	4	3	2
	4	3	2
	3	2	A
	3	2	1
	6	4	3
	6	4	3
	6	4	3
	6	4	3
	6	4	3
	14	12	10
	4	3	2
	30	28	20

Performance by Grade and Class Report

Academic year: Current (2015-2016)

Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD

Show: Window 3 - 05/02/2016 - 05/20/2016

Subject: Reading

Compare: Window 1 - 09/28/2015 - 10/19/2015

Use this report to view student performance and progress on the Diagnostic Assessment by grade and class.

Grade K

● Window 1 - 09/28/2015 - 10/19/2015 ● Window 3 - 05/02/2016 - 05/20/2016

Class and Teacher(s)	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Number of Total Students
		Below Level (Includes Emerging)	On Level	Above Level			
Romero	42%	58%	42%	0%	341	12	15
Romero	92%	8%	83%	8%	407	12	15

Performance by Grade and Class Report

Academic year: **Current (2015-2016)**

Define "On Level": Standard View

School: SOMERSET ACADEMY HOLLYWOOD

Show: Window 3 - 05/02/2016 - 05/20/2016

Subject: **Math**

Compare: Window 1 - 09/28/2015 - 10/19/2015

Use this report to view student performance and progress on the Diagnostic Assessment by grade and class.

Grade K

● Window 1 - 09/28/2015 - 10/19/2015 ● Window 3 - 05/02/2016 - 05/20/2016

Class and Teacher(s)	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Number of Total Students
		Below Level (Includes Emerging)	On Level	Above Level			
Romero	27%	73%	27%	0%	344	15	15
Romero	80%	20%	80%	0%	374	15	15

Class Profile Report

Academic year: Current (2015-2016)
Select Students by: Class
Class: Romero (Reading)

Define "On Level": Standard View
Show: Window 3 - 05/02/2016 - 05/20/2016

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class.

Performance by Domain

Number of Students Assessed: 15
Total Number of Students: 15

● Window 3 - 05/02/2016 - 05/20/2016		Student Placement Distribution		
	Average Scale Score	> 1 Level Below	< 1 Level Below	On or Above Level
Overall Reading Level	402	0	1	14
Phonological Awareness	429	0	0	15
Phonics	404	0	3	12
High-Frequency Words	401	0	3	12
Vocabulary	387	0	5	10
Comprehension: Literature	401	0	3	12
Comprehension: Informational Text	387	0	5	10

93%

Class Profile Report

Academic year: Current (2015-2016)
 Select Students by: Class
 Class: Romero (Reading)

Define "On Level": Standard View
 Show: Window 3 - 05/02/2016 - 05/20/2016

Performance by Student

Number of Students Assessed: 15
 Total Number of Students: 15

Overall Scale Score	Overall Placement	Placement by Domain					
		Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
● On or Above Level ● < 1 Level Below ● > 1 Level Below							
493	Level 1	Max Score	Max Score	Level 1	Mid / Late K	Mid / Late K	Level 1
454	Late K	Max Score	Level 1	Max Score	Mid / Late K	Mid / Late K	Mid / Late K
427	Late K	Level 1	Level 1	Level 1	Mid / Late K	Emerging K	Mid / Late K
423	Mid K	Level 1	Mid K	Late K	Mid / Late K	Mid / Late K	Mid / Late K
412	Mid K	Level 1	Mid K	Mid K	Mid / Late K	Mid / Late K	Early K
406	Mid K	Early / Mid K	Mid K	Emerging K	Mid / Late K	Mid / Late K	Mid / Late K
402	Mid K	Early / Mid K	Emerging K	Mid K	Early K	Mid / Late K	Mid / Late K
396	Mid K	Early / Mid K	Early K	Late K	Mid / Late K	Early K	Mid / Late K
383	Early K	Early / Mid K	Early K	Level 1	Emerging K	Mid / Late K	Emerging K
383	Early K	Early / Mid K	Early K	Emerging K	Emerging K	Mid / Late K	Mid / Late K
377	Early K	Early / Mid K	Early K	Mid K	Mid / Late K	Early K	Emerging K
373	Early K	Level 1	Emerging K	Mid K	Emerging K	Mid / Late K	Emerging K
372	Early K	Early / Mid K	Level 1	Mid K	Emerging K	Emerging K	Early K
367	Early K	Early / Mid K	Early K	Emerging K	Early K	Early K	Emerging K
357	Emerging K	Level 1	Emerging K	Early K	Emerging K	Emerging K	Emerging K

Class Profile Report

Academic year: Current (2015-2016)

Select Students by: Class

Class: Romero (Math)

Define "On Level": Standard View

Show: Window 3 - 05/02/2016 - 05/20/2016

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class.

Performance by Domain

Number of Students Assessed: 15
Total Number of Students: 15

	● Window 3 - 05/02/2016 - 05/20/2016	Student Placement Distribution		
		> 1 Level Below	< 1 Level Below	On or Above Level
Overall Math Level	374	0	3	12
Number and Operations	366	0	5	10
Algebra and Algebraic Thinking	362	0	7	8
Measurement and Data	369	0	6	9
Geometry	408	0	1	14

Hollywood

Class Profile Report

Academic year: Current (2015-2016)
Select Students by: Class
Class: Romero (Math)

Define "On Level": Standard View
Show: Window 3 - 05/02/2016 - 05/20/2016

Performance by Student

Number of Students Assessed: 15
Total Number of Students: 15

● On or Above Level ● < 1 Level Below ● > 1 Level Below		Placement by Domain			
Overall Scale Score	Overall Placement	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
397	Mid K	Mid K	Mid K	Mid K	Late K
394	Mid K	Early K	Early K	Mid K	Late K
387	Mid K	Early K	Early K	Mid K	Late K
385	Mid K	Mid K	Emerging K	Early K	Late K
382	Mid K	Early K	Emerging K	Late K	Late K
379	Mid K	Early K	Early K	Mid K	Mid K
377	Mid K	Early K	Mid K	Emerging K	Mid K
375	Early K	Emerging K	Early K	Mid K	Mid K
371	Early K	Early K	Emerging K	Early K	Late K
370	Early K	Emerging K	Mid K	Emerging K	Late K
367	Early K	Early K	Early K	Mid K	Emerging K
366	Early K	Mid K	Emerging K	Emerging K	Mid K
362	Emerging K	Emerging K	Emerging K	Emerging K	Mid K
360	Emerging K	Emerging K	Emerging K	Emerging K	Mid K
338	Emerging K	Emerging K	Emerging K	Emerging K	Mid K



Instructional Usage Report

Academic year: Current (2015-2016)

Subject: Math

School: SOMERSET ACADEMY HOLLYWOOD

Week of Monday 4/11/16 – Sunday 4/17/16 SOMERSET ACADEMY HOLLYWOOD – Math

School Summary

	Last Week		Weekly Average for Last 4 Weeks		# Students Using Instruction (Active)	Total Enrolled Students
	% Active Students Meeting 45+ min of Instruction	Avg Time on Task (min)	% Active Students Meeting 45+ min of Instruction	Avg Time on Task (min)		
Overall	43%	34	0%	17	14	15

School Detail by Class

Class and Teacher(s)	Last Week		Weekly Average for Last 4 Weeks		# Students Using Instruction (Active)	Total Enrolled Students
	% Active Students Meeting 45+ min of Instruction	Avg Time on Task (min)	% Active Students Meeting 45+ min of Instruction	Avg Time on Task (min)		
Romero	43%	34	0%	17	14	15
Romero						

2016 ~ 2017

FAIR-FS PMRN: Reports

WSS Missing Score Report

09-26-2016 08:00 AM

District: Broward	School: Somerset Academy H	School Year: 2016 - 2017
Calendar: District-Wide	AP: 1	Grade Range: KG
Teacher: O, Taveras-Romero, M	Class-Section: KG - Taveras-Romero	Student(s): All
Click to Print		Show Report

Teacher Name	Student Name	WSS
Taveras-Romero, Melissa		●
Taveras-Romero, Melissa		●
Taveras-Romero, Melissa		●
Taveras-Romero, Melissa		●
Taveras-Romero, Melissa		●
Taveras-Romero, Melissa		●
Taveras-Romero, Melissa		●
Taveras-Romero, Melissa		●
Taveras-Romero, Melissa		●
Taveras-Romero, Melissa		●
Taveras-Romero, Melissa		●

WSS Missing Score Report Key

- Task Complete
- Task Not Started
- ◐ Task Started, Incomplete
- Retained Student

Letter names/Letter sounds/Concept of print

Mrs. Romero-Quarter 4(Hollywood)

Child's Name	Date	Letter name	Letter sound	Concept of Print
	05/22/17	51/52	26/26	19/21
	05/22/17	52/52	26/26	19/21
	05/22/17	52/52	26/26	19/21
	05/22/17	51/52	26/26	19/21
	05/22/17	52/52	26/26	18/21
	05/22/17	52/52	26/26	19/21
	05/22/17	52/52	25/26	19/21
	05/22/17	52/52	26/26	19/21
	05/22/17	52/52	26/26	19/21
	05/22/17	52/52	26/26	19/21
	05/22/17	52/52	26/26	19/21
	05/22/17	52/52	26/26	19/21
	05/22/17	52/52	26/26	19/21
	05/22/17	52/52	26/26	19/21
	05/22/17	52/52	25/26	19/21

10/11

8/11



Dance - Grade 1 - section number_00102 :period_011

Course and Section Details

Institution: SOMERSET ACADEMY
 HOLLYWOOD; Broward;
 Course: Dance - Grade 1
 Teacher: ANTUNEZ, CAROLINE
 Grade: PK-01

Enrollment

School Year: 2016-2017
 Enrollment: All students currently
 enrolled
 Number of Students: 13

Student	01/17/17, Primary Reading 2016-17 Gr 01 Mid-Year
	42.9% (18/42)
	47.6% (20/42)
	38.1% (16/42)
	33.3% (14/42)
	23.8% (10/42)
	42.9% (18/42)
	26.2% (11/42)
	76.2% (32/42)
	57.1% (24/42)
	66.7% (28/42)
	52.4% (22/42)
	73.8% (31/42)
	31.0% (13/42)
	47.1% (20/42)



Florida Department of Education

Student Performance

Dance - Grade 1 - section number_00102 :period_011

Course and Section Details

Institution: SOMERSET ACADEMY
HOLLYWOOD; Broward;
Course: Dance - Grade 1
Teacher: ANTUNEZ, CAROLINE
Grade: PK-01

Enrollment










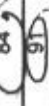







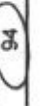






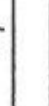




School Year: 2016-2017
Enrollment: All students currently
enrolled
Number of Students: 13

51.8%

Student	05/08/17, Primary Reading 2016-17 Gr 01 EOY	01/17/17, Primary Reading 2016-17 Gr 01 Mid-Year
	50.0% (21/42)	42.9% (18/42)
	35.7% (15/42)	47.6% (20/42)
	45.2% (19/42)	38.1% (16/42)
	50.0% (21/42)	33.3% (14/42)
	14.3% (6/42)	23.8% (10/42)
	45.2% (19/42)	42.9% (18/42)
	33.3% (14/42)	26.2% (11/42)
	85.7% (36/42)	76.2% (32/42)
	69.0% (29/42)	57.1% (24/42)
	81.0% (34/42)	66.7% (28/42)
	57.1% (24/42)	52.4% (22/42)
	81.0% (34/42)	73.8% (31/42)
	26.2% (11/42)	31.0% (13/42)
	51.8% (22/42)	47.1% (20/42)

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Kindergarten Data 2016-2017

Student Name	BOY GO Math Assessment	EOY GO Math Assessment
Teacher: Romero		
	 47.0000%	 94
		 83
		 97
	 59%	 94
		
	 63%	 88
		 100
		 84
		 97
	 59%	 94
		 91
		 94
		 91
	 28%	 84
	 75%	 91
	 28%	 88
		
	 50%	 94
	 41%	 97
		
	 84%	 94
		 100
	 53%	 94
		
		
		
		
		

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1st Grade Data 2016-2017

	A	Q		R		S	
		Students Name	EOY Arg	BOY GO Math Assessment	EOY GO Math Assessment	EOY GO Math Assessment	EOY GO Math Assessment
2			5/5/17	8/22/16	5/24/17		
3	Mrs. C. Perez		60	38%	78		
			45%	25%	53%		
			55%	45%	68%		
			60%	33%	50%		
			60%	40%	55%		
			85%	55%	68%		
			75%	55%	58%		
			80%	48%	78%		
				53%			
			80%	53%	78%		
			60%	38%	73%		
			x	50%	80%		
			x	53%	75%		
			x	63%	38%		

Class Profile Report

Academic year: 2016-2017
 Select Students by: Class
 School: SOMERSET ACADEMY HOLLYWOOD

Class: Romero (Reading)
 Define "On Level": Standard View
 Show: Window 3 - 05/02/2017 - 05/19/2017

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class.

Performance by Domain

Number of Students Assessed: 11
 Total Number of Students: 11

	Standard View	Student Placement Distribution		
		> 1 Level Below	< 1 Level Below	On or Above Level
Average Scale Score				
Overall Reading Level	407	0	0	11
Phonological Awareness	413	0	0	11
Phonics	412	0	0	11
High-Frequency Words	402	0	2	9
Vocabulary	406	0	0	11
Comprehension: Literature	411	0	1	10
Comprehension: Informational Text	405	0	2	9

Class Profile Report

Academic year: 2016-2017

Select Students by: Class

School: SOMERSET ACADEMY HOLLYWOOD

Class: Romero (Reading)

Define "On Level": Standard View

Show: Window 3 - 05/02/2017 - 05/19/2017

Performance by Student

● On or Above Level ● < 1 Level Below ● > 1 Level Below

Student Name	Overall Scale Score	Overall Placement	Placement by Domain					
			Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
	470	Late K	Max Score	Late K	Max Score	Mid / Late K	Level 1	Mid / Late K
	438	Late K	Early / Mid K	Level 1	Level 1	Mid / Late K	Mid / Late K	Mid / Late K
	424	Late K	Level 1	Level 1	Mid K	Mid / Late K	Mid / Late K	Mid / Late K
	421	Mid K	Max Score	Mid K	Level 1	Early K	Early K	Mid / Late K
	412	Mid K	Early / Mid K	Late K	Late K	Mid / Late K	Mid / Late K	Mid / Late K
	410	Mid K	Late K	Early K	Late K	Mid / Late K	Mid / Late K	Mid / Late K
	404	Mid K	Early / Mid K	Mid K	Late K	Early K	Mid / Late K	Mid / Late K
	381	Early K	Early / Mid K	Mid K	Early K	Early K	Mid / Late K	Early K
	376	Early K	Early / Mid K	Early K	Emerging K	Early K	Emerging K	Early K
	374	Early K	Early / Mid K	Mid K	Early K	Early K	Mid / Late K	Emerging K
	368	Early K	Early / Mid K	Early K	Emerging K	Mid / Late K	Early K	Emerging K

Class Norms Report

Academic year: 2016-2017
 Select Students by: Class
 School: SOMERSET ACADEMY HOLLYWOOD

Class: Romero (Reading)
 Define "On Level": Standard View
 Show: Window 3 - 05/02/2017 - 05/19/2017

See each student's position (percentile rank) relative to a group of nationally representative i-Ready students in the same grade and tested at the same time of year. Since the time of year at which the test was taken is important, the percentile from the most appropriate test season is highlighted, with other norms shown for reference. (Fall: beginning of the academic year through 11/30. Winter: 12/1 - 3/15. Spring: 3/16 through the end of the academic year.) You may also use the report to view your students' Lexile® measures.

Performance by Student

Number of Students Assessed: 11
 Total Number of Students: 11

Test Date	Grade	Overall Scale Score	<div> <div>● On or Above Level</div> <div>● < 1 Level Below</div> <div>● > 1 Level Below</div> </div>			Percentiles by Season (Reference Table)				
						Lexile® Measure	Applicable Percentile	Fall Percentile	Winter Percentile	Spring Percentile
	K	470			Late K	240L	93%	99%	98%	93%
	K	438			Late K	35L	82%	98%	94%	82%
	K	424			Late K	BR55L	75%	98%	90%	75%
	K	421			Mid K	BR75L	72%	97%	89%	72%
	K	412			Mid K	BR135L	63%	96%	84%	63%
	K	410			Mid K	BR145L	60%	96%	82%	60%
	K	404			Mid K	BR185L	52%	94%	77%	52%
	K	381			Early K	BR335L	31%	86%	57%	31%
	K	376			Early K	BR365L	27%	83%	52%	27%
	K	374			Early K	BR380L	25%	82%	49%	25%
	K	368			Early K	BR400L	20%	76%	42%	20%



Class Profile Report

Academic year: 2016-2017
 Select Students by: Class
 School: SOMERSET ACADEMY HOLLYWOOD
 Class: Romero (Math)
 Define "On Level": Standard View
 Show: Window 3 - 05/02/2017 - 05/19/2017

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class.

Performance by Domain

Number of Students Assessed: 11
 Total Number of Students: 11

	Standard View	Student Placement Distribution		
		> 1 Level Below	< 1 Level Below	On or Above Level
Overall Math Level	380	0	1	10
Number and Operations	373	0	3	8
Algebra and Algebraic Thinking	381	0	2	9
Measurement and Data	384	0	2	9
Geometry	387	0	1	10



Class Profile Report

Academic year: 2016-2017

Select Students by: Class

School: SOMERSET ACADEMY HOLLYWOOD

Class: Romero (Math)

Define "On Level": Standard View

Show: Window 3 - 05/02/2017 - 05/19/2017

Performance by Student

● On or Above Level ● < 1 Level Below ● > 1 Level Below

Student Name	Overall Scale Score	Overall Placement	Placement by Domain			
			Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
	396	Mid K	Mid K	Early K	Mid K	Late K
	392	Mid K	Mid K	Mid K	Mid K	Mid K
	389	Mid K	Mid K	Emerging K	Mid K	Late K
	385	Mid K	Mid K	Mid K	Mid K	Mid K
	384	Mid K	Emerging K	Mid K	Mid K	Mid K
	382	Mid K	Early K	Mid K	Mid K	Mid K
	380	Mid K	Early K	Mid K	Mid K	Emerging K
	378	Mid K	Early K	Mid K	Mid K	Mid K
	377	Mid K	Mid K	Early K	Mid K	Mid K
	366	Early K	Emerging K	Early K	Emerging K	Mid K
	350	Emerging K	Emerging K	Emerging K	Emerging K	Mid K



Class Norms Report

Academic year: 2016-2017

Select Students by: Class

School: SOMERSET ACADEMY HOLLYWOOD

Class: Romero (Math)

Define "On Level": Standard View

Show: Window 3 - 05/02/2017 - 05/19/2017

See each student's position (percentile rank) relative to a group of nationally representative i-Ready students in the same grade and tested at the same time of year. Since the time of year at which the test was taken is important, the percentile from the most appropriate test season is highlighted, with other norms shown for reference. (Fall: beginning of the academic year through 11/30. Winter: 12/1 - 3/15. Spring: 3/16 through the end of the academic year.) You may also use the report to view your students' Quantile® measures.

Performance by Student

Number of Students Assessed: 11
Total Number of Students: 11

Test Date	Grade	Overall Scale Score	● On or Above Level ● < 1 Level Below ● > 1 Level Below			Percentiles by Season (Reference Table)				
			Overall Placement			Quantile® Measure	Applicable Percentile	Fall Percentile	Winter Percentile	Spring Percentile
	K	396	Mid K			220Q	78%	98%	92%	78%
	K	392	Mid K			200Q	72%	97%	90%	72%
	K	389	Mid K			185Q	68%	96%	87%	68%
	K	385	Mid K			165Q	61%	95%	83%	61%
	K	384	Mid K			160Q	59%	95%	82%	59%
	K	382	Mid K			150Q	56%	94%	79%	56%
	K	380	Mid K			140Q	52%	93%	77%	52%
	K	378	Mid K			130Q	49%	92%	74%	49%
	K	377	Mid K			120Q	47%	91%	73%	47%
	K	366	Early K			60Q	31%	82%	56%	31%
	K	350	Emerging K			EM30Q	14%	58%	31%	14%



Class Norms Report

Academic year: 2016-2017
 Select Students by: Class
 School: SOMERSET ACADEMY HOLLYWOOD

Class: Perez (Reading)
 Define "On Level": Standard View
 Show: Window 3 - 05/02/2017 - 05/19/2017

See each student's position (percentile rank) relative to a group of nationally representative i-Ready students in the same grade and tested at the same time of year. Since the time of year at which the test was taken is important, the percentile from the most appropriate test season is highlighted, with other norms shown for reference. (Fall: beginning of the academic year through 11/30. Winter: 12/1 - 3/15. Spring: 3/16 through the end of the academic year.) You may also use the report to view your students' Lexile® measures.

Performance by Student

Number of Students Assessed: 10
 Total Number of Students: 13

Test Date	Grade	On or Above Level			Overall Scale Score	Overall Placement	Lexile® Measure	Percentiles by Season (Reference Table)			
		●	●	●				Applicable Percentile	Fall Percentile	Winter Percentile	Spring Percentile
	1				548	Level 2	745L	97%	99%	99%	97%
	1				468	Mid 1	230L	54%	90%	74%	54%
	1				447	Early 1	90L	38%	83%	60%	38%
	1				441	Early 1	55L	35%	80%	55%	35%
	1				434	Early 1	10L	31%	76%	49%	31%
	1				407	Level K	BR165L	14%	52%	26%	14%
	1				403	Level K	BR190L	12%	48%	24%	12%
	1				382	Level K	BR325L	6%	30%	13%	6%
	1				378	Level K	BR355L	5%	26%	11%	5%
	1				346	Emerging K	BR400L	1%	7%	3%	1%



Class Profile Report

Academic year: 2016-2017
 Select Students by: Class
 School: SOMERSET ACADEMY HOLLYWOOD

Class: Perez (Math)
 Define "On Level": Standard View
 Show: Window 3 - 05/02/2017 - 05/19/2017

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class.

Performance by Domain

Number of Students Assessed: 10
 Total Number of Students: 13

	Standard View	Student Placement Distribution		
		> 1 Level Below	< 1 Level Below	On or Above Level
Overall Math Level	381	1	7	2
Number and Operations	379	1	7	2
Algebra and Algebraic Thinking	388	0	7	3
Measurement and Data	381	2	4	4
Geometry	375	2	6	2



Class Profile Report

Academic year: 2016-2017

Select Students by: Class

School: SOMERSET ACADEMY HOLLYWOOD

Class: Perez (Math)

Define "On Level": Standard View

Show: Window 3 - 05/02/2017 - 05/19/2017

Performance by Student

● On or Above Level ● < 1 Level Below ● > 1 Level Below

Student Name	Overall Scale Score	Placement by Domain				
		Overall Placement	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
	402	Early 1	Level K	Mid 1	Mid 1	Early 1
	402	Early 1	Early 1	Mid 1	Mid 1	Level K
	401	Level K	Level K	Mid 1	Level K	Early 1
	391	Level K	Early 1	Level K	Level K	Level K
	388	Level K	Level K	Level K	Mid 1	Level K
	381	Level K	Level K	Level K	Level K	Level K
	379	Level K	Level K	Level K	Mid 1	Level K
	370	Level K	Level K	Level K	Level K	Level K
	356	Level K	Level K	Level K	Emerging K	Emerging K
	341	Emerging K	Emerging K	Level K	Emerging K	Emerging K

Class Norms Report

Academic year: 2016-2017

Select Students by: Class

School: SOMERSET ACADEMY HOLLYWOOD

Class: Perez (Math)

Define "On Level": Standard View

Show: Window 3 - 05/02/2017 - 05/19/2017

See each student's position (percentile rank) relative to a group of nationally representative i-Ready students in the same grade and tested at the same time of year. Since the time of year at which the test was taken is important, the percentile from the most appropriate test season is highlighted, with other norms shown for reference. (Fall: beginning of the academic year through 11/30. Winter: 12/1 - 3/15. Spring: 3/16 through the end of the academic year.) You may also use the report to view your students' Quantile® measures.

Performance by Student

Number of Students Assessed: 10
Total Number of Students: 13

Test Date	Grade	Overall Scale Score	On or Above Level			Percentiles by Season (Reference Table)				
			●	●	●	Quantile® Measure	Applicable Percentile	Fall Percentile	Winter Percentile	Spring Percentile
	1	402				255Q	37%	84%	59%	37%
	1	402				255Q	37%	84%	59%	37%
	1	401				250Q	36%	83%	58%	36%
	1	391				200Q	24%	72%	43%	24%
	1	388				180Q	21%	68%	39%	21%
	1	381				145Q	15%	55%	28%	15%
	1	379				135Q	14%	52%	26%	14%
	1	370				85Q	9%	39%	17%	9%
	1	356				5Q	4%	20%	8%	4%
	1	341				EM85Q	1%	8%	3%	1%

2017 ~ 2018

Romero - Hollywood

<i>Letter Names (52)</i>	BOY	Q1	Q2	Q3	Q4	EOY
	38	38	47			
	47	47	50			
	46	46	52			
	52	52	52			

Romero - Hollywood

<i>s (26)</i>	BOY	Q1	Q2	Q3	Q4	EOY
	17	17	22			
	20	20	24			
	19	19	22			
	24	25	26			

Romero - Hollywood

<i>rint (21)</i>	BOY	Q1	Q2	Q3	Q4	EOY
	3	3	13			
	11	12	18			
	10	11	18			
	12	13	17			

Romero - Hollywood

Count Numbers (10)	BOY	Q1	Q2	Q3	Q4	EOY
	10	10				
	10	10				
	10	10				
	10	10				

Romero - Hollywood

rs (11)	BOY	Q1	Q2	Q3	Q4	EOY
	11	11				
	11	11				
	11	11				
	11	11				

Romero - Hollywood

rs (11)	BOY	Q1	Q2	Q3	Q4	EOY
	10	10				
	11	11				
	10	10				
	9	10				



Summary Report

Printed Thursday, September 28, 2017 10:30:49 AM

1

School: FLKRS - Somers Academy Hollywod

Reporting Period: 8/21/2017 - 9/28/2017
(Custom)

Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Teacher

Sort By: Rank

Teacher: TAVERAS-ROMERO, M.

Student	Age	Test Date	GP	SS	Est. ORF #	Sub-Domain Scores										Literacy Classification
						AP	CW	VS	PA	PH	SA	VO	SC	PC	EN	
		09/25/2017	0.08	564		70	71	80	46	44	35	47	38	35	67	Late Emergent
		09/25/2017	0.08	556		69	70	79	45	42	34	46	36	34	66	Late Emergent
		09/25/2017	0.08	540		66	68	77	42	40	31	43	34	32	63	Late Emergent
		09/25/2017	0.08	523		63	65	75	39	37	28	40	31	30	60	Late Emergent

1

Domain	Number of Students	% of Total	51 - 75		76 - 100	
			Number of Students	% of Total	Number of Students	% of Total
AP	0	0.0	0	0.0	4	100.0
CW	0	0.0	0	0.0	4	100.0
VS	0	0.0	0	0.0	1	25.0
PA	0	0.0	4	100.0	0	0.0
PH	0	0.0	4	100.0	0	0.0
SA	0	0.0	4	100.0	0	0.0
VO	0	0.0	4	100.0	0	0.0
SC	0	0.0	4	100.0	0	0.0
PC	0	0.0	4	100.0	0	0.0
EN	0	0.0	0	0.0	4	100.0

Summary

Scaled Score	Literacy Classification	Number of Students	% of Total
300 - 487	Early Emergent Reader	0	0.0
488 - 674	Late Emergent Reader	4	100.0
675 - 774	Transitional Reader	0	0.0
775 - 900	Probable Reader	0	0.0
Number of Students: 4			



Summary Report

Printed Thursday, September 28, 2017 10:30:49 AM

School: FLKRS - Somerset Academy Hollywood

Reporting Period: 8/21/2017 - 9/28/2017
(Custom)

Score Definitions

GP: Grade Placement
SS: Scaled Score
AP: Alphabetic Principle
CW: Concept of Word

VS: Visual Discrimination
PA: Phonemic Awareness
PH: Phonics
SA: Structural Analysis

VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

Early Emergent Reader: SS 300 - 487
Late Emergent Reader: SS 488 - 674
Transitional Reader: SS 675 - 774
Probable Reader: SS 775 - 900

*Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3.



Class Diagnostic Report

Printed Wednesday, November 1, 2017 9:14:17 AM

1

School: FLKRS - Somerset Academy Hollywood

Reporting Period: 7/1/2017 - 6/30/2018
(2017-2018)

Report Options

Group By: Class

Range By: Both

Class: TAVERAS-ROMERO, MELISSA-5387-TP50002192

Teacher: TAVERAS-ROMERO, M.

Sub-Domain Scores

Sub-Domain	Sub-Domain Score Range			
	0-25	26-50	51-75	76-100
Alphabetic Principle	0	0	4	0
Concept of Word	0	0	4	0
Visual Discrimination	0	0	1	3
Phonemic Awareness	0	4	0	0
Phonics	0	4	0	0
Structural Analysis	0	4	0	0
Vocabulary	0	4	0	0
Sentence-Level Comprehension	0	4	0	0
Paragraph-Level Comprehension	0	4	0	0
Early Numeracy	0	0	4	0

Skill Sets Within Each Sub-Domain

Alphabetic Principle

Skill Sets	Skill Set Score Range	Number of Students	Student
Alphabetic Knowledge	0-25	0	
	26-50	0	
	51-75	2	
	76-100	2	
Alphabetic Sequence	0-25	0	
	26-50	4	
	51-75	0	
	76-100	0	
Letter Sounds	0-25	0	
	26-50	0	
	51-75	4	
	76-100	0	



Class Diagnostic Report

Printed Wednesday, November 1, 2017 9:14:17 AM

School: FLKRS - Somerset Academy Hollywood

Reporting Period: 7/1/2017 - 6/30/2018
(2017-2018)

Class: TAVERAS-ROMERO, MELISSA-5387-TP50002192

Teacher: TAVERAS-ROMERO, M.

Concept of Word

Skill Sets	Skill Set Score Range	Number of Students	Student
Print Concepts: Word length	0-25	0	
	26-50	0	
	51-75	1	
	76-100	3	
Print Concepts: Word borders	0-25	0	
	26-50	1	
	51-75	3	
	76-100	0	
Print Concepts: Letters and Words	0-25	0	
	26-50	0	
	51-75	1	
	76-100	3	

Visual Discrimination

Skill Sets	Skill Set Score Range	Number of Students
Letters	0-25	0
	26-50	0
	51-75	0
	76-100	4
Identification and Word Matching	0-25	0
	26-50	0
	51-75	4
	76-100	0



Class Diagnostic Report

3

Printed Wednesday, November 1, 2017 9:14:17 AM

School: FLKRS - Somerset Academy Hollywood

Reporting Period: 7/1/2017 - 6/30/2018
(2017-2018)**Class: TAVERAS-ROMERO, MELISSA-5387-TP50002192**

Teacher: TAVERAS-ROMERO, M.

Phonemic Awareness

Skill Sets	Skill Set Score Range	Number of Students	Student
Rhyming and Word Families	0-25	0	
	26-50	0	
	51-75	4	
Blending Word Parts	76-100	0	
	0-25	0	
	26-50	0	
Blending Phonemes	51-75	4	
	76-100	0	
	0-25	0	
Initial and Final Phonemes	26-50	0	
	0-25	1	
	26-50	3	
Consonant Blends (PA)	51-75	0	
	76-100	0	
	0-25	0	
Medial Phoneme Discrimination	26-50	1	
	51-75	3	
	76-100	0	
Phoneme Segmentation	0-25	4	
	26-50	0	
	51-75	0	
	76-100	0	



Class Diagnostic Report

4

Printed Wednesday, November 1, 2017 9:14:17 AM

School: FLKRS - Somerset Academy Hollywood

Reporting Period: 7/1/2017 - 6/30/2018
(2017-2018)**Class: TAVERAS-ROMERO, MELISSA-5387-TP50002192**

Teacher: TAVERAS-ROMERO, M.

Phonemic Awareness

Skill Sets	Skill Set Score Range	Number of Students	Student
Phoneme Isolation/Manipulation	0-25	0	
	26-50	4	
	51-75	0	
	76-100	0	

Phonics

Skill Sets	Skill Set Score Range	Number of Students
Short Vowel Sounds	0-25	0
	26-50	4
	51-75	0
	76-100	0
Initial Consonant Sounds	0-25	0
	26-50	0
	51-75	4
	76-100	0
Final Consonant Sounds	0-25	0
	26-50	4
	51-75	0
	76-100	0
Long Vowel Sounds	0-25	0
	26-50	4
	51-75	0
	76-100	0
Variant Vowel Sounds	0-25	0
	26-50	4
	51-75	0
	76-100	0



Class Diagnostic Report

Printed Wednesday, November 1, 2017 9:14:17 AM

School: FLKRS - Somerset Academy Hollywood

Reporting Period: 7/1/2017 - 6/30/2018
(2017-2018)

Class: TAVERAS-ROMERO, MELISSA-5387-TP50002192

Teacher: TAVERAS-ROMERO, M.

Phonics

Skill Sets	Skill Set Score Range	Number of Students	Student
Consonant Blends (PH)	0-25	0	
	26-50	4	
	51-75	0	
	76-100	0	
Consonant Digraphs	0-25	0	
	26-50	4	
	51-75	0	
	76-100	0	
Other Vowel Sounds	0-25	0	
	26-50	4	
	51-75	0	
	76-100	0	
Sound-Symbol Correspondence: Consonants	0-25	0	
	26-50	0	
	51-75	4	
	76-100	0	
Word Building	0-25	0	
	26-50	4	
	51-75	0	
	76-100	0	
Sound-Symbol Correspondence: Vowels	0-25	0	
	26-50	4	
	51-75	0	
	76-100	0	



Class Diagnostic Report

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Printed Wednesday, November 1, 2017 9:14:17 AM

School: FLKRS - Somerset Academy Hollywood

Reporting Period: 7/1/2017 - 6/30/2018
(2017-2018)**Class: TAVERAS-ROMERO, MELISSA-5387-TP50002192**

Teacher: TAVERAS-ROMERO, M.

Phonics

Skill Sets	Skill Set Score Range	Number of Students	Student
Word Families/Rhyming	0-25	0	
	26-50	4	
	51-75	0	
	76-100	0	

Structural Analysis

Skill Sets	Skill Set Score Range	Number of Students
Words with Affixes	0-25	0
	26-50	4
	51-75	0
	76-100	0
Syllabification	0-25	0
	26-50	4
	51-75	0
	76-100	0
Compound Words	0-25	2
	26-50	2
	51-75	0
	76-100	0

Vocabulary

Skill Sets	Skill Set Score Range	Number of Students
Word Facility	0-25	0
	26-50	0
	51-75	4
	76-100	0



Class Diagnostic Report

7

Printed Wednesday, November 1, 2017 9:14:17 AM

School: FLKRS - Somerset Academy Hollywood

Reporting Period: 7/1/2017 - 6/30/2018
(2017-2018)**Class: TAVERAS-ROMERO, MELISSA-5387-TP50002192**

Teacher: TAVERAS-ROMERO, M.

Vocabulary

Skill Sets	Skill Set Score Range	Number of Students	Student
Synonyms	0-25	0	
	26-50	4	
	51-75	0	
	76-100	0	
Antonyms	0-25	0	
	26-50	4	
	51-75	0	
	76-100	0	

Sentence-Level Comprehension

Skill Sets	Skill Set Score Range	Number of Students
Comprehension at the Sentence Level	0-25	0
	26-50	4
	51-75	0
	76-100	0

Paragraph-Level Comprehension

Skill Sets	Skill Set Score Range	Number of Students
Comprehension of Paragraphs	0-25	0
	26-50	4
	51-75	0
	76-100	0



Class Diagnostic Report

8

Printed Wednesday, November 1, 2017 9:14:17 AM

School: FLKRS - Somerset Academy Hollywood

Reporting Period: 7/1/2017 - 6/30/2018
(2017-2018)
Class: TAVERAS-ROMERO, MELISSA-5387-TP50002192

Teacher: TAVERAS-ROMERO, M.

Early Numeracy

Skill Sets	Skill Set Score Range	Number of Students	Student
Number Naming and Number Identification	0-25	0	
	26-50	0	
	51-75	4	
Number Object Correspondence	76-100	0	
	0-25	0	
	26-50	0	
	51-75	4	
Sequence Completion	76-100	0	
	0-25	0	
	26-50	0	
	51-75	4	
Composing and Decomposing	76-100	0	
	0-25	0	
	26-50	0	
	51-75	4	
Measurement	76-100	0	
	0-25	0	
	26-50	0	
	51-75	4	
	76-100	0	

Class Profile Report








Academic year: Current (2017-2018)
 Select Students by: Class
 Class: Romero (Reading)

Define "On Level": Standard View
 Show: Window 1 - 10/02/2017 - 10/24/2017

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class. You can also view the probability of each student in grades 3-8 to reach a level of proficient (Level 3 or above) on the FSA assessment by the end of the year (EOY).

Performance by Domain

Number of Students Assessed: 4
 Total Number of Students: 4

	● Standard View	Student Placement Distribution		
		> 1 Level Below	< 1 Level Below	On or Above Level
Overall Reading Level	 337	0	4	0
Phonological Awareness	 347	0	3	1
Phonics	 365	0	2	2
High-Frequency Words	 316	0	4	0
Vocabulary	 320	0	4	0
Comprehension: Literature	 354	0	2	2
Comprehension: Informational Text	 325	0	4	0

Class Profile Report

Academic year: Current (2017-2018)

Select Students by: Class

Class: Romero (Reading)

Define "On Level": Standard View

Show: Window 1 - 10/02/2017 - 10/24/2017

Performance by Student

● On or Above Level ● < 1 Level Below ● > 1 Level Below

Student Name	Overall Scale Score	Placement by Domain							Probability of being Proficient by EOY
		Overall Placement	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text	
	349	Emerging K	Early / Mid K	Level 1	Emerging K	Emerging K	Emerging K	Emerging K	-
	347	Emerging K	Emerging K	Early K	Emerging K	Emerging K	Emerging K	Emerging K	-
	336	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	Early K	Emerging K	-
	316	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	Early K	Emerging K	-

Class Profile Report

Academic year: Current (2017-2018)
Select Students by: Class
Class: Romero (Math)

Define "On Level": Standard View
Show: Window 1 - 10/02/2017 - 10/24/2017

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class. You can also view the probability of each student in grades 3-8 to reach a level of proficient (Level 3 or above) on the FSA assessment by the end of the year (EOY).

Performance by Domain

Number of Students Assessed: 4
Total Number of Students: 4

	● Standard View	Student Placement Distribution		
		> 1 Level Below	< 1 Level Below	On or Above Level
Overall Math Level	339	0	4	0
Number and Operations	341	0	4	0
Algebra and Algebraic Thinking	341	0	4	0
Measurement and Data	337	0	3	1
Geometry	335	0	4	0



Class Profile Report

Academic year: Current (2017-2018)

Select Students by: Class

Class: Romero (Math)

Define "On Level": Standard View

Show: Window 1 - 10/02/2017 - 10/24/2017

Performance by Student

● On or Above Level ● < 1 Level Below ● > 1 Level Below

Student Name	Overall Scale Score	Placement by Domain					Probability of being Proficient by EOY
		Overall Placement	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry	
	354	Emerging K	Emerging K	Emerging K	Early K	Emerging K	-
	340	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	-
	334	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	-
	329	Emerging K	Emerging K	Emerging K	Emerging K	Emerging K	-

Class Profile Report

Academic year: Current (2017-2018)
Select Students by: Class
Class: Murphy (Reading)

Define "On Level": Standard View
Show: Window 1 - 10/02/2017 - 10/24/2017

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class. You can also view the probability of each student in grades 3-8 to reach a level of proficient (Level 3 or above) on the FSA assessment by the end of the year (EOY).

Performance by Domain

Number of Students Assessed: 12
Total Number of Students: 12

	● Standard View	Student Placement Distribution		
		>1 Level Below	<1 Level Below	On or Above Level
Average Scale Score		0	7	5
Overall Reading Level	423	1	6	5
Phonological Awareness	425	0	6	6
Phonics	449	0	6	6
High-Frequency Words	429	0	6	6
Vocabulary	417	1	5	6
Comprehension: Literature	407	0	8	4
Comprehension: Informational Text	420	0	8	4

42%

Class Profile Report

Academic year: Current (2017-2018)
Select Students by: Class
Class: Murphy (Reading)

Define "On Level": Standard View
Show: Window 1 - 10/02/2017 - 10/24/2017

Performance by Student

● On or Above Level ● < 1 Level Below ● > 1 Level Below

Student Name	Overall Scale Score	Placement by Domain								Probability of being Proficient by EOY
		Overall Placement	Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text		
	495	Late 1	Late 1	Level 3	Max Score	Mid 1	Late 1	Late 1	-	
	480	Late 1	Late 1	Level 3	Max Score	Late 1	Early 1	Early 1	-	
	445	Early 1	Max Score	Level K	Early / Mid 1	Early 1	Mid 1	Level K	-	
	438	Early 1	Level K	Max Score	Mid / Late 1	Level K	Level K	Mid 1	-	
	435	Early 1	Level K	Level 2	Mid / Late 1	Early 1	Early 1	Level K	-	
	429	Level K	Late 1	Early 1	Level K	Level K	Level K	Level K	-	
	419	Level K	Late 1	Level K	Level K	Mid 1	Level K	Level K	-	
	409	Level K	Level K	Early 1	Early / Mid 1	Level K	Level K	Level K	-	
	388	Level K	Level K	Level K	Level K	Level K	Level K	Level K	-	
	388	Level K	Emerging K	Level K	Level K	Level K	Level K	Mid 1	-	
	387	Level K	Level K	Level K	Level K	Early 1	Level K	Level K	-	
	364	Level K	Level K	Level K	Level K	Emerging K	Level K	Level K	-	

Class Profile Report

Academic year: Current (2017-2018)
Select Students by: Class
Class: Murphy (Math)

Define "On Level": Standard View
Show: Window 1 - 10/02/2017 - 10/24/2017

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class. You can also view the probability of each student in grades 3-8 to reach a level of proficient (Level 3 or above) on the FSA assessment by the end of the year (EOY).

Performance by Domain

Number of Students Assessed: 12
Total Number of Students: 12

	● Standard View	Student Placement Distribution			
		> 1 Level Below	< 1 Level Below	On or Above Level	
Overall Math Level	Average Scale Score	0	10	2	
Number and Operations	392	0	8	4	
Algebra and Algebraic Thinking	395	0	6	6	
Measurement and Data	390	2	7	3	
Geometry	384	1	5	6	
	397				

10/10

Class Profile Report

Academic year: Current (2017-2018)

Select Students by: Class

Class: Murphy (Math)

Define "On Level": Standard View
Show: Window 1 - 10/02/2017 - 10/24/2017

Performance by Student

● On or Above Level ● <1 Level Below ● >1 Level Below

Student Name	Overall Scale Score	Placement by Domain					Probability of being Proficient by EOY
		Overall Placement	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry	
	415	Mid 1	Mid 1	Mid 1	Mid 1	Level K	—
	414	Mid 1	Mid 1	Mid 1	Early 1	Mid 1	—
	400	Level K	Mid 1	Early 1	Level K	Level K	—
	399	Level K	Level K	Early 1	Level K	Mid 1	—
	393	Level K	Level K	Early 1	Level K	Level K	—
	392	Level K	Level K	Early 1	Level K	Early 1	—
	391	Level K	Level K	Level K	Early 1	Level K	—
	390	Level K	Level K	Level K	Level K	Mid 1	—
	389	Level K	Level K	Level K	Level K	Mid 1	—
	375	Level K	Early 1	Level K	Emerging K	Emerging K	—
	374	Level K	Level K	Level K	Emerging K	Early 1	—
	369	Level K	Level K	Level K	Level K	Level K	—



Class Profile Report

Academic year: Current (2017-2018)
 Select Students by: Class
 School: SOMERSET ACADEMY HOLLYWOOD

Class: Hudson (Reading)
 Define "On Level": Standard View
 Show: Window 1 - 10/02/2017 - 10/24/2017

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class. You can also view the probability of each student in grades 3-8 to reach a level of proficient (Level 3 or above) on the FSA assessment by the end of the year (EOY).

Performance by Domain

Number of Students Assessed: 8
 Total Number of Students: 8

	● Standard View	Student Placement Distribution			
		Average Scale Score	> 1 Level Below	< 1 Level Below	On or Above Level
Overall Reading Level		474	0	7	1
Phonological Awareness	N/A		0	0	8
Phonics		464	1	6	1
High-Frequency Words		500	0	1	7
Vocabulary		447	0	8	0
Comprehension: Literature		491	0	3	5
Comprehension: Informational Text		489	0	5	3

13%



Class Profile Report

Academic year: Current (2017-2018)
 Select Students by: Class
 Class: Hudson (Reading)

Define "On Level": Standard View
 Show: Window 1 - 10/02/2017 - 10/24/2017

Performance by Student

● On or Above Level ● < 1 Level Below ● > 1 Level Below

Student Name	Overall Scale Score	Overall Placement	Placement by Domain							Probability of being Proficient by EOY
			Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text		
	517	Mid 2	Tested Out	Max Score	Max Score	Level 1	Mid 2	Late 2	—	
	485	Level 1	Tested Out	Level 1	Max Score	Level 1	Mid 2	Level 1	—	
	483	Level 1	Tested Out	Level 1	Max Score	Level 1	Early 2	Mid 2	—	
	466	Level 1	Tested Out	Level K	Level 1	Level 1	Early 2	Late 2	—	
	463	Level 1	Tested Out	Level 1	Max Score	Level 1	Early 2	Level 1	—	
	461	Level 1	Tested Out	Level 1	Max Score	Level 1	Level 1	Level 1	—	
	460	Level 1	Tested Out	Level 1	Max Score	Level 1	Level 1	Level 1	—	
	458	Level 1	Tested Out	Level 1	Max Score	Level 1	Level 1	Level 1	—	



Class Profile Report

Academic year: Current (2017-2018)
 Select Students by: Class
 School: SOMERSET ACADEMY HOLLYWOOD

Class: Hudson (Math)
 Define "On Level": Standard View
 Show: Window 1 - 10/02/2017 - 10/24/2017

Use this report to view Diagnostic Assessment performance and determine the domain-specific instructional needs of students in your class. You can also view the probability of each student in grades 3-8 to reach a level of proficient (Level 3 or above) on the FSA assessment by the end of the year (EOY).

Performance by Domain

Number of Students Assessed: 8
 Total Number of Students: 8

	● Standard View	Student Placement Distribution			
		Average Scale Score	> 1 Level Below	< 1 Level Below	On or Above Level
Overall Math Level		404	1	7	0
Number and Operations		397	1	6	1
Algebra and Algebraic Thinking		410	0	5	3
Measurement and Data		404	1	7	0
Geometry		407	1	6	1



Class Profile Report

Academic year: Current (2017-2018)
 Select Students by: Class
 Class: Hudson (Math)

Define "On Level": Standard View
 Show: Window 1 - 10/02/2017 - 10/24/2017

Performance by Student

● On or Above Level ● < 1 Level Below ● > 1 Level Below

Student Name	Overall Scale Score	Placement by Domain					Probability of being Proficient by EOY
		Overall Placement	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry	
	417	Level 1	Level 1	Early 2	Level 1	Level 1	-
	413	Level 1	Level 1	Early 2	Level 1	Level 1	-
	411	Level 1	Early 2	Level 1	Level 1	Level 1	-
	410	Level 1	Level 1	Level 1	Level 1	Early 2	-
	409	Level 1	Level 1	Level 1	Level 1	Level 1	-
	399	Level 1	Level K	Early 2	Level 1	Level 1	-
	392	Level 1	Level 1	Level 1	Level K	Level 1	-
	383	Level K	Level 1	Level 1	Level 1	Level K	-

Educational Performance

Appendix : F

Lowest 300 Performing Elementary Schools Plan

2013-2014 Lowest 300 Performing Ele

The lowest 300 elementary schools are determined based on the reading achievement and learning gains points each school earns in the school grades model. Specifically, preliminary points for reading achievement and for reading learning gains were summed for each elementary school, and the schools were ranked from lowest to highest based on the summed points value for the two components.

06	BROWARD	5387	SOMERSET ACADEMY HOLLYWOOD	36	41	77	NA	F	Grade 2012	Grade 2013	Charter	School Type	Free or Reduced Lunch Rate	Minority Rate	Title I	ALT/ESSE Status	Low 100 in 2013	Low 100 in 2012
									Preliminary Grade 2014									
									One-Letter-Grade-Drop Protection?									
									Did this School Benefit from the									
									Sum of Reading Achievement									
									and Learning Gains									
									Reading Learning Gains									
									Reading Achievement									

A	B	C	D	E	F	G	H
District's Extended Day Reading Instruction Plans							
1							
2							
3	District's Extended Day Reading Instruction Plans						
4	School Name:	SomerSet Hollywood					
5	School Number:	5387					
6	DISTRICT INFORMATION						
7	District Name:	Broward					
8	District Number:	06					
9	District Contact Name:	Mildred Grimaldo					
10	Contact Phone Number:	754-312-1868					
11	Contact Email:	mildredgrimaldo@browardschools.com					
12	Please use the checklist to rate the plan's compliance with the numbered criteria according to this scale: 0=does not meet criterion, 1=partially meets criterion, 2=meets criterion, 3=exceeds criterion. Enter comments only if needed to clarify rating.						
13							
14	I. Student Enrollment						
15	Extended Day Reading Instruction Plans A plan has been implemented that:	Alignment of Statutory Requirements FS 1011.62	0	1	2	3	District Review Comments
16	1. Provided parents notification that all students will have an added hour of reading instruction each day. (evidence attached)	For the 2014-15 fiscal year, in each school district that has one or more of the 300 lowest-performing elementary schools based on the state reading assessment, priority shall be given to providing an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in each school.			X		
17	2. Provided flexibility so that eligible students that scored FCAT Reading Level 5 may choose to participate in one hour of extended reading instruction each day, but are not required to do so. (evidence attached)	Students enrolled in these schools who have Level 5 assessment scores may participate in the additional hour of instruction on an optional basis.			X		
18	II. Teachers						
19	The district plan includes selection of highly qualified teachers who have:		0	1	2	3	District Review Comments
20	3. Evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over time. Teachers should be highly effective K-5 teachers who are Reading Certified or Endorsed.	This additional hour of instruction must be provided by teachers or reading specialists who are effective in teaching reading or by a K-5 mentoring reading program that is supervised by a teacher who is effective in teaching reading.			X		

	A	B	C	D	E	F	G	H
21	III. Reading Program/Materials							
22	The design of the local reading program and the plan for reading instruction/intervention includes:			0	1	2	3	District Review Comments
23	4. A research-based sequence of intensive reading instruction, including instructional routines that have been proven to accelerate progress of students exhibiting a reading deficiency and the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading.	The intensive reading instruction delivered in this additional hour and for other students shall include: research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency; the integration of social studies, science and mathematics-text reading, text discussion and writing in response to reading.				X		
24	5. One or more of the following types of research-based curricula designed to support and accelerate student development in the components of learning to reading: oral language, including vocabulary, phonological awareness and phonics, and text reading that supports accuracy, fluency and comprehension with more extensive opportunities for guided practice, error correction and feedback. *Comprehensive intervention program *Targeted intervention program *Supplemental reading program, including technology.	The intensive reading instruction delivered in this additional hour and for other students shall include: explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary and comprehension, with more extensive opportunities for guided practice, error correction and feedback.				X		
25	IV. Assessment							
26	The plan for assessing students includes:			0	1	2	3	District Review Comments
27	6. Use of assessment and progress monitoring results that identify the overall learning needs of each student in order to distinguish whether their instructional priority is decoding (phonemic awareness, phonics, fluency) or text meaning (comprehension, vocabulary). This data should be used to initially place the student and plan for instruction.	The intensive reading instruction delivered in this additional hour and for other students shall include: differentiated instruction based on student assessment data to meet students' specific reading needs.				X		

	A	B	C	D	E	F	G	H	
28	7. Regular monitoring (may be informal) of students' progress and subsequent adjustment of instruction, as needed.	The intensive reading instruction delivered in this additional hour and for other students shall include: differentiated instruction based on student assessment data to meet students' specific reading needs.				X			
29	V. Instruction								
30	The district must create a reading schedule that facilitates interactive, challenging instruction.			0	1	2	3	District Review Comments	
31	8. Instruction must be differentiated and include: small group instruction based on student assessment data to meet students' specific reading needs and include formative assessment with writing, and extensive reading from a wide variety of texts, all verified with data logs.	The intensive reading instruction delivered in this additional hour and for other students shall include: differentiated instruction based on student assessment data to meet students' specific reading needs.				X			
32	VI. Staff Details								
33	9. How are you staffing the extra hour of reading instruction?	A. Select all that apply	Check here	The student's regular classroom teachers are providing the instruction					District Review Comments
34			<input checked="" type="checkbox"/>	Other staff used for the extra hour of reading instruction					
35			<input checked="" type="checkbox"/>	Indicate below the number of staff for each category, year and total					
36				Staff Type	Last year	Additional this year	Total		
37				Reading Coaches	NA	1	1		
38				Teachers	NA	0	0		
39				Paraprofessionals	NA	1	1		
40				Volunteers	NA	0	0		
41				Other	NA	0	0		
42									
43	10. If students' regular teachers do not provide the extra hour of instruction, what are the teachers doing during the extra hour?	Insert comment here:							
44	VII. Instructional Time								

	A	B	C	D	E	F	G	H
	11. How did your school add the required extra hour of reading instruction to the school day? (Select all that apply)			Extended the bell schedule at the beginning of the day	Extended the bell schedule at the end of day	Rearranged the instructional day (provided additional instruction at a different time of day)	Other (please explain)	District Review Comments
45								
46				X		X		
	12. How many minutes of reading instruction are provided during the following blocks per day for an average student in your school?	Please select all that apply by placing an X or comment in the place below the strategies applied at your school	Standard reading block (this does not include the extra hour (e.g., Tier 1 instruction))	Intervention block (e.g., Tier 2 instruction)	Other reading related block including additional hour	Total Reading instruction per day for 2014-15	Total Reading instruction per day for 2013-14	District Review Comments
47			90 # of minutes	30 # of minutes	60 # of minutes	150 # of minutes	90 # of minutes	
48			Please report for all categories that apply					
49	VIII. Student Grouping							
50	13. Are students grouped differently during the extra hour than during the regular instructional block?	Insert comment here: <i>They are not grouped differently</i>						
51	14. How are students grouped during the extra hour of reading instruction?	Grouping	check all that apply	approximate group size				
52		whole class/large group	✓	12				
53		small group/individual	✓	4				
54		students are grouped homogeneously according to ability/needs	✓	4				
55		students are grouped heterogeneously	✓	4				

SOMERSET ACADEMY HOLLYWOOD

1704 Buchanan St, Hollywood, FL 33020

Tel. No.: 954-920-8058

Fax No.: 954-920-8059

Question 16

Principal
Dr. Mary Stuart

Lead Teacher:
Amber Geary

IMT/Registrar:
Rina Zapata

ESE Specialist:
Denise Strachan

Reading Specialist:
Joanne Jeanty

School Web Site:

www.somersethollywood.com

August 11, 2014

Dear Parent/Guardian:

We hope you enjoyed the summer break and are now ready to begin another productive school year. As we prepare to welcome students back to class on August 18, 2014, please note that our school hours are changing. For the 2014/15 school year, our new opening time will be 8:00 a.m.

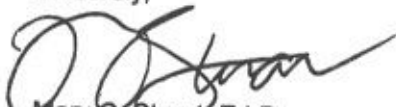
The new schedule will extend our regular school day by 30 minutes, during which students will receive additional intensive reading instruction and enrichment. The extension of instructional time beyond the normal school day is required by Florida law for students who attend the 300 lowest performing elementary schools in Florida based on the results of the Reading portion of the 2014 FCAT 2.0.

Please note, students who will enter grades four (4) or five (5) in the 2014-2015 school year and who scored a *Level 5* on the Reading portion of the FCAT 2.0 in 2014, may "opt out" of the extended instructional learning time. Parents can contact me, Dr. Stuart, regarding this choice.

We know that you may have questions about the extended instructional time and new school hours. We invite you to attend our meet and greet on August 14, 2014. For kindergarten through second grade the time will be 4-4:30. For third through sixth grade the time will be from 4:30 - 5:00. I hope to see you there.

If you have additional questions, please do not hesitate to call our main office at 954-920-8058.

Sincerely,



Mary C. Stuart, Ed.D
Principal

SOMERSET ACADEMY
HOLLYWOOD

1704 Buchanan St, Hollywood, FL 33020
Tel. No.: 954-920-8058
Fax No.: 954-920-8059

August 11, 2014

Dear Parent/Guardian:

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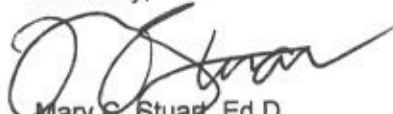
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Question
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If you have additional questions, please do not hesitate to call our main office at 954-920-8058.

Sincerely,


Mary C. Stuart, Ed.D
Principal

Principal
Dr. Mary Stuart

Lead Teacher:
Amber Geary

IMT/Registrar:
Rina Zapata

ESE Specialist:
Denise Strachan

Reading Specialist:
Joanne Jeanty

School Web Site:

www.somersethollywood.com

Educational Performance

Appendix : G

ELlevation Reports – Charter Schools Renewal Report Only

Last Name	Middle Name	First Name	School Name	School LEA Code	Student #	Grade Level	Basis of Entry	Lang. Class	Date Entered US Schools	ESOL Program Entry Date	ELL Plan Date	Re-Eval Date
BIDEAU		GENESIS	5387 - SOMERSET ACADEMY HOLLYWOOD	5387	618006333	K	A-Aural/Oral	A1	8/21/2017	9/22/2017	9/22/2017	
DOMINIQUE	CELINE	GENESIS	5387 - SOMERSET ACADEMY HOLLYWOOD	5387	615151025	2	A-Aural/Oral	3	8/24/2015	8/24/2015	8/21/2017	
DORVILLE	MOSES	TEVIN	5387 - SOMERSET ACADEMY HOLLYWOOD	5387	616005994	2	A-Aural/Oral	3	8/24/2015	9/21/2015	8/21/2017	
KUNHARDT		BRANDON	5387 - SOMERSET ACADEMY HOLLYWOOD	5387	617003778	1	A-Aural/Oral	3	8/22/2016	8/22/2016	8/21/2017	
NOAILLES		DAWSON	5387 - SOMERSET ACADEMY HOLLYWOOD	5387	616000579	2	A-Aural/Oral	3	8/24/2015	8/24/2015	8/21/2017	
PEREZ-MALCA		YOSELYN	5387 - SOMERSET ACADEMY HOLLYWOOD	5387	617003853	1	A-Aural/Oral	2	8/22/2016	8/22/2016	8/21/2017	
SYLVAIN	MAKAYLA	CARLY	5387 - SOMERSET ACADEMY HOLLYWOOD	5387	617003925	1	A-Aural/Oral	3	8/22/2016	8/22/2016	8/21/2017	
TERTULIEN		ALINSKY	5387 - SOMERSET ACADEMY HOLLYWOOD	5387	617004030	1	A-Aural/Oral	2	8/22/2016	8/22/2016	8/21/2017	
VEIGA	BETANIA	ATENA	5387 - SOMERSET ACADEMY HOLLYWOOD	5387	617004042	1	A-Aural/Oral	2	8/22/2016	8/22/2016	8/21/2017	

FINANCIAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)9, 1002.33(7)(a)10, 1002.33(7)(a)11, 1002.33(9)(g), and 1002.33(9)(h), Florida Statutes

Financial Management:

- A. Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations
- B. Adherence to Generally Accepted Accounting Principles
- C. Financial Reporting Requirements

In the narrative:

A. Explain how the charter school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board has contracted the services of an Education Services Provider (ESP), to assist the Board and the School Principal with the preparation and reporting of the School's finances.

The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on a monthly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- a. Revenues, accounts receivable, and cash receipts
- b. Expenditures, accounts payable, and cash disbursements

- c. Budgeting and financial reporting
- d. Risk management
- e. School inventory & capital assets
- f. Student records
- g. Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of \$2,500 or above. Checks in the amount of \$25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the president, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements are reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual

agreement between the School and the Sponsor.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

Capital Expenditures - purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Segregation of Duties relating to financial controls –

The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial

forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to

seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

B. Explain how the charter school adheres to general-accepted accounting principles.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.

Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or similar program
- Reconcile monthly reports and bank statements and keep in monthly binders at the school
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over \$2500.00, as established by the Board
- Prepare disbursement voucher packages at school-site as authorized by the Principal and submit to ESP with appropriate supporting documentation
- Make disbursements only to authorized/approved vendors
- Conduct physical property inventories at the beginning and end of every school

year to safeguard fixed assets.

- Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual
- Retain documents for a specified amount of time

C. Explain how the charter school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance. Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion, and submitted to the Sponsor and Auditor General per statute. The school monitors its Fixed Assets Inventory reconciled with the General Ledger (Appendix H) on a semi-annual basis and uploads the report to Charter-Tools. Additionally, the school monitors the Fixed Assets Report for Bond Technology (Appendix I) received through the bond technology funding on a semi-annual basis, as well and uploads the report to Charter-Tools.

Sources of evidence for this section should include attachments of the following:

- **Fixed Assets Report Reconciled with General Ledger - Attached**
- **Financial Corrective Action Plan, If Applicable – Not Applicable**
- **Evidence of Resolution of any Financial Debts, If Applicable – Not Applicable**
- **Fixed Assets Report for Bond Items, If Applicable – On File**
- **Annual Budgets – On File**
- **Monthly Financial Reports – On File**
- **Quarterly Financial Reports – On File**
- **Annual Financial Audits – On File**
- **Cost Report – On File**

Evaluation Criteria: Financial Management

This section should provide the reviewer with a clear description of how the charter school's finances have been and will continue to be managed. All plans presented should be reasonable and appropriate.

FINANCIAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)10 and 1002.33(7)(a)11, Florida Statutes

Financial Viability:

- A. Budgeting
- B. Financial Obligations
- C. Long-Term Financial Planning

In the narrative:

A. Explain how the charter school maintains a balanced budget and a positive cash flow.

Somerset Academy Hollywood #5387 has maintained balanced budgets and positive cash flows over the past five (5) years, as evidenced in the certified audited financial statements and notes thereto on file with the school district. As it can be seen in the most recent 2017-2018 annual budget that is on file, there is a positive cash flow and net cash flow of \$30,500.00.

The Board reviews and approves a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School prepares a school-site budget, which include anticipated revenues and expenditures based on student enrollment. The Board reviews the budget and makes modifications as needed each board meeting (at minimum on a quarterly basis).

The Principal manages the day-to-day operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal reports at least quarterly to the Governing Board on the progress of the site-based budget and makes recommendations and seeks approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

B. Verify that the charter school's financial obligations are in good standing.

Somerset has established sound financial procedures to safeguard their finances as detailed above. As such, the Somerset's financial obligations are in good standing in that the schools can sustain any unforeseen expenditures based on the current net balance and anticipated surplus.

C. Provide a detailed explanation for the sound and sustainable long-term financial plan for the charter school.

The leadership at Somerset creates and maintains a balanced budget (as approved by the Board) in order to support the vision, purpose, beliefs and values, educational programs, and action plans for continuous improvement. Each school benefits from the support and scrutiny of several entities - including the governing board, sponsoring local school district, Academica (who was selected by the governing board) -- to provide guidance and resources to assist the schools with fiscal responsibility and accountability on a long-term basis.

Long-term financial planning is also a component of Somerset Academy Strategic Plan that is analyzed and modified every 5 years. Long-term financial plans are included as objectives in the Strategic Plan to ensure that adequate funds are set aside to meet the needs of the schools on an ongoing basis.

As evidenced by the 2016 special purpose financial statements provided to the BCPS, Somerset Academy, Inc. has a total net asset balance of over \$54,580,937.00. Accordingly, it is anticipated that the school will continue to accumulate a surplus that will serve to increase the net asset balance of the entity. Somerset Academy Hollywood #5387 has a combined surplus of over \$44,951.00 in reserve as part of their sustainable long-term financial plan as it can be seen in the 2017 Audited Financials on file with FLDOE and BCPS.

Furthermore, as part of its sustainable long-term financial plan, the Governing Board has instituted sound business practices by establishing policies to ensure effective internal and external controls. Somerset Academy Hollywood #5387 has, based on current enrollment trends, utilized the Revenue Estimate Worksheet for 2017-2018 (Appendix K) to forecast and create a Projected

Five (5) Year Budget for 2018-2023 (Appendix J). These measures will ensure the sound and sustainable long-term financial plan for school operations over the next five (5) years.

Sources of evidence for this section should include attachments of the following:

- **Projected Five (5) Year Budget for 2018-2023**
- **Revenue Estimate Worksheet for 2017-2018**
- **Financial Corrective Action Plan, If Applicable**
- **Evidence of Resolution of any Financial Debts, If Applicable**
- **Annual Budgets – On File**
- **Monthly Financial Reports – On File**
- **Quarterly Financial Reports – On File**
- **Annual Financial Audits – On File**

Evaluation Criteria: Financial Viability

This section should provide the reviewer with the details of the charter school's plan to improve/maintain its financial performance for the upcoming term of the charter agreement.

Attachments – Financial Performance
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<i>Please include in the appropriate section the attachments that are not identified as ON FILE in the, Financial, Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.</i>
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Financial Performance

- ☒ **Fixed Assets Report Reconciled with General Ledger**
- ☒ **Fixed Assets Report for Bond Items, If Applicable**
- ☐ **Financial Corrective Action Plan, If Applicable**
- ☐ **Evidence of Resolution of any Financial Debts, If Applicable**
- ☒ **Projected Five (5) Year Budget for 2018-2023**
- ☒ **Revenue Estimate Worksheet for 2017-2018**
- ☐ **Financial Corrective Action Plan, If Applicable**
- ☐ **Evidence of Resolution of any Financial Debts, If Applicable**

Financial Performance

Appendix : H

Fixed Assets Report Reconciled with General Ledger

SOMERSET ACADEMY HOLLYWOOD (5387)
Fixed Asset Listing as of 6/30/2017

Location	Asset Number	Date		Asset Description 1	Cost	Unrecovered		G/L Asset Account Description	G/L Asset Account Number	Department	Asset Life
		Acquired				Basis					
065387	33	7/11/2013		A1 Fire & Security AF144815		558	167.4	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	8100	500
065387	4	8/8/2013		Fence Solutions 709		0	0	Capital Outlay:Furniture, Fixtures & Equipment:Landscaping, Fencing	0640-0641	8100	500
065387	47	8/13/2014		Fence Solutions 911		0	0	Capital Outlay:Furniture, Fixtures & Equipment:Landscaping, Fencing	0640-0641	8100	500
065387	6	7/31/2013		Huber Locksmith 22906		1975	592.5	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	8100	500
065387	39	10/8/2013		Layer 8 Solutions 366		1675	502.5	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	8100	500
065387	20	8/27/2013		Lucas David 1478357DB		0	0	Capital Outlay:Furniture, Fixtures & Equipment:Landscaping, Fencing	0640-0641	8100	500
065387	11	7/26/2013		SEI Wireless Solutions INV0026086		2050	615	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	8100	500
065387	52	10/19/2014		Techno AC 16259		3200	1600	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	8100	500
065387	22	8/26/2013		Techno Air Conditioning 14575		690	207	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	8100	500
065387	32	8/13/2013		Miracle of South FL 23130201		8380.93	2514.28	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	9100	500
065387	36	9/12/2013		Miracle of South Florida 741553		4401.07	1320.32	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	9100	500
065387	10	7/24/2013		PCS Revenue Control MS131518		2682	804.6	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	7600	500
065387	26	9/13/2013		A-Team Office 79101		578	173.4	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	5100	500
065387	57	9/27/2015		Broward County Public Schools 277		17080	11956	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Computer Hardware	0640-0643	5100	500
065387	15	9/3/2013		Educational Networks 5955		2700	810	Capital Outlay:Computer Software:Cap. Computer Software	0690-0691	5100	500
065387	5	7/6/2013		Florida School Book Dep. 201376		11956.25	0	Capital Outlay:Furniture, Fixtures & Equipment:Textbooks Grant	0640-0641	5100	300
065387	7	8/8/2013		Instant Sign of S. FL 2439065		2218	665.4	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	5100	500
065387	38	10/1/2013		Layer 8 Solutions 362		4977.2	1493.16	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	5100	500
065387	8	7/12/2013		Mary Stuart 071213		1139.67	341.9	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	5100	500
065387	56	4/1/2015		Safari Montage 1415IMPHW55		4389.85	2194.92	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Computer Hardware	0640-0643	5100	500
065387	21	7/26/2013		School Check IN 00020306		750	225	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	5100	500
065387	35	11/15/2013		Silmar Electronics 082983		7099	2129.7	Capital Outlay:Audio Visual Materials:Capitalized Audio-Visual	0620-0621	5100	500
065387	37	11/20/2013		Silmar Electronics 083963		660	198	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	5100	500
065387	24	8/15/2013		United Data Tech 0500070991		927	278.1	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Computer Hardware	0640-0643	5100	500
065387	53	4/1/2015		CDW Government 1415IMPHW54		34190.3	17095.15	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Computer Hardware Grant	0640-0643	5100G	500
065387	55	4/1/2015		CDW Government 1415IMPHW55		3998	1999	Capital Outlay:Audio Visual Materials:Capitalized Audio-Visual Grant	0620-0621	5100G	500
065387	43	7/1/2014		CDW Government FG18103		5940.8	2970.4	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Computer Hardware Grant	0640-0643	5100G	500
065387	40	8/22/2013		CDW Government FH53603		1600	480	Capital Outlay:Audio Visual Materials:Capitalized Audio-Visual Grant	0620-0621	5100G	500
065387	41	8/24/2013		CDW Government FI66460		9150	2745	Capital Outlay:Audio Visual Materials:Capitalized Audio-Visual Grant	0620-0621	5100G	500
065387	44	7/1/2014		CDW Government MP96326		7628.42	3814.21	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Computer Hardware Grant	0640-0643	5100G	500
065387	45	7/1/2014		CDW Government MR82431		1728	864	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Computer Hardware Grant	0640-0643	5100G	500
065387	46	7/1/2014		CDW Government MV40750		6322.68	3161.34	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Computer Hardware Grant	0640-0643	5100G	500
065387	48	9/4/2014		CDW Government PF82768		8231.8	4115.9	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Computer Hardware Grant	0640-0643	5100G	500
065387	49	9/6/2014		CDW Government PG47995		25953.09	12976.54	Capital Outlay:Audio Visual Materials:Capitalized Audio-Visual Grant	0620-0621	5100G	500
065387	50	9/10/2014		CDW Government PH96438		1824	912	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Computer Hardware Grant	0640-0643	5100G	500
065387	51	10/7/2014		CDW Government PX03307		3050	1525	Capital Outlay:Audio Visual Materials:Capitalized Audio-Visual Grant	0620-0621	5100G	500
065387	16	8/9/2013		Engaged Learning ELS2439RY		3782	1134.6	Capital Outlay:Audio Visual Materials:Capitalized Audio-Visual Grant	0620-0621	5100G	500
065387	54	4/1/2015		Safari Montage 1415IMPHW55(G)		4766.57	2383.29	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Computer Hardware Grant	0640-0643	5100G	500

Total Fixed Assets Per Inventory Listing and GL		\$ 198,252.63
Total Fixed Assets per Audit		\$ 198,253.00
Variance (due to rounding)		\$ (0.37)

Financial Performance

Appendix : I

Fixed Assets Report for Bond Items

Site Equip Number-Barcode	Description	Serial num	Unit Cost	Location	Condition	Class	Acquired date	PO Number	Federal	Notes
0001	Document Camera	5096913050P	\$ 491.00	Portable 1	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0011	Document Camera	5067113040P	\$ 491.00	Portable 2	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0021	Document Camera	5070913040P	\$ 491.00	Portable 3	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0032	Document Camera	5070613040P	\$ 491.00	Room 10	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0002	Printer	VND3G15984	\$ 126.42	Portable 1	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0012	Printer	VND3G15972	\$ 126.42	Portable 2	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0022	Printer	VND3G15986	\$ 126.42	Portable 3	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0033	Printer	VND3G15973	\$ 126.42	Room 10	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0058	Promethean Active Expressions	NA	\$ 1,600.00	Mobile	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0003	Promethean Board	C1306270376	\$ 3,050.00	Portable 1	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0013	Promethean Board	C1306141363	\$ 3,050.00	Portable 2	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0023	Promethean Board	C1036141362	\$ 3,050.00	Portable 3	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0034	Promethean Board	C1306141361	\$ 3,050.00	Room 10	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0004	Student Desktop	DTVFGAA002301027189200	\$ 447.26	Portable 1	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0005	Student Desktop	DTVFGAA002301027099200	\$ 447.26	Portable 1	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0006	Student Desktop	DTVFGAA002301027099200	\$ 447.26	Portable 1	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0007	Student Desktop	DTVFGAA002301027099200	\$ 447.26	Portable 1	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0008	Student Desktop	DTVFGAA002301026A39200	\$ 447.26	Portable 1	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0009	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 1	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0014	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 2	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0015	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 2	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0016	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 2	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0017	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 2	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0018	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 2	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0019	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 2	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0024	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 3	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0025	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 3	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0026	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 3	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0027	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 3	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0028	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 3	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0029	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Portable 3	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0035	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0036	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0037	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0038	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0039	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0040	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0041	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0042	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0043	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0044	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0045	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0046	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 10	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0050	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 7	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0051	Student Desktop	DTVFGAA002301027169200	\$ 447.26	Room 7	Disposed		8/6/13	CDWG-1314-SH.065387	CSP Grant	12/1/17
0010	Teacher Desktop	DTVFGAA003313054F89600	\$ 758.79	Portable 1	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0020	Teacher Desktop	DTVFGAA003313055596000	\$ 758.79	Portable 2	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0030	Teacher Desktop	DTVFGAA003313054ED9600	\$ 758.79	Portable 3	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0031	Teacher Desktop	DTVFGAA00331102ACE9600	\$ 758.79	ROOM 1	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0047	Teacher Desktop	DTVFGAA003313055596000	\$ 758.79	Room 10	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0049	Teacher Desktop	DTVFGAA00331102B0A9600	\$ 758.79	Room 2	G		8/6/13	CDWG-1314-SH.065387	CSP Grant	
0058	Promethean Board	C1408050399	\$ 3,050.00	Room 5	G		10/10/14	1415-IMP-ELM.HOLLYWOOD	CSP Grant	
0059	PROMETHEAN ACTIVTABLE PROM	ATA1422012	\$ 6,874.04	ROOM 3	G		9/11/14	1415-IMP-ELM.HOLLYWOOD	CSP Grant	
0060	PROMETHEAN ACTIVTABLE PROM	ATA1424004	\$ 6,874.04	ROOM 3	G		9/11/14	1415-IMP-ELM.HOLLYWOOD	CSP Grant	
0061	PROMETHEAN ACTIVTABLE PROM	ATA1424004	\$ 6,874.04	ROOM 3	G		9/11/14	1415-IMP-ELM.HOLLYWOOD	CSP Grant	
0062	Student Desktop	DTVKMAA00142700C783000	\$ 507.00	Room 3	Disposed		9/4/14	1415-IMP-ELM.HOLLYWOOD	CSP Grant	12/1/17
0063	Student Desktop	DTVKMAA00142700C853000	\$ 507.00	Room 3	G		9/4/14	1415-IMP-ELM.HOLLYWOOD	CSP Grant	
0064	Student Desktop	DTVKMAA00142700C9F3000	\$ 507.00	Room 3	G		9/4/14	1415-IMP-ELM.HOLLYWOOD	CSP Grant	
0065	Student Desktop	DTVKMAA00142700D283000	\$ 507.00	Room 3	G		9/4/14	1415-IMP-ELM.HOLLYWOOD	CSP Grant	
0066	Student Desktop	DTVKMAA00142700C8E3000	\$ 507.00	Room 3	G		9/4/14	1415-IMP-ELM.HOLLYWOOD	CSP Grant	

0067	Student Desktop	DTVKMAA001.42700D5C3000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0068	Student Desktop	DTVKMAA001.42700C873000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0069	Student Desktop	DTVKMAA001.42700CFC3000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0070	Student Desktop	DTVKMAA001.42700D2A3000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0071	Student Desktop	DTVKMAA001.42700D5F3000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0072	Student Desktop	DTVKMAA001.42700D853000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0073	Student Desktop	DTVKMAA001.42700CA73000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0074	Student Desktop	DTVKMAA001.42700D3B3000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0075	Student Desktop	DTVKMAA001.42700D3A3000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0076	Student Desktop	DTVKMAA001.42700D693000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0077	Student Desktop	DTVKMAA001.42700DFC3000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0078	Student Desktop	DTVKMAA001.42700D363000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0079	Student Desktop	DTVKMAA001.42700DF33000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0080	Student Desktop	DTVKMAA001.42700D6A3000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0081	Student Desktop	DTVKMAA001.42700E153000	\$	507.00	Room 3	G	9/4/14	1415.IMP.ELM.HOLLYWOOD	CSP Grant
0082	Smart Charge Cart		\$	1,500.00		G			
0083	Privacy Filters x30		\$	2,990.10		G			\$97.67 Each
0084	Head Phones x60		\$	535.20		G			\$8.92 Each
0085	Safari Montage Server	CN06HGV2429403530195A03	\$	7,336.33		G			
0086	Document Camera		\$	491.00		G			
0087	Surface Pro Tablet	38461650753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0088	Surface Pro Tablet	49586350353	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0089	Surface Pro Tablet	37863150753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0090	Surface Pro Tablet	36262250753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0091	Surface Pro Tablet	38361750753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0092	Surface Pro Tablet	38192550753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0093	Surface Pro Tablet	36271250753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0094	Surface Pro Tablet	36318750753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0095	Surface Pro Tablet	37898750753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0096	Surface Pro Tablet	38104550753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0097	Surface Pro Tablet	36429450753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0098	Surface Pro Tablet	38204450753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0099	Surface Pro Tablet	36426750753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0100	Surface Pro Tablet	38765650753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0101	Surface Pro Tablet	38228550753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0102	Surface Pro Tablet	38596450753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0103	Surface Pro Tablet	38510450753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0104	Surface Pro Tablet	36390750753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0105	Surface Pro Tablet	38455350753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0106	Surface Pro Tablet	38715450753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0107	Surface Pro Tablet	36219750753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0108	Surface Pro Tablet	38812650753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0109	Surface Pro Tablet	38671350753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0110	Surface Pro Tablet	37907250753	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant
0111	Surface Pro Tablet	42619650653	\$	876.00		N	4/16/15	1415.HOLLYWOOD.056	CSP Grant

Financial Performance

Appendix : J

Projected Five (5) Year Budget for 2018~2023

Somerset Hollywood - 5387

ENROLLMENT		Cost	Basis	2016-17 Audit	2017-18 Budget
K - 5	Classrooms				
6 - 8					
Total Enrollment				24	24
REVENUES					
State Sources with expected enrollment				\$ 175,008.00	\$ 164,880.00
Federal Sources - NSLP funds 46% of students		\$ 2.98	46%	\$ 51,354.00	\$ 17,443.00
Local Sources - Lunch program paid students		\$ 3.00	0%		
Capital Outlay - (assumes sharring of local millage)		\$ 572.00	Per Student	\$ 6,761.00	\$ 13,728.00
Operating Grants and Contributions					
Other Revenues				\$ 11,701.00	
Other Sources - Services					
				\$ 244,824.00	\$ 196,051.00
EXPENDITURES					
Instruction - 5000					
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan				
Fringe Benefits					
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan				
Fringe Benefits					
Salaries (includes Media Specialist, Librarian)	See Staffing Plan				
Fringe Benefits					
Contracted Professional Services (includes Therapists & other contracted instructional services)	\$ 500.00	ESE Student			
Classroom Supplies & Equipment	\$ 35.00	Student			
Teacher Supplies	\$ 45.00	Student			
Textbooks and/or ebooks/Student Activities	\$ 125.00	Student			
Supplemetal instructional materials (CIRP/SIRP and Technology)	\$ 40.00	Student			
Digital Education Content Materials (Leased)	\$ 95.00	Student			
Computer - Equipment for Instruction (leased)	\$ 1,750.00	Classroom			
Contracted Professional Services (counseling and psychological)	\$ 800.00	ESE Student			
Workshops/Trainings	\$ 1,000.00	Teacher			
Student Activities	\$ 10.00	Student			
Sub-Total Instruction				\$ 122,648.00	\$ 64,765.00
Instructional Support Services - 6000					
Salaries (includes Curriculum Specialist)					
Fringe Benefits					
Salaries (includes Technology Personnel)					
Fringe Benefits					
Online Assements	\$ 4.50	Student			
Hardware Maintenance	\$ 400.00	Classroom			
Sub-Total Instructional Support Services					
Board - 7100					
Professional Services (Legal)	\$ 2,500.00	School			
Insurance (General Liability, D&O, Professional Liability)	\$ 2,200.00	Classroom			
Travel	\$ 2,000.00	Board Mem			
Sub-Total Board				\$ 10,400.00	\$ 11,400.00
School Administration - 7300					
Salaries (includes Principal, Secretary & other Office Personnel)					
Fringe Benefits					
Management Fees (Portion of the \$450 fee charged by ESP)	\$ 450.00	Student			
Equipment Rental / Lease	\$ 300.00	Per Month			
Travel	\$ 1,200.00	Administrator			
Advertising and Promotion	\$ 10.00	Student			
License Fees	\$ 200.00				
Dues and Subcriptions	\$ 4.00	Student			
Postage	\$ 50.00	Classroom			
Printing	\$ 225.00	Classroom			
Office Supplies	\$ 25.00	Student			
Office Equipment	\$ 1,500.00				
Computer Equipment	\$ 1,000.00	Administrator			
Sub-Total School Administration				\$ 31,772.00	\$ 26,172.00
Facilities Acquisition & Construction - 7400					
Sub-Total Facilities Acquisition & Construction					

Somerset Hollywood - 5387

Fiscal Services - 7500				
Salaries (Business Manager, Accounting & Bookkeeping Personnel)				
Fringe Benefits				
Fee to County School Board - up to 250 students				
Planning, Research, Development and Evaluation (Part of ESP's Fee)	\$ -			
Professional Services - Annual Audit	\$ 6,500.00			
<i>Sub-Total Fiscal Services</i>			\$ 3,600.00	\$ 3,600.00
Food Services - 7600				
Salaries (Food Service Workers)				
Fringe Benefits				
Food, Materials & Supplies - Vendor provided meals 46% Participation	\$ 2.46	Per Meal per day		
Equipment Rental / Lease (provided by food vendor)				
Inspection fees	\$ 75.00	Twice per year		
<i>Sub-Total Food Services</i>			\$ 15,825.00	

Somerset Hollywood - 5387

Central Services - 7700 Central services costs				
<i>Sub-Total Facilities Acquisition & Construction</i>			\$ 6,183.00	\$ 3,600.00
Pupil Transportation Services - 7800 Salaries (Drivers & Transportation workers) Fringe Benefits Contracted Transportation Services - \$290 per bus per day 0% utilization	See Staffing \$ 290.00	 0%		
<i>Sub-Total Pupil Transportation Services</i>				
Operation of Plant - 7900 Salaries (Custodian, crossing guards, security) Fringe benefits Purchased Service (Custodial, fire and alarm, etc) Building Lease (per current lease) Lawn Maintenance Pest Control Security Services Property Insurance Telephone Services Water & Sewer Electricity	See Staffing \$ 2,100.00 \$ 200.00 \$ 40.00 \$ 275.00 \$ - \$ 300.00 \$ 80.00 \$ 1,350.00	 Per Classroom Per Classroom Per Classroom Per Month Per Classroom Per Month Per Classroom Per Classroom		
<i>Sub-Total Operation of Plant</i>			\$ 33,572.00	\$ 46,792.00
Maintenance of Plant - 8100 Repairs & Maintenance Supplies	\$ 3.50	Sq. Ft.		
<i>Sub-Total Maintenance of Plant</i>			\$ 2,030.00	\$ 3,000.00
Administrative Technology Services - 8200 Systems Operation Systems Planning & Analysis	\$ -	Per Classroom		
<i>Sub-Total Administrative Technology Services</i>				
Debt Service - 9200 Redemption of Principal Interest (<i>Interest Only at 6%</i>)				
<i>Sub-Total Debt Service</i>				
Contingency Operating expense contingency - 3% of FEFP - Considered restricted funds	3%			
<i>Sub-Total Contingency</i>				
Total Expenditures			\$ 226,030.00	\$ 159,329.00
Excess of Revenues over Expenditures			\$ 18,794.00	\$ 36,722.00

Somerset Hollywood - 5387		2018-19	2019-20	2020-21	2020-21
ENROLLMENT					
Classrooms	2	2	2	2	2
K - 5	36	36	40	44	
6 - 8	-	-	-	-	
Total Enrollment	36	36	40	44	
REVENUES					
State Sources with expected enrollment	\$ 307,060.00	\$ 310,130.60	\$ 348,035.45	\$ 386,667.39	
Federal Sources - NSLP funds 46% of students	\$ 8,882.78	\$ 9,016.03	\$ 10,168.07	\$ 11,352.65	
Local Sources - Lunch program paid students	\$ -	\$ -	\$ -	\$ -	
Capital Outlay - (assumes sharring of local millage)	\$ 20,592.00	\$ 20,592.00	\$ 22,880.00	\$ 25,168.00	
Operating Grants and Contributions	\$ -	\$ -	\$ -	\$ -	
Other Revenues	\$ -	\$ -	\$ -	\$ -	
Other Sources - Services	\$ -	\$ -	\$ -	\$ -	
	\$ 336,534.78	\$ 339,738.63	\$ 381,083.52	\$ 423,188.04	
EXPENDITURES					
Instruction - 5000					
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	\$ 85,200.00	\$ 86,478.00	\$ 87,775.17	\$ 89,091.80	
Fringe Benefits	\$ 18,744.00	\$ 19,025.16	\$ 19,310.54	\$ 19,600.20	
Salaries (includes counselor, school nurse, health assistant)	\$ 21,000.00	\$ 21,315.00	\$ 21,634.73	\$ 21,959.25	
Fringe Benefits	\$ 4,620.00	\$ 4,689.30	\$ 4,759.64	\$ 4,831.03	
Salaries (includes Media Specialist, Librarian)	\$ -	\$ -	\$ -	\$ -	
Fringe Benefits	\$ -	\$ -	\$ -	\$ -	
Contracted Professional Services (includes Therapists & other contracted instructional services)	\$ 900.00	\$ 913.50	\$ 1,030.23	\$ 1,150.25	
Classroom Supplies & Equipment	\$ 1,260.00	\$ 1,278.90	\$ 1,442.32	\$ 1,610.34	
Teacher Supplies	\$ 1,620.00	\$ 1,644.30	\$ 1,854.41	\$ 2,070.44	
Textbooks and/or ebooks/Student Activities	\$ 4,500.00	\$ 4,567.50	\$ 2,575.56	\$ 2,875.62	
Supplemental instructional materials (CIRP/SIRP and Technology)	\$ 1,440.00	\$ 1,461.60	\$ 1,648.36	\$ 1,840.39	
Digital Education Content Materials (Leased)	\$ 3,420.00	\$ 3,471.30	\$ 3,914.86	\$ 4,370.94	
Computer - Equipment for Instruction (leased)	\$ -	\$ 3,552.50	\$ 3,605.79	\$ 3,659.87	
Contracted Professional Services (counseling and psychological)	\$ 1,440.00	\$ 1,461.60	\$ 1,648.36	\$ 1,840.39	
Workshops/Trainings	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	
Student Activities	\$ 360.00	\$ 365.40	\$ 412.09	\$ 460.10	
Sub-Total Instruction	\$ 146,504.00	\$ 152,224.06	\$ 153,612.03	\$ 157,360.62	
Instructional Support Services - 6000					
Salaries (includes Curriculum Specialist)	\$ -	\$ -	\$ -	\$ -	
Fringe Benefits	\$ -	\$ -	\$ -	\$ -	
Salaries (includes Technology Personnel)	\$ -	\$ -	\$ -	\$ -	
Fringe Benefits	\$ -	\$ -	\$ -	\$ -	
Online Assements	\$ 162.00	\$ 164.43	\$ 185.44	\$ 207.04	
Hardware Maintenance	\$ 800.00	\$ 812.00	\$ 824.18	\$ 836.54	
Sub-Total Instructional Support Services	\$ 962.00	\$ 976.43	\$ 1,009.62	\$ 1,043.59	
Board - 7100					
Professional Services (Legal)	\$ -	\$ 2,537.50	\$ 2,575.56	\$ 2,614.20	
Insurance (General Liability, D&O, Professional Liability)	\$ 4,400.00	\$ 4,466.00	\$ 4,532.99	\$ 4,600.98	
Travel	\$ -	\$ 2,030.00	\$ 2,060.45	\$ 2,091.36	
Sub-Total Board	\$ 4,400.00	\$ 9,033.50	\$ 9,169.00	\$ 9,306.54	
School Administration - 7300					
Salaries (includes Principal, Secretary & other Office Personnel)	\$ 47,500.00	\$ 48,212.50	\$ 48,935.69	\$ 49,669.72	
Fringe Benefits	\$ 10,450.00	\$ 10,606.75	\$ 10,765.85	\$ 10,927.34	
Management Fees (Portion of the \$450 fee charged by ESP)	\$ 16,200.00	\$ 16,443.00	\$ 18,544.05	\$ 20,704.43	
Equipment Rental / Lease	\$ 3,600.00	\$ 3,654.00	\$ 3,708.81	\$ 3,764.44	
Travel	\$ 600.00	\$ 609.00	\$ 618.14	\$ 627.41	
Advertising and Promotion	\$ 360.00	\$ 365.40	\$ 412.09	\$ 460.10	
License Fees	\$ 200.00	\$ 203.00	\$ 206.05	\$ 209.14	
Dues and Subcriptions	\$ 144.00	\$ 146.16	\$ 164.84	\$ 184.04	
Postage	\$ 100.00	\$ 101.50	\$ 103.02	\$ 104.57	
Printing	\$ 450.00	\$ 456.75	\$ 463.60	\$ 470.56	
Office Supplies	\$ 900.00	\$ 900.00	\$ 1,000.00	\$ 1,100.00	
Office Equipment	\$ -	\$ 1,522.50	\$ 1,545.34	\$ 1,568.52	
Computer Equipment	\$ 500.00	\$ 507.50	\$ 515.11	\$ 522.84	
Sub-Total School Administration	\$ 81,004.00	\$ 83,728.06	\$ 86,982.58	\$ 90,313.10	
Facilities Acquisition & Construction - 7400					
Sub-Total Facilities Acquisition & Construction	\$ -	\$ -	\$ -	\$ -	

Somerset Hollywood - 5387	2018-19	2019-20	2020-21	2020-21
Fiscal Services - 7500	ENROLLMENT			
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -	\$ -
Fee to County School Board - up to 250 students	\$ 6,141.20	\$ 6,202.61	\$ 6,960.71	\$ 7,733.35
Planning, Research, Development and Evaluation (Part of ESP's Fee)	\$ -	\$ -	\$ -	\$ -
Professional Services - Annual Audit	\$ 6,500.00	\$ 6,597.50	\$ 6,696.46	\$ 6,796.91
<i>Sub-Total Fiscal Services</i>	<i>\$ 12,641.20</i>	<i>\$ 12,800.11</i>	<i>\$ 13,657.17</i>	<i>\$ 14,530.26</i>
Food Services - 7600				
Salaries (Food Service Workers)	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -	\$ -
Food, Materials & Supplies - Vendor provided meals 46% Participation	\$ 7,332.77	\$ 7,442.76	\$ 8,393.78	\$ 9,371.65
Equipment Rental / Lease (provided by food vendor)				
Inspection fees	\$ 150.00	\$ 152.25	\$ 154.53	\$ 156.85
<i>Sub-Total Food Services</i>	<i>\$ 7,482.77</i>	<i>\$ 7,595.01</i>	<i>\$ 8,548.31</i>	<i>\$ 9,528.51</i>

Somerset Hollywood - 5387	2018-19	2019-20	2020-21	2020-21
ENROLLMENT				
Central Services - 7700				
Central services costs	\$ 5,400.00	\$ 5,400.00	\$ 6,000.00	\$ 6,600.00
<i>Sub-Total Facilities Acquisition & Construction</i>	<i>\$ 5,400.00</i>	<i>\$ 5,400.00</i>	<i>\$ 6,000.00</i>	<i>\$ 6,600.00</i>
Pupil Transportation Services - 7800				
Salaries (Drivers & Transportation workers)	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	\$ -	\$ -	\$ -
Contracted Transportation Services - \$290 per bus per day 0% utilization	\$ -	\$ -	\$ -	\$ -
<i>Sub-Total Pupil Transportation Services</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>
Operation of Plant - 7900				
Salaries (Custodian, crossing guards, security)	\$ -	\$ -	\$ -	\$ -
Fringe benefits	\$ -	\$ -	\$ -	\$ -
Purchased Service (Custodial, fire and alarm, etc)	\$ 4,200.00	\$ 4,263.00	\$ 4,326.95	\$ 4,391.85
Building Lease (per current lease)	\$ 45,000.00	\$ 45,000.00	\$ 50,000.00	\$ 55,000.00
Lawn Maintenance	\$ 400.00	\$ 406.00	\$ 412.09	\$ 418.27
Pest Control	\$ 80.00	\$ 81.20	\$ 82.42	\$ 83.65
Security Services	\$ 3,300.00	\$ 3,349.50	\$ 3,399.74	\$ 3,450.74
Property Insurance	\$ -	\$ -	\$ -	\$ -
Telephone Services	\$ 3,600.00	\$ 3,654.00	\$ 3,708.81	\$ 3,764.44
Water & Sewer	\$ 160.00	\$ 162.40	\$ 164.84	\$ 167.31
Electricity	\$ 2,700.00	\$ 2,740.50	\$ 2,781.61	\$ 2,823.33
<i>Sub-Total Operation of Plant</i>	<i>\$ 59,440.00</i>	<i>\$ 59,656.60</i>	<i>\$ 64,876.45</i>	<i>\$ 70,099.60</i>
Maintenance of Plant - 8100				
Repairs & Maintenance	\$ 8,190.00	\$ 8,190.00	\$ 9,100.00	\$ 10,010.00
Supplies				
<i>Sub-Total Maintenance of Plant</i>	<i>\$ 8,190.00</i>	<i>\$ 8,190.00</i>	<i>\$ 9,100.00</i>	<i>\$ 10,010.00</i>
Administrative Technology Services - 8200				
Systems Operation	\$ -	\$ -	\$ -	\$ -
Systems Planning & Analysis				
<i>Sub-Total Administrative Technology Services</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>
Debt Service - 9200				
Redemption of Principal		\$ -		
Interest (<i>Interest Only at 6%</i>)	\$ -			
<i>Sub-Total Debt Service</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>
Contingency				
Operating expense contingency - 3% of FEFP - Considered restricted funds	\$ -	\$ -	\$ 11,432.51	\$ 12,695.64
<i>Sub-Total Contingency</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ 11,432.51</i>	<i>\$ 12,695.64</i>
Total Expenditures	\$ 326,023.97	\$ 339,603.77	\$ 364,387.67	\$ 381,487.84
Excess of Revenues over Expenditures	\$ 10,510.82	\$ 134.85	\$ 16,695.85	\$ 41,700.20

Somerset Hollywood - 5387		2021-22
ENROLLMENT		
	Classrooms	2
K - 5		40
6 - 8		-
Total Enrollment		40
REVENUES		
State Sources with expected enrollment	\$	355,030.96
Federal Sources - NSLP funds 46% of students	\$	10,475.40
Local Sources - Lunch program paid students	\$	-
Capital Outlay - (assumes sharring of local millage)	\$	22,880.00
Operating Grants and Contributions	\$	-
Other Revenues	\$	-
Other Sources - Services	\$	-
	\$	388,386.37
EXPENDITURES		
Instruction - 5000		
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	\$	90,428.17
Fringe Benefits	\$	19,894.20
Salaries (includes counselor, school nurse, health assistant)	\$	22,288.63
Fringe Benefits	\$	4,903.50
Salaries (includes Media Specialist, Librarian)	\$	-
Fringe Benefits	\$	-
Contracted Professional Services (includes Therapists & other contracted instructional services)	\$	1,061.36
Classroom Supplies & Equipment	\$	1,485.91
Teacher Supplies	\$	1,910.45
Textbooks and/or ebooks/Student Activities	\$	1,326.70
Supplemental instructional materials (CIRP/SIRP and Technology)	\$	1,698.18
Digital Education Content Materials (Leased)	\$	4,033.18
Computer - Equipment for Instruction (leased)	\$	3,714.77
Contracted Professional Services (counseling and psychological)	\$	1,698.18
Workshops/Trainings	\$	2,000.00
Student Activities	\$	424.55
Sub-Total Instruction	\$	156,867.80
Instructional Support Services - 6000		
Salaries (includes Curriculum Specialist)	\$	-
Fringe Benefits	\$	-
Salaries (includes Technology Personnel)	\$	-
Fringe Benefits	\$	-
Online Assements	\$	191.05
Hardware Maintenance	\$	849.09
Sub-Total Instructional Support Services	\$	1,040.14
Board - 7100		
Professional Services (Legal)	\$	2,653.41
Insurance (General Liability, D&O, Professional Liability)	\$	4,670.00
Travel	\$	2,122.73
Sub-Total Board	\$	9,446.14
School Administration - 7300		
Salaries (includes Principal, Secretary & other Office Personnel)	\$	50,414.77
Fringe Benefits	\$	11,091.25
Management Fees (Portion of the \$450 fee charged by ESP)	\$	19,104.54
Equipment Rental / Lease	\$	3,820.91
Travel	\$	636.82
Advertising and Promotion	\$	424.55
License Fees	\$	212.27
Dues and Subcriptions	\$	169.82
Postage	\$	106.14
Printing	\$	477.61
Office Supplies	\$	1,000.00
Office Equipment	\$	1,592.05
Computer Equipment	\$	530.68
Sub-Total School Administration	\$	89,581.40
Facilities Acquisition & Construction - 7400		
Sub-Total Facilities Acquisition & Construction		\$ -

Somerset Hollywood - 5387	
	2021-22
Fiscal Services - 7500	ENROLLMENT
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	\$ -
Fringe Benefits	\$ -
Fee to County School Board - up to 250 students	\$ 7,100.62
Planning, Research, Development and Evaluation (Part of ESP's Fee)	\$ -
Professional Services - Annual Audit	\$ 6,898.86
<i>Sub-Total Fiscal Services</i>	<i>\$ 13,999.48</i>
Food Services - 7600	
Salaries (Food Service Workers)	\$ -
Fringe Benefits	\$ -
Food, Materials & Supplies - Vendor provided meals 46% Participation	\$ 8,647.48
Equipment Rental / Lease (provided by food vendor)	
Inspection fees	\$ 159.20
<i>Sub-Total Food Services</i>	<i>\$ 8,806.69</i>
Central Services - 7700	
Central services costs	\$ 6,000.00
<i>Sub-Total Facilities Acquisition & Construction</i>	<i>\$ 6,000.00</i>
Pupil Transportation Services - 7800	
Salaries (Drivers & Transportation workers)	\$ -
Fringe Benefits	\$ -
Contracted Transportation Services - \$290 per bus per day 0% utilization	\$ -
<i>Sub-Total Pupil Transportation Services</i>	<i>\$ -</i>
Operation of Plant - 7900	
Salaries (Custodian, crossing guards, security)	\$ -
Fringe benefits	\$ -
Purchased Service (Custodial, fire and alarm, etc)	\$ 4,457.73
Building Lease (per current lease)	\$ 50,000.00
Lawn Maintenance	\$ 424.55
Pest Control	\$ 84.91
Security Services	\$ 3,502.50
Property Insurance	\$ -
Telephone Services	\$ 3,820.91
Water & Sewer	\$ 169.82
Electricity	\$ 2,865.68
<i>Sub-Total Operation of Plant</i>	<i>\$ 65,326.09</i>
Maintenance of Plant - 8100	
Repairs & Maintenance	\$ 9,100.00
Supplies	
<i>Sub-Total Maintenance of Plant</i>	<i>\$ 9,100.00</i>
Administrative Technology Services - 8200	
Systems Operation	\$ -
Systems Planning & Analysis	
<i>Sub-Total Administrative Technology Services</i>	<i>\$ -</i>
Debt Service - 9200	
Redemption of Principal	
Interest (<i>Interest Only at 6%</i>)	
<i>Sub-Total Debt Service</i>	<i>\$ -</i>
Contingency	
Operating expense contingency - 3% of FEFP - Considered restricted funds	\$ 11,651.59
<i>Sub-Total Contingency</i>	<i>\$ 11,651.59</i>
Total Expenditures	\$ 371,819.32
Excess of Revenues over Expenditures	\$ 16,567.04

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REVENUES			
State Sources with expected enrollment			FEFP Revenue utilizing the revenue worksheet provided by the FLDOE
Federal Sources - NSLP funds 46% of students	\$ 2.98	46%	The reimbursement provided by the National School Lunch Program (NSLP)
Local Sources - Lunch program paid students	\$ 3.00	30%	The amount per meal for paid lunches
Capital Outlay - (assumes sharring of local millage)	\$ 572.00	Per Student	An estimate of the Capital Outlay amount based on the \$50 million allocated for the 2015-16 school year. The amount is kept constant for each year of the budget. The school is eligible after year 3.
Other Sources - Services			Revenue from before care/after care, fund raising activities, field trips, and other internal revenue
EXPENDITURES			
Instruction			
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan		Salaries in the staffing plan are for Full Time Equivalent (FTE) instruction positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Contracted Professional Services (includes Therapists & other contracted instructional s	\$ 500.00	ESE Student	Contracted instructional services as outlined in the application
Classroom Supplies & Equipment	\$ 35.00	Student	Student Agendas, Study Island USA Test Prep, Classroom Supplies and other items used within the classroom
Teacher Supplies	\$ 45.00	Student	Supplies for the teacher to outfit the classroom
Textbooks and/or ebooks/Student Activities	\$ 125.00	Student	Textbooks and other instructional materials as described in the curriculum section of the application (Carnegie Course 1&2 Skills Practice, Algebra 1 Gold Series)
Supplemental instructional materials (CIRP/SIRP and Technology)	\$ 40.00	Student	Other supplemental curriculum as detailed in the application
Digital Education Content Materials (Leased)	\$ 95.00	Student	Digital content material as described in the curriculum section (iReady, GoMath, etc.). The materials would be funded over time. Expenditure listed is for the annual costs.
Computer - Equipment for Instruction (leased)	\$ 1,750.00	Classroom	Computer equipment to be utilized in the classroom. The expenditure outlined is the annual cost to lease the equipment on a three lease. If the school receives a CSP grant the equipment would be purchased
<i>Sub-Total Instruction</i>			
Pupil Personnel Services			
Salaries (includes counselor, school nurse, health assistant, Curriculum specialist)	See Staffing Plan		Salaries in the staffing plan are for Full Time Equivalent (FTE) positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Contracted Professional Services (counseling and psychological)	\$ -	ESE Student	Contracted instructional support services as outlined in the application (eg. ESE Specialist, school counselor)
<i>Sub-Total Pupil Personnel Services</i>			
Media Services			
Salaries (includes Librarian)			Salaries in the staffing plan are for Full Time Equivalent (FTE) media service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
<i>Sub-Total Media Services</i>			
Curriculum Development			
Salaries (includes Curriculum Specialist)			Salaries in the staffing plan are for Full Time Equivalent (FTE) curriculum positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	\$ -	Student	The services provided in the ESP's \$450 per student fee for Curriculum Planning, Research, Development and Evaluation - The amount stated is a component of the ESP fee
Student Activities	\$ 10.00	Student	
<i>Sub-Total Curriculum Development</i>			
Staff Development			
Workshops/Trainings	\$ -	Teacher	The costs associated with providing staff development as described in the application
<i>Sub-Total Staff Development</i>			
Instruction Related Technology			
Salaries (includes Technology Personnel)			
Fringe Benefits			
Online Assements	\$ 4.50	School	Online Assesments In order for the charter school to be in compliance with the District's ELL Plan

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Hardware Maintenance	\$ 400.00	Classroom	The costs associated with maintaining the computer hardware. This amount is paid to outside contractors.
<i>Sub-Total Instruction Related Technology</i>			
Board			
Professional Services (Legal)	\$ 2,500.00	School	Outside legal expenses
Insurance (General Liability, D&O, Professional Liability)	\$ 2,200.00	Classroom	The costs of the Professional Educators Liability policy
Travel	\$ 2,000.00	Board Mem	The costs for board members to attend meetings and/or conferences
<i>Sub-Total Board</i>			
General Administration			
Management Fees (Portion of the \$450 fee charged by ESP)	\$ 450.00	Student	The management fee paid to the ESP
Administrative Fee			
<i>Sub-Total General Administration</i>			
School Administration			
Salaries (includes Principal, Secretary & other Office Personnel)			
Fringe Benefits			
Equipment Rental / Lease	\$ 300.00	Per Month	Office equipment leases
Travel	\$ 1,200.00	Administrator	Travel expense for the administrative staff to attend meetings and workshops.
			Expenditures related to the marketing of the school. This amount includes items such as direct mail, banners, etc.
Advertising and Promotion	\$ 10.00	Student	Annual Government license fees
License Fees	\$ 200.00		Costs for subscription services.
Dues and Subscriptions	\$ 4.00	Student	Postage and overnight mail costs
Postage	\$ 50.00	Classroom	Printing material and supplies
Printing	\$ 225.00	Classroom	General office supplies
Office Supplies	\$ 25.00	Student	Annual costs of the office equipment
Office Equipment	\$ 1,500.00		Annual costs of the administrative computer equipment
Computer Equipment	\$ 1,000.00	Administrator	
<i>Sub-Total School Administration</i>			

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Facilities Acquisition & Construction			
Building Lease / Rent (see budget summary for calculation)			Facility lease costs are based on the current lease - In the 2016-17 school year the school had significant investments in the facility
<i>Sub-Total Facilities Acquisition & Construction</i>			
Fiscal Services			
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			Salaries in the staffing plan are for Full Time Equivalent (FTE) fiscal service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Fee to County School Board - up to 250 students			The fee paid to the school district as stipulated in statute
Planning, Research, Development and Evaluation (Part of ESP's Fee)	\$ -		The portion of the fee paid to the ESP for providing back office accounting and other fiscal services.
Professional Services - Annual Audit	\$ 6,500.00		The costs of the annual audit paid to the outside auditor
<i>Sub-Total Fiscal Services</i>			
Food Services			
Salaries (Food Service Workers)			Salaries in the staffing plan are for Full Time Equivalent (FTE) food service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Food, Materials & Supplies - Vendor provided meals 76% Participation	\$ 2.46	Per Meal per day	The contract cost per meal paid to an approved NSLP provider
Equipment Rental / Lease (provided by food vendor)	\$ -		No cost. The equipment is provided by the NSLP provider
Inspection fees	\$ 75.00	Twice per year	Health inspection fees
<i>Sub-Total Food Services</i>	0		
Pupil Transportation Services			
Salaries (Drivers & Transportation workers)			N/A
Fringe Benefits			
Contracted Transportation Services - \$290 per bus per day 0% utilization	\$ 290.00	40%	The cost for providing busing. The percentage of students that will be utilizing busing. The cost is per bus per day based on a 65 student capacity bus
<i>Sub-Total Pupil Transportation Services</i>			
Operation of Plant			
Salaries (Custodian, crossing guards, security)	See Staffing		Salaries in the staffing plan are for Full Time Equivalent (FTE) Operation of Plant positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe benefits			As calculated in the staffing plan
Purchased Service (Custodial, fire and alarm, etc)	\$ 2,100.00	Per Classroom	The costs for contracted custodial services and other contracted service for the operation of the facility
Lawn Maintenance	\$ 200.00	Per Classroom	Contracted lawn service
Pest Control	\$ 40.00	Per Classroom	Contracted pest service
Security Services	\$ 275.00	Per Month	Contracted security alarm monitoring
Property Insurance	\$ -	Per Classroom	The expenditure for property insurance including windstorm
Telephone Services	\$ 300.00	Per Month	Monthly phone service expenses
Water & Sewer	\$ 80.00	Per Classroom	City Water & Sewer costs
Electricity	\$ 1,350.00	Per Classroom	The costs electrical service
<i>Sub-Total Operation of Plant</i>			
Maintenance of Plant			
Repairs & Maintenance	\$ 3.50	Sq. Ft.	Repairs & Maintained of the facility
Supplies	\$ -		
<i>Sub-Total Maintenance of Plant</i>			
Administrative Technology Services			
Systems Operation	\$ -	Per Classroom	Contracted costs to maintain the IT infrastructure
Systems Planning & Analysis	\$ -		
<i>Sub-Total Administrative Technology Services</i>			
Redemption of Principal	0		Repayment of start up loan
Interest (Interest Only at 6%)	0		Interest on start up loan
<i>Sub-Total Debt Service</i>	0		
Contingency			
Operating expense contingency - 3% of FEFP - Considered restricted funds	3%		

Staffing Plan

Somerset Hollywood - 5387

Fringe Benefit Rate	22.00%
FICA	6.20%
Medicare	1.45%
FUTA	\$ 189.00
SUTA	\$ 189.00
Workers Comp & Payroll Costs	1.38%
401K Contribution	4.00%
Health Insurance per Employee	\$ 4,440.00

\$370 Per month per Employee

Average Pay \$ 51,233.33 10,511 135 16,696 41,700 16,567

		2018-19	2019-20	2020-21	2020-21	2021-22
		High				
Instruction Staff						
Teachers (ESE or ESOL certified teacher)	41,500	2	2	2	2	2
Substitute Teachers	1,100	2	2	2	2	2
Other Teachers (ESE, ESOL, see Budget Narrative)	42,500					
Paraprofessionals	18,000					
Supplements	578					
	103,678	2	2	2	2	2
Pupil Personnel Services						
ESE Teacher/Specialist	42,000	0.50	0.50	0.50	0.50	0.50
Nurse	35,000					
	77,000	0.50	1	0.5	0.5	0.5
Media Services						
Media Specialist	41,000					
Instruction Related Technology						
Instruction IT	41,000					
	41,000	-	-	-	-	-
School Administration						
Principal	95,000	0.50	0.50	0.50	0.50	0.50
Assistant Principal	62,000					
Administrative Assistant	28,081					
Registrar	23,500					
Other Clerical	19,000					
	227,581	0.50	0.50	0.50	0.50	0.50
Fiscal Services						
Business Manager	40,000					
	40,000	-	-	-	-	-
Food Services						
Food Service Workers	14,000					
	14,000	-	-	-	-	-
	-	-	-	-	-	-
Operation of Plant						
Custodian	20,801					
Security	20,801					
	41,602	-	-	-	-	-
TOTAL EMPLOYEES		3	3	3	3	3

Staffing Plan

Somerset Hollywood - 5387

Fringe Benefit Rate	22.00%
FICA	6.20%
Medicare	1.45%
FUTA	\$ 189.00
SUTA	\$ 189.00
Workers Comp & Payroll Costs	1.38%
401K Contribution	4.00%
Health Insurance per Employee	\$ 4,440.00

\$370 Per month per Employee

Average Pay	\$ 51,233.33	10,511	135	16,696	41,700	16,567
Average performance pay increase	1.5%					
Instruction Staff						
Homeroom Teachers		83,000	84,245	85,509	86,791	88,093
Substitute Teachers		2,200	2,233	2,266	2,300	2,335
Other Teachers (ESE, ESOL, Reading/Math Coaches)		-	-	-	-	-
Supplements		-	-	-	-	-
		85,200	86,478	87,775	89,092	90,428
Benefits:		18,744	19,025	19,311	19,600	19,894
Pupil Personnel Services						
ESE Teacher/Specialist		21,000	21,315	21,635	21,959	22,289
Nurse		-	-	-	-	-
		21,000	21,315	21,635	21,959	22,289
Benefits:		4,620	4,689	4,760	4,831	4,903
Media Services						
Media Specialist		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
School Administration						
Principal		47,500	48,213	48,936	49,670	50,415
Assistant Principal		-	-	-	-	-
Administrative Assistant		-	-	-	-	-
Registrar		-	-	-	-	-
		47,500	48,213	48,936	49,670	50,415
Benefits:		10,450	10,607	10,766	10,927	11,091
Fiscal Services						
Business Manager		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
Food Services						
Food Service Workers		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
Operation of Plant						
Custodian		-	-	-	-	-
Security		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
Total Payroll & Benefits		187,514	190,327	193,182	196,079	199,021

Somerset Hollywood - 5387

District: Broward

ESE Percent	5.00%				
ESOL Percent	5.00%				
Free & Reduced Lunch Percent	46.00%				
Occupancy		100%	100%	100%	100%

Homeroom Classrooms	36	36	40	44	40
---------------------	----	----	----	----	----

	2018-19	2019-20	2020-21	2020-21	2021-22
Kindergarten					1
1st Grade	1				
2nd Grade	1	1			
3rd Grade		1			
4th Grade			1	1	
5th Grade				1	1
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
	2	2	2	2	2

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	18
1st Grade	18	0	0	0	0
2nd Grade	18	18	0	0	0
3rd Grade	0	18	18	0	0
4th Grade	0	0	22	22	0
5th Grade	0	0	0	22	22
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	0	36	36	40	40

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	18
1st Grade	18	0	0	0	0
2nd Grade	18	18	0	0	0
3rd Grade	0	18	18	0	0
4th Grade	0	0	22	22	0
5th Grade	0	0	0	22	22
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	36	36	40	44	40

ESE Guaranteed Allocation:	Grade Level	Matrix Level	FTE
Additional Funding from the	K-3	251	2
ESE Guaranteed Allocation.	K-3	252	
Enter the FTE from 111,112,	K-3	253	
& 113 by grade and matrix	4-8	251	0
level. Students who do not	4-8	252	
have a matrix level should be	4-8	253	
considered 251. The total	9-12	251	0
should equal all FTE from	9-12	252	
programs 111, 112 & 113 above.	9-12	253	

Somerset Hollywood - 5387

Total ESE 2.00

Financial Performance

Appendix : K

Revenue Estimate Worksheet for 2017 ~ 2018

Revenue Estimate Worksheet for Somerset Hollywood - 5387

Based on the 2017-18 FEFP First Calculation

School District:

Broward

1. 2017-18 FEFP State and Local Funding

Base Student Allocation

\$4,203.95

District Cost Differential: 1.0260

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18 Base Funding (WFTE x BSA x DCD)	
				(4)	(5)
101 Basic K-3	32.00	1.107	35.4240	\$	152,793
111 Basic K-3 with ESE Services	2.00	1.107	2.2140	\$	9,550
102 Basic 4-8	0.00	1.000	0.0000	\$	-
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	\$	-
103 Basic 9-12	0.00	1.001	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$	-
130 ESOL (Grade Level PK-3)	2.00	1.212	2.4240	\$	10,455
130 ESOL (Grade Level 4-8)	0.00	1.212	0.0000	\$	-
130 ESOL (Grade Level 9-12)	0.00	1.212	0.0000	\$	-
300 Career Education (Grades 9-12)		1.001	0.0000	\$	-
Totals	36.00		40.0620	\$	172,798

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2017-18 Base Funding (WFTE x BSA x DCD)
Advanced Placement		\$ -
International Baccalaureate		\$ -
Advanced International Certificate		\$ -
Industry Certified Career Education		\$ -
Early High School Graduation		\$ -
Small District ESE Supplement		\$ -
Total Additional FTE	0.0000	\$ -
Total Funded Weighted FTE	40.0620	Total Base Funding \$ 172,798

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	2.00	PK-3	251	\$ 1,058	\$ 2,116
		PK-3	252	\$ 3,418	\$ -
		PK-3	253	\$ 6,974	\$ -
	0.00	4-8	251	\$ 1,187	\$ -
		4-8	252	\$ 3,546	\$ -
		4-8	253	\$ 7,102	\$ -
	0.00	9-12	251	\$ 845	\$ -
		9-12	252	\$ 3,204	\$ -
		9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	2.00			Total ESE Guarantee	\$ 2,116

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's

UFTE share. Charter School UFTE: 36.00 ÷ District's Total UFTE: 272,510.56 = 0.0132%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's

WFTE share. Charter School WFTE: 40.06 ÷ District's Total WFTE: 296,721.23 = 0.0135%

4. Supplemental Academic Instruction (UFTE share)	(b)	55,152,819	x	0.0132%	\$ 7,280
300 Lowest Performing Schools Allocation	(d)				\$ -
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.					
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	0	x	0.0132%	\$ -
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	4,738,628	x	0.0132%	\$ 625
7. Safe Schools Allocation (UFTE share)	(b)	5,961,715	x	0.0132%	\$ 787
8. Instructional Materials Allocation (UFTE share)	(b)	20,972,553	x	0.0132%	\$ 2,768
Dual Enrollment Instructional Materials Allocation	(f)				\$ -
ESE Applications Allocation:					\$ -
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.					
9. Declining Enrollment (WFTE share)	(c)	0	x	0.0135%	\$ -

10. Sparsity Supplement (WFTE share)	(c)	0	x	0.0135%	\$	-
11. Reading Allocation (WFTE share)	(c)	12,110,356	x	0.0135%	\$	1,635
12. Discretionary Local Effort (WFTE share)	(c)	136,602,089	x	0.0135%	\$	18,441
13. Proration to Funds Available (WFTE share)	(c)	0	x	0.0135%	\$	-
14. Discretionary Lottery (WFTE share)	(c)	4,706,348	x	0.0135%	\$	635

15. Class Size Reduction Funds:

Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	40.0620	1.0260	1,317.03	=	54,135	
4-8	0.0000	1.0260	898.36	=	0	
9-12	0.0000	1.0260	900.53	=	0	
Total *	40.0620				Total Class Size Reduction Funds	\$ 54,135

(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)

16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders		120	x	382	\$	45,840
Enter All Adjusted ESE Riders			x	1,392	\$	-

17. Federally Connected Student Supplement

(h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation	Total
Military and Indian Lands		\$0.00	\$0.00	\$ -
Civilians on Federal Lands		\$0.00	\$0.00	\$ -
Students with Disabilities			\$0.00	\$ -
Total				\$ -
18. Florida Teachers Classroom Supply Assistance Program	(i)			\$ -
19. Food Service Allocation	(j)			\$ -
Total				\$ 307,060

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.

(k)

If you have more than a 75% ESE student population, please place a 1 in the following box:		\$	-
Average Revenue per Student:		\$	8,529.44

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.
- (h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

ORGANIZATIONAL PERFORMANCE

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability.

Statutory References: Sections 1002.33(7)(a)7, 1002.33(7)(a)8, 1002.33(7)(a)11, 1002.33(9)(e), 1002.33(10), 1002.33(16)(a)4, 1002.33(16)(a)5, and 1006.147, Florida Statutes

Student Enrollment and Conduct:

- A. Student Enrollment Trends
- B. Racial/Ethnic Composition of the Student Body
- C. Enrollment Procedures
- D. School Environment

In the narrative:

- A. Explain if the charter school's actual enrollment has been consistent with its projections. If it has not been consistent, what measures has the charter school taken to increase student enrollment.**

Somerset Academy Hollywood #5387 enrollment has been consistent with its projections. Although the initial application anticipated larger enrollment numbers, the school ensures that its enrollment supports fiscal responsibility to operate its programs, and physical responsibility to ensure that the school is in compliance with local regulations and guidelines regarding occupancy. The school's actual enrollment is consistent with the projections submitted to the county annually. As of the October 2017 FTE, the school has a total of 24 students enrolled. Evidence of student enrollment can be located in Appendix L.

- B. Provide the demographics of the community the charter school serves. Is the racial/ethnic composition reflective of the community or other public schools in the same school district?**

The racial ethnic composition of the school's student body is reflective of the community it serves. Somerset's student demographic reflects, 17% of the students are white, 83% are black, and 17% are of Hispanic origin. As a point of comparison, the neighboring schools are comparable in student body composition. At Sunshine Elementary School, 28% of the students are white, 72% are black, and 18% are of Hispanic origin. Another public school in the area, Orange Brook Elementary, 14% are white, 52% are black, and 31% of the students are of Hispanic origin. Evidence of student demographics can be located in Appendix L.

C. Describe the charter school's current enrollment procedures as defined in the charter school's contract and in compliance with applicable law.

Somerset Academy Hollywood #5387, implements enrollment procedures in compliance with applicable law and as described in the contract. Any eligible student, as described in Fla.Stat.§1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applicants meeting the established criteria of the charter exceeds the stated capacity of the school, or individual classroom or program, each child will be placed in a random lottery (the "Lottery"). Each application will be given a number, and all numbers for each classroom/program will be placed in a database. Numbers will be drawn on a random basis and all slots available per grade will be filled based on the rank order of their drawing. The remaining numbers will be used to create the waiting list (the list will be developed based on the rank order in which the remaining assigned lottery numbers are randomly drawn). The remaining numbers will be used to create the waiting list (the list will be developed based on the rank order in which the remaining assigned lottery numbers are randomly drawn).

Florida's charter school legislation, Fla. Stat. §1002.33(10)(d), provides that the school may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.

The school will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the school will accommodate the needs of students enrolled at the school to ensure a positive learning experience. Evidence of registration forms can be found Appendix M.

D. Describe the charter school’s plan to ensure a safe and secure environment.

Somerset Academy Hollywood maintains a safe and secure learning environment. There were very few incidents at the school and the appropriate corrective actions were taken to ensure the safety and security of the school and its students. Evidence of the schools Comprehensive Emergency Evacuation Plan can be located in Appendix O. All procedures of Broward County Public Schools are followed utilizing the Broward County Code of Student and BCPS Discipline Matrix as a guide. Evidence of the schools discipline reporting can be located in Appendix N.

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers that may be visible in any of the sources of evidence requested below. This includes, ID numbers, parental information, birthdays, addresses...

Sources of evidence for this section should include attachments of the following:

- **Student Enrollment Reports**
- **Discipline Reporting (Each Category, Prior 5 Years)**
- **Copy of Registration Forms in Parent’s Primary Language (English plus top 3) – On File**

Evaluation Criteria: Student Enrollment and Conduct

This section should provide the reviewer with detailed information about the student population and how it corresponds to what the initial projections were. The charter school should elaborate on the methods that will be taken to meet or improve this area of focus for the upcoming term of the charter agreement.

ORGANIZATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)11, 1002.33(7)(a)13, 1002.33(9)(e), 1002.33(16)(a)5, 1002.33(18)(a), and 1002.33(18)(b). Florida Statutes

Facilities:

- A. Facilities Compliance
- B. Health and Safety

In the narrative:

A. Explain how the charter school's facilities comply with applicable laws and codes.

Somerset Academy Hollywood #5387 has an adequate number of classrooms designed to meet all pertinent classroom design standards set forth by the governing agency. The facility also includes the following uses: playground, restrooms, cafeteria, and administrative offices. The facility complies with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, and with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located.

B. Explain how the charter school complies with applicable health and safety laws.

Somerset Academy Hollywood #5387 complies with applicable health regulations as evidenced by the inspection reports on file. The school stays current on all health inspections. Fire drills are conducted and logged on a monthly basis in compliance with the law. Copies of these drills are also uploaded on a monthly basis to the BCPS Charter-Tools. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school. In addition, the district has noted compliance during the annual on-site monitoring visit where it is acknowledged that the school has records of all facility inspections for building, fire, and safety on file. Evidence of the schools Comprehensive Emergency and Evacuation Plan can be located in Appendix O.

Sources of evidence for this section should include attachments of the following:

- **Comprehensive Safety/Emergency/Evacuation Plans – On File**
- **Valid Certificates of Occupancy – On File**
- **Health, Safety and Fire Reports by District and/or Municipality – On File**
- **Fire and Health Inspections (District and/or Local) – On File**
- **Fire Drill Reports (10) and Tornado Drills (2) – On File**

Evaluation Criteria: Facilities

This section should provide the reviewer with a clear and concise plan for the charter school to maintain/improve its facilities for the upcoming term of the charter agreement.

ORGANIZATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)14, 1002.33(7)(a)15, 1002.33(12)(f), 1002.33(12)(g), 1002.33(16)(b), 1012.55(1), 1012.39(1)(a), 1012.39(1)(b), and 1012.39(1)(c), Florida Statutes
 State Board Rules: Rules 6A-1.0502(10), 6A-1.0502(11), 6A-1.0503(1), 6A-1.0503(2), 6A-1.0503(3), and 6A-1.0503(4), Florida Administrative Code

Governance, Staff and Parents:

- A. Governance Structure
- B. Compliance with Sunshine Laws
- C. Instructional Staff
- D. Parental Involvement

In the narrative:

- A. Explain how the charter school implements the governance structure as defined in the school's contract.**

Somerset Academy Hollywood #5387 utilizes a governance and leadership system that promotes student performance and system effectiveness. The Governing Board of Somerset Academy, Inc. is responsible for the affairs and management of the school and provides continuous oversight of school operations. The Governing Board is committed to the mission of the school and is cognizant of their responsibility to effectively and properly manage public school funds. Somerset Academy Hollywood #5387, implements the governing structure as defined in the charter contract, By Laws, and Articles of Incorporation.

In Addition, the Governing Board has contracted Academica Corporation, an education service and support organization, to provide the schools with: fiscal compliance and support, legal guidance, insurance compliance, human resource support and management, fiscal plant acquisition, maintenance and support, as well as guidance in federal, state, and local regulations.

The Somerset Academy, Inc. Governing Board develops policies and procedures that promote the effective operation of the school. This includes clearly defined lines of authority, relationships, and accountability which support the vision, purpose, beliefs, and goals of the school as defined in the school's contract on file with the school district. It is the Governing Board's role to review, amend, and establish new policies for the schools at each meeting, that are reviewed annually. This allows the governing body to exercise continuous and effective oversight of the school's operations. The Governing Board establishes the school's hierarchy of authority, defines rules and regulations required of all staff in the performance of their job, outlines benefits, and provides for evaluation and mentoring of all staff members. The

educational administrative team provides the Governing Board with the school's policy manual each year for adoption at the annual board meeting. The Board is provided with orientation and training when they are appointed their position and annually, as needed. The training is in compliance with the Florida State Department of Education and is procured by an approved state vendor.

The Governing Board for Somerset Academy Hollywood #5387, oversees business operations and sets policies for all the charter schools that fall under its domain. At each meeting, the budget-expenditures and income are reviewed and adjusted as needed to ensure that a balanced budget with a reserve is achieved at the end of each academic school year. The Board establishes and monitors work policies and procedures to ensure effective operation of each school, and promotes data analysis. The conclusions learned from data obtained by the Board are analyzed, and through team collaboration with school administrators, plans are developed to drive continuous student growth. The principal reports to the Governing Board at each quarterly scheduled public meeting and at special public meetings called throughout the year. Each school has its own operations manual and handbooks for the teachers, students, and parents that set the guidelines for the day-to-day operations of the school. These manuals/handbooks, and their updates, are reviewed and approved by the Governing Board.

Somerset principals and the Governing Board work as a collaborative team to maintain high achievement, outstanding performance, and to ensure that each student will meet or exceed proficiency. Dialogues between Governing Board members and administrative staff occur at Governing Board meetings. The Governing Board provides guidance, insight and direction with assistance from the educational service provider (Academica). Together, Somerset Academy Hollywood #5387 and its stakeholders focus on school programs, plans and policies to remove any obstacles that may affect student and teacher safety and performance.

B. Provide an explanation or verification of how the charter school complies with state Sunshine Laws and laws governing public records.

The Governing Board meets regularly, as required by state law and its charter. The Board adopts a meeting schedule of its annual, quarterly, and special meetings in compliance with provisions of state law, its charter contract, and corporate bylaws. All meeting dates are posted with ample time on www.somersetacademyschools.com and our school's website,

www.somersetacademyhollywood.com, for parents and the public to access. The board complies with the state Sunshine Laws and laws governing public records. All Somerset Academy, Inc. board meetings are open to the public and provide an opportunity for public comment. Meeting agendas are made available for all meetings. Members of the public who wish to speak at a board meeting are recommended to contact Academica to make such arrangements at least 12 hours prior to the meeting's start time. All members of the public that wish to address the Board have a maximum amount of time (3 minutes) to speak at the discretion of the Board Chair. Meeting minutes, budgets, and audited financial reports are posted on the school's website. The Governing Board members participate in the Florida Consortium of Charter Schools Board Governance Training as required by the State of Florida Department of Education. For the years, 2013-2017, evidence of compliance with applicable governance laws is seen in monitoring visits, the onsite evaluation reports created by the district where it is acknowledged that there is a record kept of board meetings and that the Charter Board has bylaws regarding how they function as a governing body.

As per public record law, parents may request to inspect and copy their child's record in writing, in person or over the phone. The school responds to requests in a timely manner and produces the records in accordance with applicable law. Parents who are unable to attend board meetings may find the parent liaison's contact information on our website. This person works to bridge the communication between school and home by helping parents get the information, help, and support they need to ensure their child's academic and social success in school. Somerset Academy Hollywood #5387 maintains an updated website, www.somersethollywood.com, in order to enrich parental engagement and comply with s. 1002.33 (9)(p), F.S.

C. Employment/Staffing

- **Explain how the charter school employs instructional staff that meets state and federal qualifications.**
- **Explain the system that the charter school uses for teacher and administrator evaluations.**
- **Provide the approved and adopted pay for performance plan and salary schedule.**

The school employs instructional staff that meets state and federal requirements. All staff are required to hold a Bachelor's Degree or higher in their field and have State Certification for the required position as evidenced in Appendix Q. District created reports acknowledge that there is a record kept of teaching certificates for all teachers, original college transcripts, and any out-of-

state certificates. Staff rosters display the qualifications of the educational staff at each site. Each member of the instructional staff also adheres to school policies and procedures as stated in the employee handbook.

It is the Governing Board's role to determine the effectiveness of its administrators. Prior to the implementation of Race to the Top, the Governing Board evaluated each principal utilizing the same criteria on a standardized evaluation form which reviewed its own strategic plan, vision, and purpose. After electing to be a part of the District's Race to the Top plan, the Board adopted the district's evaluation tool, BASA, in accordance with state approved standards. For the 2016-2017 school year, the board approved the SASA, an administrative evaluation tool developed by school based administrators and evidenced in Appendix R. The current system is in accordance with F.S. 1012.34. Each principal is evaluated at least once a year. The governing board has been trained for the use of this system in accordance with state approved standards.

It is then the role of the principal to determine the effectiveness of teacher performance and student achievement and report his/her findings to the governing board. The Florida School Grades reports is a useful tool in evaluating the school's overall effectiveness. The district has adopted a pay-for-performance salary schedule as set forth in Florida Statute 101.22 that provides annual salary adjustments for instructional personnel based upon performance determined under Florida statute 1012.34. Evidence of Documentation Verifying Participation in an Approved Plan can be located in Appendix S.

D. Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school's contract or prior application.

Parents are provided with opportunities for involvement in school operations. Parental and community involvement in school matters continues to be a fundamental and required part of the philosophy and operation of Somerset Academy Hollywood #5387 as stated in the Student/Parent Contract. The school ensures that parents, teachers, community members, and other stakeholders are actively engaged in the design and implementation of the school's mission. Community leaders and parents are urged to become valuable stakeholders at the school level along with staff, and are also encouraged to assist in developing the school improvement plan. Volunteer hours help ensure that the parents are committed to making Somerset Academy Hollywood #5387 a success, while

ensuring their child's accomplishments in school. Students are also encouraged to take part in the decision-making processes. They are taught leadership skills through character education and in the social studies curriculum.

Additionally, Title 1 Surveys of parents and students are also used as evaluation tools in assessing the overall effectiveness of the school's program and success. The majority of parents who completed the surveys find satisfaction with the school's environment, curriculum, and administration. Every other month, our School Advisory Council meets at alternating times to discuss school events and hear the voice of our stakeholders. According to our 2016-2017 annual Title 1 Parent Engagement Survey Results, 100% of our parents strongly agreed they received information about the monitoring of their child's progress. Eighty-five percent of the parents who took the survey felt that Somerset Academy Hollywood #5387, value their suggestions. One-hundred percent of our parents felt that teachers, principal, and other school staff were willing to communicate with them.

Sources of evidence for this section should include attachments of the following:

- **Staffing Reports**
- **Certification Self-Audits**
- **Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.**
- **Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S.**
- **Sample of School Newsletters Requesting Parental Involvement**
- **Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan – On File**
- **Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan – On File**
- **Governing Board Meeting Agendas and Minutes – On File**
- **Certificates of Governing Board Training Current Governing Board Members – On File**
- **Employee Handbook – On File**
- **Student Contract – On File**
- **Parent Contract – On File**
- **Parent Handbook – On File**

Evaluation Criteria: Governance, Staff and Parental Involvement

This section should provide the reviewer with adequate information in regards to the governance of the school and that the governing board is acting in accordance with Sunshine Laws. All instructional staff at the charter school should meet the state and federal qualifications and be evaluated and paid according to approved evaluation systems and salary schedules. Parental involvement should be actively involved in a manner that aligns with the charter school's mission and educational program.

Attachments – Organizational Performance

<i>Please include in the appropriate section the attachments that are not identified as ON FILE in the Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.</i>

Organizational Performance

- ☒ **Student Enrollment Reports**
- ☒ **Copy of Registration Forms in Parent's Primary Language (English plus top 3)**
- ☒ **Discipline Reporting (Each Category, Prior 5 Years)**
- ☒ **Comprehensive Emergency/Evacuation Plans**
- ☒ **Staffing Reports**
- ☒ **Certification Self-Audits**
- ☒ **Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan**
- ☒ **Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan**
- ☒ **Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.** *(Clearly indicate the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)*
- ☒ **Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S.**
- ☒ **Sample of School Newsletters Requesting Parental Involvement**

FOR DOCUMENTS IDENTIFIED AS ON FILE: DO NOT RESUBMIT UNLESS THERE HAS BEEN A SUBSTANTIAL CHANGE SINCE PRIOR SUBMISSION

Organizational Performance

Appendix : L

Student Enrollment Reports

YEAR: 18

L03. ENROLLMENT COUNTS

PANEL: _____

SCHL/TYP	5387	SOMERSET ACADEMY HOLLYWOOD				AREA: _____	Curr/Next: C 12/08/17			
GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
KG	0	4	0	0	0	0	1	3	4	0
01	4	8	0	0	0	0	6	6	12	4
02	0	8	0	0	0	0	5	3	8	0
TOTAL	4	20	0	0	0	0	12	12	24	4

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
 No additional pages...Next? TERMML: QPADEV

YEAR: 17

L03. ENROLLMENT COUNTS

PANEL: _____

SCHL/TYP 5387 _ SOMERSET ACADEMY HOLLYWOOD AREA: _ Curr/Next: C 12/12/17

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
KG	0	4	0	0	0	0	1	3	4	0
01	4	8	0	0	0	0	6	6	12	4
02	0	8	0	0	0	0	5	3	8	0
TOTAL	4	20	0	0	0	0	12	12	24	4

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
 No additional pages...Next? TERM: QPADEV

YEAR: 16

L03. ENROLLMENT COUNTS

PANEL: _____

SCHL/TYP 5387 _ SOMERSET ACADEMY HOLLYWOOD AREA: _ Curr/Next: C 12/12/17

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
KG	0	4	0	0	0	0	1	3	4	0
01	4	8	0	0	0	0	6	6	12	4
02	0	8	0	0	0	0	5	3	8	0
TOTAL	4	20	0	0	0	0	12	12	24	4

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
 No additional pages...Next? TERM: QPADEV

YEAR: 15

L03. ENROLLMENT COUNTS

PANEL: _____

SCHL/TYP 5387 _ SOMERSET ACADEMY HOLLYWOOD AREA: _ Curr/Next: C 12/12/17

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
KG	0	4	0	0	0	0	1	3	4	0
01	4	8	0	0	0	0	6	6	12	4
02	0	8	0	0	0	0	5	3	8	0
TOTAL	4	20	0	0	0	0	12	12	24	4

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
 No additional pages...Next? TERM: QPADEV

PANEL: _____ L03. ENROLLMENT COUNTS YEAR: 14

SCHL/TYP 5387 _ SOMERSET ACADEMY HOLLYWOOD AREA: _ Curr/Next: _ 12/12/17

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
KG	0	4	0	0	0	0	1	3	4	0
01	4	8	0	0	0	0	6	6	12	4
02	0	8	0	0	0	0	5	3	8	0
TOTAL	4	20	0	0	0	0	12	12	24	4

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
 No additional pages...Next? TERM: QPADEV

BROWARD CLASS ROLLS - DEMOGRAPHICS

Sort: School, Period, Course, Section, Teacher, SI name

School Year: 2016/2017

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

Course: 00000000 - HOMEROOM

Teacher: 024 TAVERAS-ROMERO MELIS

Section: K02

Term: 3

Prds: 0000

Days: MTWRF

Bldg-Rm: 01-102

Student Name	Student Nbr	Gr	R/S	Birth Dt	LEP	ESE	Student Address	-- Phone --	F/R Lunch	Read Achv Lvl	Read DSS	Math Achv Lvl	Math DSS	Team
		01	B F	12/24/10	ZZ	Z	3881 SW 52ND AVE; Apt 101; HOLLYWOOD, 33023	(786)554-5099	Y					
		01	B F	11/24/10	ZZ	Z	7821 DILIDO BLVD; MIRAMAR, 33023	(786)525-1115	N					
		01	B M	01/29/11	ZZ	Z	2259 NW 161ST AVE; PEMBROKE PINES, 33026	(786)916-1993	N					
		01	H M	12/01/10	LY	Z	7836 INDIGO ST; MIRAMAR, 33023	(305)467-2309	N					
		01	H F	09/01/11	LY	Z	6631 SW 26ST ST; MIRAMAR, 33023	(786)416-5193	N					
		01	H M	09/19/10	ZZ	Z	6036 SW 32ND ST; Apt A; MIRAMAR, 33023	(954)200-9373	N					
		01	B M	01/05/11	ZZ	Z	8548 SW 23RD CT; MIRAMAR, 33025	(754)214-6764	N					
		01	B F	12/22/10	LY	Z	423 NE 210 CIRCLE TER; Apt 201/25; MIAMI, 33179	(305)785-3170	N					
		01	B M	05/29/11	LY	Z	3670 SW 60TH TERR ; Apt 1; MIRAMAR, 33023	(954)667-2289	N					
		01	B F	11/15/10	ZZ	Z	20464 NW 11TH ST ; MIAMI, 33169	(305)397-5528	N					
		01	H F	04/19/10	LY	Z	2600 E MARINA DR ; FORT LAUDERDALE, 33312	(754)207-0890	N					

Class: 00000000 K02

11 Student(s)

O/F: 2

W/F: 0

B/M: 3

Grade Levels: PK: 0 KG: 0

01: 11

02: 0

03: 0

04: 0

05: 0

06: 0

07: 0

08: 0

09: 0

10: 0

11: 0

12: 0

30: 0

31: 0

BROWARD CLASS ROLLS - DEMOGRAPHICS

School Year: 2016/2017

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

Sort: School, Period, Course, Section, Teacher, St name

Course: 00000000 - HOMEROOM

Teacher: 025 ANTUNEZ CAROLINE

Section: 102

Term: 3

Prds: 0000

Days: MTWRF

Bldg-Rm: 02-105

Student Name	Student Nbr	Gr	R/S	Birth Dt	LEP	ESE	Student Address	- Phone -	F/R Loch	Read Achv Lvl	Read DSS	Math Achv Lvl	Math DSS	Team
		02	H M	03/03/10	LY	Z			Y					
		02	B F	12/14/09	LY	Z			N					
		02	B M	02/26/10	LY	Z			N					
		02	B M	05/24/10	ZZ	Z			N					
		02	B F	10/05/09	ZZ	Z			N					
		02	B M	01/17/10	ZZ	Z			N					
		02	B F	10/16/09	ZZ	Z			N					
		02	B F	09/13/09	ZZ	Z			N					
		02	B M	02/12/10	LY	Z			N					
		02	B M	06/20/10	ZZ	Z			N					
		01	B M	09/24/09	ZZ	Z			N					

WF: 0 O/F: 0

Class: 00000000 102 11 Student(s)

WM: 0 OM: 1

Grade Levels: PK: 0 KG: 0 01: 1 02: 10 03: 0 04: 0 05: 0 06: 0 07: 0 08: 0 09: 0 10: 0 11: 0 12: 0 30: 0 31: 0

BROWARD CLASS ROLLS - DEMOGRAPHICS

School Year: 2016/2017

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

Sort: School, Period, Course, Section, Teacher, St name

Course: 00000000 - HOMEROOM

Teacher: 024 TAVERAS-ROMERO MELIS

Section: K02

Term: 3

Prds: 0000

Days: MTWRF

Bldg-Rm: 01-102

Student Name	Student Nbr	Gr	R/S	Birth Dt	LEP	ESE	Student Address	-- Phone --	F/R Lnch	Read Achv Lvl	Read DSS	Math Achv Lvl	Math DSS	Team
		01	B F	12/24/10	ZZ	Z			Y					
		01	B F	11/24/10	ZZ	Z			N					
		01	B M	01/29/11	ZZ	Z			N					
		01	H M	12/01/10	LY	Z			N					
		01	H F	09/01/11	LY	Z			N					
		01	H M	09/19/10	ZZ	Z			N					
		01	B M	01/05/11	ZZ	Z			N					
		01	B F	12/22/10	LY	Z			N					
		01	B M	05/29/11	LY	Z			N					
		01	B F	11/15/10	ZZ	Z			N					
		01	H F	04/19/10	LY	Z			N					

W/F 0 O/F 2

Class: 00000000 K02

11 Student(s)

W/M 0 O/M 2

Grade Levels: PK: 0 KG: 0 01: 11 02: 0 03: 0 04: 0 05: 0 06: 0 07: 0 08: 0 09: 0 10: 0 11: 0 12: 0 30: 0 31: 0

BROWARD CLASS ROLLS - DEMOGRAPHICS

School Year: 2014/2015

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

Sort: School, Period, Course, Section, Teacher, S1 name

Course: 00000000 - HOMEROOM

Teacher: 013 JOSEPH TICIA

Section: 101

Term: 3

Prds: 0000

Days: MTWRF

Bldg-Rm: 03-002

Student Name	Student Nbr	Gr	R/S	Birth Dt	LEP	ESE	Student Address	-- Phone --	F/R Lnch	Read Achv Lvl	Read DSS	Math Achv Lvl	Math DSS	Team															
		04	WM	05/31/08	ZZ	Z			N																				
		04	WM	02/08/08	ZZ	L			N																				
		03	BF	07/25/08	LY	K			N																				
		03	BF	08/30/08	LY	Z			N																				
		04	HF	08/23/08	LY	Z			N																				
		05	AM	05/14/07	ZZ	Z			N																				
		04	BF	05/19/08	ZZ	Z			N																				
		WF: 0		O/F: 1		Class: 00000000		101	7 Student(s)																				
		WM: 2		OM: 1																									
		01	0	02	0	03	2	04	4	05	1	06	0	07	0	08	0	09	0	10	0	11	0	12	0	30	0	31	0

BROWARD CLASS ROLLS - DEMOGRAPHICS

School Year: 2014/2015

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

Sort: School, Period, Course, Section, Teacher, St name

Course: 00000000 - HOMEROOM

Teacher: 016 MENENDEZ JULIA

Section: 201

Term: 3

Prds: 0000

Days: MTWRF

Bldg-Rm: 03-001

Student Name	Student Nbr	Gr	R/S	Birth Dt	LEP	ESE	Student Address	-- Phone --	F/R Loch	Read Achv Lvl	Read DSS	Math Achv Lvl	Math DSS	Team
		05	B M	05/02/07	ZZ	Z			N					
		05	H F	06/28/07	LZ	Z			N					
		05	B M	07/08/07	ZZ	V			N					
		05	B F	06/27/07	ZZ	Z			N					
		05	B F	08/17/07	ZZ	Z			N					
		05	W M	02/08/07	LZ	Z			N					
		04	B M	11/22/06	LY	K			N					
		05	H F	05/21/07	LZ	Z			N					
		05	W F	10/12/06	ZZ	Z			N					
		05	H F	12/28/06	LZ	Z			N					
		05	B M	02/04/07	ZZ	Z			N					
		04	H F	03/07/07	LF	Z			N					

Enrollment Distribution: B/F: 2 W/F: 1 O/F: 4 Class: 00000000 201 12 Student(s)

B/M: 4 W/M: 1 O/M: 0

Grade Levels: PK: 0 KG: 0 01: 0 02: 0 03: 0 04: 2 05: 10 06: 0 07: 0 08: 0 09: 0 10: 0 11: 0 12: 0 30: 0 31: 0

BROWARD CLASS ROLLS - DEMOGRAPHICS

School Year: 2014/2015

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

Sort: School, Period, Course, Section, Teacher, St name

Course: 00000000 - HOMEROOM

Teacher: 013 JOSEPH TICIA

Section: K01

Term: 3

Prds: 0000

Days: MTWRF

Bldg-Rm: 03-002

Student Name	Student Nbr	Gr	R/S	Birth Dt	LEP	ESE	Student Address	-- Phone --	F/R Lnch	Read Achv Lvl	Read DSS	Math Achv Lvl	Math DSS	Team
A.	0	03	H F	08/21/09	ZZ	Z			N					
A.	1	03	H M	10/25/08	LY	Z			N					
A. F	5	03	M M	03/25/09	ZZ	Z			N					
D.	9	03	W F	08/03/09	LF	L			N					
	2	03	B M	05/01/09	ZZ	Z			N					
	9	03	H M	09/02/08	ZZ	Z			N					
WF: 1 O/F: 1 Class: 00000000 K01 6 Student(s) WM: 0 OM: 3 01: 0 02: 0 03: 6 04: 0 05: 0 06: 0 07: 0 08: 0 09: 0 10: 0 11: 0 12: 0 30: 0 31: 0														

BROWARD CLASS ROLLS - DEMOGRAPHICS

School Year: 2015/2016

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

Sort: School, Period, Course, Section, Teacher, St name

Course: 00000000 - HOMEROOM

Teacher: 024 TAVERAS-ROMERO MELIS

Section: K02

Term: 3

Prds: 0000

Days: MTWRF

Bldg-Rm: 01-102

Gr	R/S	Birth Dt	LEP	ESE	Student Address	-- Phone --	F/R Lnch	Read Achv Lvl	Read DSS	Math Achv Lvl	Math DSS	Team
01	B F	12/24/10	ZZ	Z			Y					
01	B F	11/24/10	ZZ	Z			N					
02	B F	05/04/10	ZZ	Z			N					
01	B M	01/29/11	ZZ	Z			N					
02	B F	12/14/09	LY	Z			N					
02	B M	02/26/10	LY	Z			N					
01	B M	04/06/11	LY	F			N					
02	B M	05/24/10	ZZ	Z			N					
02	B F	10/05/09	ZZ	Z			N					
01	H M	12/01/10	LY	Z			N					
02	B M	01/17/10	ZZ	Z			N					
02	B F	10/16/09	ZZ	Z			N					
02	B F	09/13/09	ZZ	Z			N					
02	B M	02/12/10	LY	Z			N					
01	H F	09/01/11	LY	Z			N					
02	B M	06/20/10	ZZ	Z			N					
01	B F	12/22/10	LY	Z			N					
01	B M	05/29/11	LY	Z			N					

SCH003R1

Data Warehouse Report

12/11/17

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BROWARD CLASS ROLLS - DEMOGRAPHICS

School Year: 2015/2016

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

Sort: School, Period, Course, Section, Teacher, St name

Course: 00000000 - HOMEROOM

Teacher: 024 TAVERAS-ROMERO MELIS

Section: K02

Term: 3

Prds: 0000

Days: MTWRF

Bldg-Rm: 01-102

Student Name	Student Nbr	Gr	R/S	Birth Dt	LEP	ESE	Student Address	-- Phone --	F/R Lnch	Read Achv Lvl	Read DSS	Math Achv Lvl	Math DSS	Team
		01	H F	04/19/10	LY	Z			N					
		11	B M	09/24/09	ZZ	Z			N					

W/F 0 O/F 2

Class: 00000000 K02

20 Student(s)

W/M 0 O/M 1

01: 10 02: 10 03: 0 04: 0 05: 0 06: 0 07: 0 08: 0 09: 0 10: 0 11: 0 12: 0 30: 0 31: 0

Organizational Performance

Appendix : M

Copy of Registration Forms in Parent's
Primary Language (English plus top 3)



SOMERSET
ACADEMY

REGISTRATION - QUESTIONS CALL: 954-987-7890 OR EMAIL: GMULLER-POITEVIEN@SOMERSETEP.COM

Note: This application is eligible for the grade applied for only – changes to the grade level applied for may affect enrollment eligibility.

Upcoming School Year 2017-2018 Grade Level: _____

Name of Student: _____

Last	First	Middle Initial

- ☐ Registration Packet Coversheet
- ☐ Somerset Academy Hollywood Registration Application
- ☐ Somerset Academy Hollywood Parent/Guardian Contract
- ☐ Request for Student Records
- ☐ School District Student Registration Form
- ☐ Two Proofs of Broward County Residence (see below)
- ☐ Current health insurance card
- ☐ Final 2016-2017 Report Card due no later than June 30, 2017 for students entering all grades except kindergarten
- ☐ **Birth Certificate required for all students not currently attending a Broward County Public School**

☐ Original Immunization Forms (required for all students not currently attending a *Broward County Public School*): Evidence of Immunization Florida Certificate of Immunization (Form DH 680). ☐ Permanent medical exemption (if immunization is contraindicated for one or all). ☐ Religious exemption (Form 681), a temporary exemption (Form DH 680 Part B) or a medical exemption (Form DH680, Part C).

☐ Evidence of Physical Examination (required for all students not currently attending a *Broward County Public School*): evidence of a medical examination performed within twelve months prior to enrollment. ☐ Parents must provide a written notification of any health/medical problem that requires staff awareness and/or supervision for their child.



Name of Student: _____

Last

First

Middle Initial

ADDITIONAL REQUIRED DOCUMENTATION FOR ALL NEW REGISTRANTS – Broward County:**CHECKLIST FOR ENROLLMENT OF STUDENTS****NOTE**

Schools have the right to verify any information provided by the student and/or the student's parent(s). Students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an attempt to register and enroll in, or remain in a school to which the student is not assigned shall be immediately withdrawn by the school and must be registered and enrolled in the appropriate boundaried school by the parent.

Proof of Residence

Submit current proofs of residence from the table below, based upon your type of residence

If you OWN or RENT your residence:

- Submit one document from both Columns A and B

If you SHARE the housing of another person who owns/rents the home:

- Both the registering parent and owner/renter of the residence complete a notarized Affidavit of Shared Residence Form, and,
- The owner/renter of the residence must submit one document from both Columns A and B; and,
- The registering parent must submit two documents from Column B.

If you answer "yes" to certain residency questions on the Student Registration Form you may qualify for the HOMELESS Education Program (HEP) under the McKinney-Vento Act

- The school will provide a referral to the district's Homeless Education Liaison and, if qualified, the student will be eligible for immediate services.
- Students registered under the McKinney-Vento Act must re-enroll each school year.


All documents must be current, valid, and include the residential address used for enrollment.	
Column A	Column B
<ul style="list-style-type: none"> • Property tax bill • Homestead exemption card • Deed • Mortgage statement • Home purchase contract • Notarized lease agreement 	<ul style="list-style-type: none"> • Utility bill (i.e., electric, water, waste) • Telephone or cellular phone bill • Verification of Tenancy letter from the homeowners or condominium association • Declaration of Domicile Form from the County Records Department • Florida driver's license • Florida identification card • Automobile registration • Automobile insurance • Credit card statement • Two consecutive bank account statements • U.S. Postal Service confirmation of address change request

EVIDENCE OF CUSTODY/GUARDIANSHIP

If the student is residing with someone other than the parent or legal guardian, the following provisions shall apply:

1. If the parent lives within the tri-county area (Dade, Broward, or Palm Beach), the parent must provide documentation of custody by an appropriate state agency such as the Department of Children and Families or the court. Applications for temporary custody of minor children by extended family can be obtained at the family unit office in the County courthouse.
2. If a parent lives within the tri-county area and the student lives in a residence licensed by the Department of Children and Families, the student may be registered and enrolled in the school that serves that licensed residence.

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Office Use Only			
Student Name: _____	Student #: _____	School/Teacher: _____	Date: _____
		Grade Level: _____	Entry Code: _____
 BROWARD County Public Schools			
Only the parent/guardian (F.S. §1000.21(5)) who registers the student (i.e., completes this form) may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's/guardian's responsibility to notify the school in writing within 10 school days. The personal information you provide on this form will be kept confidential (in a protected area) and only used and disclosed by school and District staff on a need-to-know basis.			
Student's Last Name (Legal)	Suffix	First Name (Legal)	Middle Name
Student's Primary Home Address		Apt #	City
Home Phone #		Student's Cell Phone #	
SSN		Date Student First Entered School in USA	Date of Birth
*Not required for enrollment or graduation. F.S. §1008.366 requires SBBC to request the SSN for its information management system.			
Student Lives With		Ethnicity	
<input type="checkbox"/> One Parent <input type="checkbox"/> Both Parents (same address) <input type="checkbox"/> Both Parents (different address) <input type="checkbox"/> Other: _____		<input type="checkbox"/> Non-Hispanic or Non-Latino <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White <input type="checkbox"/> Black/African-American <input type="checkbox"/> Asian <input type="checkbox"/> Native American/Native Alaskan <input type="checkbox"/> Native Hawaiian/Pacific Islander	
Registering Parent's Last Name (Legal)		Suffix	First Name (Legal)
Registering Parent's Work Phone #		Registering Parent's Cell Phone #	
Non-Registering Parent's Last Name (Legal)		Suffix	First Name (Legal)
Non-Registering Parent's Work Phone #		Non-Registering Parent's Cell Phone #	
Non-Registering Parent's Home Address		Apt #	City
Non-Registering Parent's E-mail Address		Non-Registering Parent's E-mail Address	
Registering Parent's E-mail Address		Registering Parent's E-mail Address	
Driver License #		Relationship to Student	
State		Zip Code	
Home Language Survey (If the answer is "Yes" to any of these questions, the student must be tested for English proficiency.)		If "yes", which language?	
<input type="checkbox"/> Yes <input type="checkbox"/> No Is a language other than English used in the home?		<input type="checkbox"/> Yes <input type="checkbox"/> No Does the student have a first language other than English?	
<input type="checkbox"/> Yes <input type="checkbox"/> No Does the student most frequently speak a language other than English?		<input type="checkbox"/> Yes <input type="checkbox"/> No If "yes", which language?	

Office Use Only	
Student Name: _____	School/Teacher: _____ Date: _____ Grade Level: _____ Entry Code: _____

The student's primary residence is: (Check only one)

<input type="checkbox"/> owned by the parent/guardian.	<input type="checkbox"/> <i>shared</i> with someone by choice (not due to financial hardship) with a valid Affidavit of Shared Residency.
<input type="checkbox"/> <i>rented</i> with a valid lease agreement. Expiration Date: _____	<input type="checkbox"/> <i>shared</i> with someone due to loss of housing, economic hardship or similar reason. (McKinney-Vento eligible)

Is the student's primary residence a:

<input type="checkbox"/> Yes <input type="checkbox"/> No Public space, vehicle of any kind, bus or train station, abandoned building, substandard housing, or similar setting?	<input type="checkbox"/> Yes <input type="checkbox"/> No In low rent housing (such as Section 8 subsidized housing)?
<input type="checkbox"/> Yes <input type="checkbox"/> No Transitional/emergency shelter?	<input type="checkbox"/> Yes <input type="checkbox"/> No On Indian Lands?
<input type="checkbox"/> Yes <input type="checkbox"/> No Hotel/motel, trailer park, or camping ground due to lack of alternative adequate accommodations?	<input type="checkbox"/> Yes <input type="checkbox"/> No On federal property, a federally owned military installation, or NASA owned property?

Is either parent

<input type="checkbox"/> Yes <input type="checkbox"/> No An active duty member of the uniformed services, including the National Guard and Reserve? If yes, which division? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No Retained (repeated the same grade)?
<input type="checkbox"/> Yes <input type="checkbox"/> No A veteran, medically discharged, or killed while on active duty from the uniformed services? If yes, which division? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No In a home education program?
<input type="checkbox"/> Yes <input type="checkbox"/> No Employed in agriculture or fishing industries anytime in the past three years?	<input type="checkbox"/> Yes <input type="checkbox"/> No Convicted of a felony?
	<input type="checkbox"/> Yes <input type="checkbox"/> No Expelled from school?

Has the student previously been:

<input type="checkbox"/> Yes <input type="checkbox"/> No On a 504 plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No Retained (repeated the same grade)?
<input type="checkbox"/> Yes <input type="checkbox"/> No In an ESOL program?	<input type="checkbox"/> Yes <input type="checkbox"/> No In a home education program?
<input type="checkbox"/> Yes <input type="checkbox"/> No In Exceptional Student Education (ESE)?	<input type="checkbox"/> Yes <input type="checkbox"/> No Convicted of a felony?
<input type="checkbox"/> Yes <input type="checkbox"/> No In a magnet program?	<input type="checkbox"/> Yes <input type="checkbox"/> No Expelled from school?

Previous School Name	City/State/Country	Years Attended	Grade	Type <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Home Education
----------------------	--------------------	----------------	-------	--

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify the school office in writing within ten (10) days. I understand that students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an effort to enroll a student in a school to which the student is not assigned shall be immediately withdrawn by the school and the parent must enroll the student in the appropriate boundaried school or follow the reassignment procedures. I have read and understand that I must submit appropriate proof of residency documentation, per School Board Policy 5.1. Florida Statutes §837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree. Florida Statutes §92.525 provides that whoever knowingly makes a false declaration under penalties of perjury is guilty of the crime of perjury by false written declaration, a felony of the third degree.

Print Registering Parent Name	Date
Registering Parent Signature	

Office Use Only

<input type="checkbox"/> Immunization Form 680	<input type="checkbox"/> Health Exam	<input type="checkbox"/> Religious <input type="checkbox"/> Medical <input type="checkbox"/> Temporary (date): _____	<input type="checkbox"/> Back to School Forms Provided
<input type="checkbox"/> Proofs of Residency	<input type="checkbox"/> Shared Housing Form	<input type="checkbox"/> HEART Form(s) <input type="checkbox"/> 504 <input type="checkbox"/> ESOL <input type="checkbox"/> ESE (Disability): _____	School Records: <input type="checkbox"/> Requested <input type="checkbox"/> Received
<input type="checkbox"/> Acting Parent Form	<input type="checkbox"/> Temporary Custody	<input type="checkbox"/> Reassignment (Code): _____	<input type="checkbox"/> Proof of Birth Date (Specify document): _____

Name _____ Grade _____ Teacher _____ Entry Code _____ Entry date _____



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

STUDENT REGISTRATION FORM

Only the parent/guardian (F.S. 1000.21(5)) who registers the student (i.e., completes this form), may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's/guardian's responsibility to notify the school within 10 school days.

Student (Legal Name)

Last _____ First _____ Middle _____

Address _____ Bldg. _____ Apt. _____ City _____ Zip _____

Home Phone _____ Cell Phone _____ Parent email _____

F.S.I.

(Florida Student ID)

Sex Male ☐Female ☐

Current Grade Level

Student SSN

(Students' Social Security Numbers are not required for enrollment or graduation.
F.S. 1008.386 requires SBBC to use the S.S.N. for its management information system.)

Ethnicity: Is the student of Hispanic,
Latino or Spanish origin?

Yes ☐ No ☐**Race**

White ☐ Native American/ ☐
Native Alaskan ☐
Black ☐ Native Hawaiian/ ☐
Asian ☐ Pacific Islander ☐
Multiracial ☐

Birth Date _____ Birthplace City _____

State or Country _____

Student lives with:

Both Parents ☐Father ☐Mother ☐Other ☐
(specify relationship to student) _____

Parents' Marital Status (optional)

Married ☐Divorced ☐Separated ☐Widow(er) ☐Other ☐**Parent Information:**Name of registering parent: _____ Male ☐ Female ☐Name of other parent: _____ Male ☐ Female ☐

Address of other parent: _____ City _____ State _____ Zip code _____

Phone of other parent _____ Cell phone of other parent _____

PREVIOUS SCHOOL EXPERIENCE:

Has the student previously attended at:

Broward Public School? Yes ☐ No ☐

If yes, indicate name of school.

Florida Private School? Yes ☐ No ☐

If yes, indicate name of school.

Florida Public School? Yes ☐ No ☐

If yes, indicate name of school.

US School Outside of Florida? Yes ☐ No ☐

If yes, indicate name of school.

County ☐ Public ☐ PrivateSchool Outside of The US? Yes ☐ No ☐

If yes, indicate name of school.

Country ☐ Public ☐ Private

Has the student previously been:

retained (repeated the same grade?) Yes ☐ No ☐in a Home Education Program? Yes ☐ No ☐in Exceptional Student Education (ESE)? Yes ☐ No ☐in a Magnet Program? Yes ☐ No ☐expelled from school? Yes ☐ No ☐on a 504 plan? Yes ☐ No ☐in an ESOL program? Yes ☐ No ☐convicted of a felony? Yes ☐ No ☐living outside of the USA? Yes ☐ No ☐

If your child previously lived outside of the United
States, state the date your child first entered school
in the USA: _____

PLEASE COMPLETE BOTH SIDES OF THIS FORM!

Student Name _____ School _____ FSI _____

The following survey questions are designed to provide each student high quality educational and/or supplemental services:

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

Is a language other than English used in the home?

1 Yes ☐ No ☐ If yes, language used _____

Does the student have a first language other than English?

Yes ☐ No ☐

Does the student most frequently speak a language other than English?

Yes ☐ No ☐ If yes, language used _____

2 Do you currently live: (check one)

- | | |
|--|---|
| <input type="checkbox"/> In a shelter? | <input type="checkbox"/> With more than one family in a house or apartment? |
| <input type="checkbox"/> In a motel, hotel or campsite? | <input type="checkbox"/> In a vehicle or outdoors? |
| <input type="checkbox"/> With friends or family members? | <input type="checkbox"/> None of the above. |

3 Have you, or has anyone you know worked in the farming/agricultural industry in the past three years? Yes ☐ No ☐

4 Do you reside in low rent housing (such as Section 8 subsidized housing)? Yes ☐ No ☐

Do you live or work on federal property/facility, Indian lands? Yes ☐ No ☐

Is either parent a member of the uniformed services of the United States? Yes ☐ No ☐

If yes, please indicate which division:

☐ Air force ☐ Army ☐ Coast Guard ☐ National Guard ☐ Navy ☐ Marines

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify the school office within ten (10) days. I understand that students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an effort to enroll a student in a school to which the student is not assigned shall be immediately withdrawn by the school and the parent must enroll the student in the appropriate boundaried school or follow the reassignment procedures. I have read and understand the Providing Proof of Residence: Important Information for Parents (SBP.5.1) and understand that if I have submitted fraudulent or false information, I may be referred to law enforcement for prosecution.

Print Parent Name _____

Parent Signature _____ Date: _____

I understand that high school credits earned through non-traditional methods, including, but not limited to, abbreviated course recovery models, or other models outside of the regular classroom and/or school day, or transfer credits from non-accredited high schools, might not be accepted by certain post-secondary institutions or organizations.

Parent signature _____ Date _____

FORMS:

☐ Immunizations (Form 680) ☐ Health Exam
 Medical Exemptions: ☐ Religious ☐ Medical ☐ Temporary (date) _____
 Proof of Residency 1 _____ Proof of Residency 2 _____
☐ Provisional Domicile or Bona Fide Form (If checked, next review date) _____
☐ Temporary Custody ☐ Reassignment (Code) _____
 Proof of birth date _____ (specify document) _____

PROGRAMS

☐ ELL
☐ ESE Program _____
☐ 504

SURVEYS: 1 _____ 2 _____ 3 _____ 4 _____

Name _____ Grade _____ Teacher _____ Entry Code _____ Entry date _____



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
FORMULARIO DE MATRÍCULA DEL ESTUDIANTE
(Student Registration Form)

(Spanish)

El padre/tutor legal (F.S. 100.21(5)) que matricula al estudiante (p. ej., que llena este formulario) es la única persona que puede dar por terminada la matrícula en la escuela, a menos que exista documentación de circunstancias atenuantes que indiquen lo contrario. Si esta información cambia, es responsabilidad del padre/ tutor legal informar a la escuela en los siguientes 10 días escolares al cambio.

Estudiante (Nombre Legal)

Apellido _____ Nombre _____ Inicial _____

Dirección _____ Edif. _____ Apto. _____ Ciudad _____ Código Postal _____

Teléfono Casa _____ Teléfono Celular _____ Email de Padres _____

F.S.I.

(Num. ID Estudiante de Florida)

Seguro Social del Estudiante _____

 Sexo **Masculino** ☐ **Femenino** ☐

Grado Actual _____

(No se requiere el Número de Seguro Social del estudiante para la matrícula o la graduación. F.S. 1008.386 requiere que el SBBC use el S.S.N. para su sistema de información gerencial.)

Origen Étnico: ¿Es el estudiante de origen hispano, latino o Español?

Si ☐ No ☐

Raza

 Blanco ☐ **Nativo Americano/** ☐
Nativo de Alaska ☐
 Negro ☐ **Nativo de Hawaii/** ☐
Isleño del Pacífico ☐
 Asiático ☐ **Multiracial** ☐

Fecha de Nacimiento _____

Ciudad de Nacimiento _____

Estado o País _____

El estudiante vive con:

Ambos Padres ☐Padre ☐Madre ☐

Otro (especifique relación con estudiante) _____

Estado Civil de los Padres (opcional)

Casados ☐Divorciados ☐Separados ☐Viudo (a) ☐Otro ☐**Información de los Padres:**

Nombre del Padre que Matricula: _____

Masculino ☐ Femenino ☐

Nombre del otro Padre: _____

Masculino ☐ Femenino ☐

Dirección del otro Padre: _____

Ciudad _____

Estado _____

Código Postal _____

Teléfono del otro Padre: _____

Teléfono Celular del otro Padre: _____

EXPERIENCIA ESCOLAR ANTERIOR:

¿El estudiante ha asistido anteriormente a una:

Escuela Pública de Broward?

Si ☐ No ☐

Si contesta que si, indique nombre de la escuela.

Escuela Privada de la Florida?

Si ☐ No ☐

Si contesta que si, indique nombre de la escuela.

Escuela Pública de la Florida?

Si ☐ No ☐

Si contesta que si, indique el nombre de la escuela.

Escuela de los EEUU fuera de Florida?

Si ☐ No ☐

Si contesta que si, indique el nombre de la escuela.

Escuela fuera de los EEUU?

Si ☐ No ☐

Si contesta que si, indique el nombre de la escuela.

País _____

☐ ☐
 Pública Privada

¿El estudiante ha estado/sido anteriormente:

Retenido (repitió el mismo grado?)

Si ☐ No ☐

En un programa de Educación en el Hogar?

Si ☐ No ☐

En Educación para Estudiantes Excepcionales(ESE)?

Si ☐ No ☐

En un Programa Magnet?

Si ☐ No ☐

Expulsado de la Escuela?

Si ☐ No ☐

En un Plan 504?

Si ☐ No ☐

En un Programa de ESOL?

Si ☐ No ☐

Acusado de un Delito Grave?

Si ☐ No ☐

Viviendo Fuera de los EEUU?

Si ☐ No ☐

Si su hijo vivió anteriormente fuera de los EEUU, escriba la fecha en la que su hijo comenzó por primera vez en la escuela en los EEUU: _____

¡POR FAVOR LLENE AMBOS LADOS DE ESTE FORMULARIO!

Nombre del Estudiante _____ Escuela _____ FSI _____

Las preguntas siguientes de esta encuesta están diseñadas para brindar a cada estudiante una educación de alta calidad y/o servicios suplementarios:

Si alguna de sus respuestas es SI, el estudiante deberá tomar un examen para determinar su nivel de inglés

¿Se habla otro idioma que no es el inglés en la casa?

Si ☐ No ☐ Si contestó que sí, ¿qué idioma? _____

¿La lengua materna del estudiante es diferente al inglés?

Si ☐ No ☐

¿El estudiante usa con más frecuencia otro idioma que no es el inglés?

Si ☐ No ☐ Si contestó que sí, ¿qué idioma? _____

¿Vive usted actualmente:

☐ En un refugio?

☐ En un motel, hotel o lugar para acampar?

☐ Con amigos o miembros de la familia?

☐ Con otra(s) familia(s) en una casa o apartamento?

☐ En un vehículo o a la intemperie?

☐ Ninguna de las anteriores.

¿Usted o alguien que conoce ha trabajado en la industria de la ganadería/agricultura en los últimos tres años? Si ☐ No ☐

¿Vive usted en un lugar de bajo alquiler (tal como el subsidio de vivienda Sección 8)? Si ☐ No ☐

¿Vive usted o trabaja en una propiedad/ instalación federal, territorio indio? Si ☐ No ☐

¿Alguno de los padres es miembro de algún servicio uniformado de los EEUU? Si ☐ No ☐

Si su respuesta es SÍ indique en qué división:

☐ Air Force
(Fuerza Aérea)

☐ Army
(Fuerzas Armadas)

☐ Coast Guard
(Guardia Costera)

☐ National Guard
(Guardia Nacional)

☐ Navy
(Marina)

☐ Marines
(Infantería de Marina)

La información suministrada es completa y verdadera a mi mejor saber y entender. En el caso de que haya un cambio de nombre, dirección o número de teléfono, informaré a la oficina de la escuela en los diez (10) días siguientes al cambio. Estoy consciente de que la matrícula de un estudiante puede ser cancelada de forma inmediata, si después de una investigación adecuada se comprueba que los padres dieron información fraudulenta en el afán de matricular al estudiante en una escuela en la que no estaba asignado y, que los padres deberán matricular al estudiante en la escuela que le corresponde de acuerdo a su residencia o seguir el procedimiento de reasignación/transferecia. Yo he leído y entendido el documento con respecto a la Presentación de Pruebas de Residencia: Información Importante para los Padres (SBC 5.1) y estoy consciente de que si proporciono información fraudulenta o falsa, puedo ser remitido a las agencias del cumplimiento de la ley para ser sancionado.

Escriba el nombre del padre _____

Yo entiendo que los créditos de la escuela secundaria obtenidos por medio de métodos no-tradicionales, que incluyen pero que no se limitan a modelos de cursos resumidos de recuperación, u otros métodos fuera de un salón de clase regular y/ o del día escolar, o de la transferencia de créditos de una escuela secundaria no acreditada puede que no sea aceptada por ciertas instituciones postsecundarias u organizaciones.

Firma del Padre _____ Fecha _____

FORMS:

☐ Immunizations (Form 680)

☐ Health Exam

Medical Exemptions: ☐ Religious

☐ Medical

☐ Temporary (date) _____

Proof of Residency 1 _____

Proof of Residency 2 _____

☐ Provisional Domicile or Bona Fide Form (if checked, next review date) _____

☐ Temporary Custody

☐ Reassignment (Code) _____

Proof of birth date _____ (specify document)

PROGRAMS

☐ ELL

☐ ESE

☐ 504

Program _____

SURVEYS: 1 _____ 2 _____ 3 _____ 4 _____



Name _____ Grade _____ Teacher _____ Entry Code _____ Entry date _____

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
FÒM ENSKRIPSYON POU ELÈV
(Student Registration Form)

(Haitian Creole)

Se sèl manman/papa/gadyen legal (F.S. 1000.21(5)) ki enskri elèv-la (savledi ki ranpli fòm-sa-a), ki kapab retire elèv-la nan lekòl li ye kounye-a, e septe si gen dokimantasyon sikonstans esepasyonnèl ki endike otreman. Se responsablite manman oswa papa, gadyen legal pou notifiye lekòl-la nan 10 jou si enfòmasyon ki anba-a ta vin chanje.
 Non elèv-la (Non legal elèv-la)

Siyati _____ Non _____ Dezyèm non _____
 Adrès _____ Bldg. _____ Apt. _____ Vil _____ Zipkòd _____
 Telefòn lakay _____ Selilè _____ imel paran _____
 F.S.I. _____ SSN Sosyal sekirite elèv-la _____
(Nimewo idantifikasyon) (Nimewo kat sosyal elèv-la pa obligatwa pou anwolman oswa pou diplome. Lwa F.S. 1008.386 ekzije SBBC itilize S.S.N. pou jesyon sistèm enfòmasyon-li.)
 elèv-la nan Florid Gason ☐ Fi ☐ Klas elèv-la ap fè kounye-a _____

<p>Gwoup etnik: Èske elèv-la Ispanik, Latino oswa orijin Espayòl? <input type="checkbox"/></p> <p>Wi <input type="checkbox"/> Non <input type="checkbox"/></p> <p>Ras</p> <p>Blan <input type="checkbox"/> Amerendyen / Natif natal Alaska <input type="checkbox"/></p> <p>Nwa <input type="checkbox"/> Awayen natif natal/ <input type="checkbox"/></p> <p>Azyatik <input type="checkbox"/> Moun ki soti nan zile Pasifik <input type="checkbox"/></p> <p>Miltirasyal <input type="checkbox"/></p>	<p>Dat nesans _____ Nan ki vil elèv-la fèt _____</p> <p>Leta oswa Peyi _____</p> <p>Elèv-la abite avèk: Eta sivil paran (si ou vle reponn)</p> <table style="width:100%;"> <tr> <td>Toude paran-yo <input type="checkbox"/></td> <td>Marye <input type="checkbox"/></td> </tr> <tr> <td>Papa <input type="checkbox"/></td> <td>Divòse <input type="checkbox"/></td> </tr> <tr> <td>Manman <input type="checkbox"/></td> <td>Separe <input type="checkbox"/></td> </tr> <tr> <td>Lòt moun (espesifye sa li ye pou elèv-la) _____</td> <td>Vèf, vèf <input type="checkbox"/></td> </tr> <tr> <td></td> <td>Lòt eta sivil <input type="checkbox"/></td> </tr> </table>	Toude paran-yo <input type="checkbox"/>	Marye <input type="checkbox"/>	Papa <input type="checkbox"/>	Divòse <input type="checkbox"/>	Manman <input type="checkbox"/>	Separe <input type="checkbox"/>	Lòt moun (espesifye sa li ye pou elèv-la) _____	Vèf, vèf <input type="checkbox"/>		Lòt eta sivil <input type="checkbox"/>
Toude paran-yo <input type="checkbox"/>	Marye <input type="checkbox"/>										
Papa <input type="checkbox"/>	Divòse <input type="checkbox"/>										
Manman <input type="checkbox"/>	Separe <input type="checkbox"/>										
Lòt moun (espesifye sa li ye pou elèv-la) _____	Vèf, vèf <input type="checkbox"/>										
	Lòt eta sivil <input type="checkbox"/>										

Ransèyman sou Fanmi/Paran:

Non paran kap enskri elèv-la: _____ Gason ☐ Fi ☐
 Non lòt paran-an: _____ Gason ☐ Fi ☐
 Adrès lòt paran-an: _____ Vil _____ Leta _____ Zipkòd _____
 Nimewo telefòn lòt paran-an _____ selilè lòt paran-an _____

EKSPERYANS ESKOLÈ ELÈV-LA ANVAN:

Èske elèv-la te ale anvan nan yon:

Lekòl piblik Broward? Wi ☐ Non ☐

Si ou reponn wi, ekri non lekòl-la.

Lekòl prive Leta Florid? Wi ☐ Non ☐

Si ou reponn wi, ekri non lekòl-la.

Lekòl piblik Leta Florid? Wi ☐ Non ☐

Si ou reponn wi, ekri non lekòl-la.

Lekòl andeyò Leta Florid men nan USA? Wi ☐ Non ☐

Si ou reponn wi, ekri non lekòl-la.

Konte (County) _____ Piblik ☐ Prive ☐

Lekòl andeyò peyi Etazini - US? Wi ☐ Non ☐

Si ou reponn wi, ekri non lekòl-la.

Peyi _____ Piblik ☐ Prive ☐

Èske elèv-la te:

double yon klas (refè menm klas - grade?) Wi ☐ Non ☐

nan yon pwogram ansèyman adomisil - Home Education? Wi ☐ Non ☐

nan yon pwogram Exceptional Student Education (ESE)? Wi ☐ Non ☐

nan yon pwogram Magnet? Wi ☐ Non ☐

Èske yo te espilse elèv-la nan yon lekòl? Wi ☐ Non ☐

Èske elèv-la gen yon plan 504 plan? Wi ☐ Non ☐

Èske elèv-la nan yon pwogram ESOL? Wi ☐ Non ☐

Èske yo te kondane elèv-la pou yon krim (felony) Wi ☐ Non ☐

rete anvan nan yon peyi andeyò peyi Etazini? Wi ☐ Non ☐

Si pitit-ou te rete anvan andeyò peyi Etazini, deklare dat pitit-ou te fèk antre lekòl pou lapremyè fwa nan yon lekòl nan Etazini:

TANPRI RANPLI TOUDE BÒ FÒM-SA-A!

Student Name _____ School _____ FSI _____

Keksyon ankèt-sa-a va ede lekòl-la ofri chak elèv bon pwogram edikatif ak/oswa sèvis siplemantè:

Si repons la se "WI" a nenpòt keksyon-sa-yo, elèv-la dwe pran yon tès Angle ki va evalye konesans-li nan lang anglè

Èske nou pale lakay-nou yon lòt lang ki pa Angle?

Wi ☐ Non ☐ Si ou reponn wi, ki lang nou pale _____

Èske elèv-la pale yon premye lang ki pa Angle?

Wi ☐ Non ☐

Èske elèv-la pale souvan nan yon lòt lang ki pa Angle?

Wi ☐ Non ☐ Si ou reponn wi, ki lang li pale _____**Ki kote ou rete kounye-a: (tcheke youn)**☐ Nan yonabri (chèltè-shelter?)☐ Avèk plizyè lòt fanmi nan yon kay oswa apatman?☐ Nan yon motèl, otèl oswa sou teren kanping(campsite)?☐ Nan yon machin oswa deyò, nan lari?☐ Avèk zanmi oswa manm fanmi-mwen?☐ Nan okenn kote ki mansyonnen anwo-a.Èske ou-menm, oswa yon moun ou konnen te travay sou yon fèm/nan endistri agrikilti diran twazan ki sot pase-yo? Wi ☐ Non ☐Èske ou rete nan yon lojman lwaye-a pat chè (tankou lojman Leta sibvansyonnen- Section 8 Lwa-a)? Wi ☐ Non ☐Èske ou rete oswa ap travay sou yon pwopriyete/enstalasyon gouvènman federal, rezèv Endyen (Indian lands)? Wi ☐ Non ☐

Èske manman oswa papa w se manm Lane nan peyi Etazini?

Wi ☐ Non ☐

Si ou reponn wi, endike nan ki divizyon Lane:

☐ Air force☐ Army☐ Coast Guard☐ National Guard☐ Navy☐ Marines

Selon sa m konnen, tout enfòmasyon mwen bay nan fòm-sa-a kòrèk epi konplèt. Oka mwen ta chanje non-mwen, adrès oswa telefòn, mwen va fè lekòl-la konnen sa nan dis (10) jou. Mwen konprann si yo mennen envestigasyon, epi yo jwenn fanmi yon elèv te bay fo enfòmasyon pou li te ka enskri pitit-li nan yon lekòl elèv-la pa ta dwe ale, se va rezon pou fè yo retire elèv-la touswit nan lekòl-la epi fanmi elèv-la dwe anwole elèv-la nan lekòl zòn lakay-li oswa swiv pwosedi demann transfè (reassignment) nan yon lòt lekòl. Mwen fè lekòl epi mwen konprann papye Prèv kote mwen rete, yo ban-mwen-an: Enfòmasyon pou Fanmi - *Important Information for Parents (SBP.5.1)* epi mwen konprann si mwen bay enfòmasyon ki pa vre oswa mwen fè fwòd, yo kapab refere ka-mwen bay lapolis pou pouswit lajistis.

Ekri an lèt detache non Manman oswa Papa _____

Siyati paran _____ Dat _____

Mwen konprann kèk enstitisyon oswa òganizasyon apre lekòl segondè andwa pa asepte kredi ayeskoul mwen obteni avèk metòd ki pa tradisyonnel, enkli men pa limite ak, pwogram kout klas ratrapaj, lòt metòd pwogram ansèyman andeyò saldeklas ak jounen lekòl regilye, transfè kredi de ayeskoul ki pa akredite.

Siyati Paran _____ Dat _____

FORMS:☐ Immunizations (Form 680)☐ Health ExamMedical Exemptions: ☐ Religious☐ Medical☐ Temporary (date) _____

Proof of Residency 1 _____

Proof of Residency 2 _____

☐ Provisional Domicile or Bona Fide Form (if checked, next review date) _____☐ Temporary Custody☐ Reassignment (Code) _____

Proof of birth date _____ (specify document)

PROGRAMS
☐ ELL
☐ ESE
☐ 504

Program _____

SURVEYS: 1 _____ 2 _____ 3 _____ 4 _____

Non-traditional
Course Disclaimer

For Office Use Only

Nome _____ Série _____ Professor _____ Código de entrada _____ Data de entrada _____



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
FORMULÁRIO DE MATRÍCULA DE ESTUDANTE

(Portuguese)

Somente o pai/responsável (F.S. 1000.21(5)) que matricular o estudante (i.e., preencher este formulário), pode retirar o estudante de sua escola atual, a menos que haja comprovante de circunstâncias atenuantes indicando o contrário. Se houver mudanças nas informações abaixo, é da responsabilidade do pai/responsável avisar a escola dentro do prazo de 10 dias letivos.

Estudante (Nome Legal)

Sobrenome _____ Nome _____ Nome do meio _____

Endereço _____ Edif. _____ Apto. _____ Cidade _____ CEP _____

Tel. Residencial _____ Tel. Celular _____ Email dos Pais _____

F.S.I.

(Florida Student ID)

Sexo Masc. ☐Fem. ☐

Nível de Série Atual _____

SSN do Estudante _____

(O número do Social Security do estudante não é necessário para matrícula ou formatura.
 O F.S. 1008.386 exige que o SBBC use o S.S.N. em seu sistema administrativo de dados)

Etnia: O estudante é de origem hispânica, latina ou espanhola?

Sim ☐ Não ☐**Raça**

Branca ☐ Indígena Americano/ ☐
 Natural do Alasca
 Negra ☐ Natural do Havaí/ ☐
 das Ilhas do Pacífico
 Asiática ☐ Multirracial ☐

Data de Nasc. _____ Cidade de Nasc. _____

Estado ou País _____

O estudante mora com:

Estado Civil dos Pais(opcional)

Ambos os pais ☐Casados ☐Pai ☐Divorciados ☐Mãe ☐Separados ☐Outra pessoa
(especifique a relação com o estudante)Viúvo(a) ☐Outro ☐**Dados dos Pais:**Nome do pai/mãe registrante: _____ Masc. ☐ Fem. ☐Nome do outro pai/mãe: _____ Masc. ☐ Fem. ☐

Endereço do outro pai/mãe: _____ Cidade _____ Estado _____ CEP _____

Telefone do outro pai/mãe: _____ Telefone celular do outro pai/mãe: _____

EXPERIÊNCIA ESCOLAR ANTERIOR

O estudante frequentou anteriormente uma:

Escola Pública de Broward? Sim ☐ Não ☐

Caso sim, indique o nome da escola.

Escola Particular na Flórida? Sim ☐ Não ☐

Caso sim, indique o nome da escola.

Escola Pública da Flórida? Sim ☐ Não ☐

Caso sim, indique o nome da escola.

Escola Americana Fora da Flórida? Sim ☐ Não ☐

Caso sim, indique o nome da escola.

Condado ☐ Pública ☐ Particular

Escola Fora dos EUA? Sim ☐ Não ☐

Caso sim, indique o nome da escola.

País ☐ Pública ☐ Particular

O estudante já foi ou esteve alguma vez:

reprovado (repetiu a mesma série?) Sim ☐ Não ☐em um programa de Educação Domiciliar? Sim ☐ Não ☐em Educação de Estudantes Excepcionais (ESE)? Sim ☐ Não ☐em um programa Magnet? Sim ☐ Não ☐expulso da escola? Sim ☐ Não ☐em um plano 504? Sim ☐ Não ☐em um programa ESOL? Sim ☐ Não ☐condenado por delito grave? Sim ☐ Não ☐morando fora dos EUA? Sim ☐ Não ☐

Se o seu filho morou anteriormente fora dos Estados Unidos, indique a data em que o seu filho entrou na escola pela primeira vez nos EUA:

FAVOR PREENCHER OS DOIS LADOS DESTE FORMULÁRIO!

Nome do Estudante _____ Escola _____ FSI _____

As seguintes perguntas deste questionário visam proporcionar serviços educacionais e/ou suplementares de alta qualidade para cada estudante:

1

Se a resposta for "SIM" em alguma destas perguntas, o estudante deve fazer o teste de proficiência em inglês. Fala-se algum outro idioma em casa que não seja o inglês?

Sim ☐ Não ☐ Caso sim, idioma falado _____

O estudante tem uma língua materna diferente do inglês?

Sim ☐ Não ☐

O estudante fala outro idioma com mais frequência do que o inglês?

Sim ☐ Não ☐ Caso sim, idioma falado _____

2

Você mora atualmente: (assinalar um)

☐ Em um abrigo?

☐ Com mais de uma família em uma casa ou apartamento?

☐ Em um motel, hotel ou acampamento?

☐ Em um veículo ou ao ar livre?

☐ Com amigos ou familiares?

☐ Nenhuma das alternativas.

3

Você, ou alguém que você conhece, já trabalhou na lavoura/indústria agrícola nos últimos três anos? Sim ☐ Não ☐

4

Você mora em habitação de baixa renda (tal como habitação subsidiada de Seção 8)? Sim ☐ Não ☐

Você mora ou trabalha em propriedade/instalação federal, ou terras indígenas? Sim ☐ Não ☐

Um dos seus pais é membro do serviço militar dos Estados Unidos? Sim ☐ Não ☐

Caso sim, favor indicar qual divisão:

☐ Força Aérea ☐ Exército ☐ Guarda Costeira ☐ Guarda Nacional ☐ Marinha ☐ Fuzilaria Naval

Pelo que me consta, a informação acima está correta e completa. No evento de mudança de nome, endereço ou telefone, avisarei a escola no prazo de (10) dias. Estou ciente de que, se for constatado após investigação adequada que os pais do estudante apresentaram informações fraudulentas para poder matricular o estudante em uma escola na qual o mesmo não foi designado, ele será retirado da escola imediatamente e o pai ou mãe deverá matriculá-lo em sua escola designada, ou seguir os procedimentos de transferência. Eu li e estou ciente da Apresentação de Comprovante de Residência: Informações Importantes para os Pais (SBP.5.1), e compreendo que se eu apresentar informações fraudulentas ou falsas, poderei ser encaminhado às autoridades da lei para processo judicial.

Nome do(a) Pai/Mãe em letra de forma _____

Assinatura do(a) Pai/Mãe _____ Data: _____

Compreendo que os créditos de ensino médio obtidos através de métodos não tradicionais, incluindo, mas não se limitando a modelos abreviados de cursos de recuperação, ou outros modelos fora da sala de aula normal e/ou do horário escolar, ou créditos transferidos de escolas não credenciadas de ensino médio, podem não ser aceitos por certas instituições or organizações pós-secundárias.

Assinatura do(a) Pai/Mãe _____ Data _____

FORMS:

☐ Immunizations (Form 680)

☐ Health Exam

Medical Exemptions: ☐ Religious ☐ Medical ☐ Temporary (date) _____

Proof of Residency 1 _____ Proof of Residency 2 _____

☐ Provisional Domicile or Bona Fide Form (if checked, next review date) _____

☐ Temporary Custody ☐ Reassignment (Code) _____

Proof of birth date _____ (specify document)

PROGRAMS

☐ ELL

☐ ESE Program _____

☐ 504

SURVEYS: 1 _____ 2 _____ 3 _____ 4 _____

Aviso Legal de Curso
Não Tradicional

For Office Use Only



Name of Student

Last

First

Middle Initial

2017-2018 Parent/Guardian Contract

(2017-2018 Parent/Guardian Contract to be executed the first week of the new school year to complete the enrollment process.)

Completion of a Registration Application does not guarantee acceptance or admission. Incomplete applications will not be considered.

Somerset Academy Inc. Parent/Guardian Contract

I, the undersigned parent/guardian of _____, hereby agree to abide by the following policies and procedures of _____.

- ☐ Absences: In accordance with School and School District Daily Attendance Policies, students must be physically present in school for a minimum of 2 hours in order to be counted as present for attendance purposes each day. For each day a student is absent, Parents/guardians must submit supporting documentation explaining the reason for the absence. Documentation submitted more than 3 days (72 hours) after the student's return to school will not be accepted, and the absence(s) will be deemed unexcused. Students with excessive absences will be referred to the administration/Attendance Review Committee. Referrals will be issued after reaching the school's maximum allowance, and may result in the student's report card reflecting insufficient attendance for receiving a grade. Please be advised: for students in grades 9-12, five (5) or more unexcused absences in a semester course or ten (10) or more in an annual course, may result in the withholding of a student's grade.
- ☐ Arrival: Arrival time is from 8:00 - 8:30 am. Students must be in their seats at the commencement of homeroom in the morning. Any student arriving after the commencement of homeroom will receive a tardy pass. Students arriving or departing outside of the School's designated times may be enrolled in a before-care program, where available, including all applicable fees. Please be advised: Somerset Academy is not responsible for students who arrive more than thirty (30) minutes prior to the start of school, except for those who are enrolled in and pay fees to the before-care program. Traffic patterns for arrival and dismissal (as described in the Parent Handbook) must be strictly followed. Violation of any policy regarding health, safety, and welfare issues, including but not limited to, non-adherence to approved traffic patterns, will be documented. Any such violations shall be considered serious infractions and will not be tolerated.
- ☐ Tardies: All tardies are unexcused. If students arrive after the commencement of school, please do not send the student to class. Students arriving after the commencement of school must report directly to the School's designated office/area. Students with excessive tardies will be referred to the administration/Attendance Review Committee.
- ☐ Dismissal: Dismissal time is 2:30pm. Students departing outside of the School's designated times may be enrolled in an after-care program, where available, including all applicable fees. Please be aware that all charges must be resolved in full by the last day of school. Please be advised that Somerset Academy is not responsible for students remaining on campus after the School's dismissal times, except for those who are enrolled in and pay fees to the after-care program. Traffic patterns for arrival and dismissal (as described in the Parent Handbook) must be strictly followed. Violation of any policy regarding health, safety, and welfare issues, including but not limited to, non-adherence to approved traffic patterns, will be documented. Any such violations shall be considered serious infractions and will not be tolerated.
- ☐ Early Dismissal: For a student to be dismissed early, parents must report to the designated office/area. Students who wish to be dismissed early (on a regular school day) are required to provide documentation. Documentation submitted more than 72 hours after an early dismissal will not be accepted, and the early dismissal will be deemed unexcused. Students with excessive unexcused early dismissals will be referred to the administration/Attendance Review Committee. Students will not be dismissed 30 minutes prior to dismissal time without previous written notice. There are NO EXCEPTIONS!
- ☐ Unauthorized Items Policy: Please note that students are not allowed to bring any toys, electronic devices, pets, or

Completion of a Registration Application does not guarantee acceptance or admission. Incomplete applications will not be considered.



Name of Student: _____

Last

First

Middle Initial

animals to school. Cell phones may not be turned on inside of the School building at any time. Cell phones may not be visible at any time during the School day, may not be displayed during School, and must be left in the Students bag. The School will confiscate any unauthorized items a student may bring to school. Confiscated items will only be returned to parents at which time a parent/student conference may be required. The school may keep any such unauthorized items until the end of the school year. Continued violations of this policy may result in further penalties, and may subject the student to disciplinary action and/or referral to the School's administration/discipline review committee. While the School will take every measure to protect such items, the School shall not be responsible for loss or damage to any unauthorized items which have been confiscated. Any items not claimed by the last day of school shall be disposed of without further liability to the School.

- ☐ **Uniform Policy:** Official School uniforms must be worn every day. Students who arrive to school without proper uniform may be referred to the administration and may not return to class until in proper uniform. Students with repeated violations of this policy will be referred to the administration/Discipline Review Committee.
- ☐ **Volunteer Hours:** Parental/Guardian involvement is a critical component of your child's educational success. Somerset Academy prides itself on the success of our students and therefore requires that parents/guardians become active stakeholders in their child's future. All Somerset Academy parents/guardians are asked to complete thirty (30) volunteer hours, or the equivalent, per academic year. All parent/guardian volunteer hours must be completed prior to the last day of school.
- ☐ **Academic Recovery:** If the School identifies your student as requiring additional instruction and/or remediation including but not limited to: mandatory tutoring, summer school, etc., attendance at and successful completion of same shall be required. Alternative and/or make-up sessions may be scheduled at the discretion of the administration.
- ☐ **Outstanding Fees:** Failure to pay all outstanding fees may result in the loss and/or suspension of extra-curricular activity privileges. Fees may include but shall not be limited to: lost books, late library fees, lunch accounts, before/after care fees, and any and all fees which may accrue in the normal course of the school year.
- ☐ **Internet and Media Use Policy:** No recording, either photographic or audio/visual in nature may be made on school property without the express authorization of the administration. No document or media existing now or in the future and which impacts the School and/or disrupts the learning environment, relating to the School, its staff or students, including but not limited to photographs, letters, yearbooks, and other material may be published in any public forum or media without the express authorization of the administration. Furthermore, the unauthorized use of the Somerset Academy name and/or any of its logos is expressly prohibited. For purposes of this section, the term "public forum or media includes but shall not be limited to publicly accessible websites and web forums, newspapers, print and other media sources.
- ☐ **Broward County School District:** Please note: all students enrolled in Somerset Academy are subject to applicable policies outlined in the Somerset Academy Parent and Student Handbook in addition to applicable policies outlined in the Broward County School District Student Code of Conduct.

We understand the policies set forth in this Somerset Academy Parent/Guardian Contract and will abide by them. Failure to adhere to the policies as stated in the Parent/Guardian Contract will result in a violation of the contract.

Student's Name: _____

Grade: _____ Date: _____

Parent Name: _____

X

Parent Signature


SOMERSET EAST PREPARATORY ACADEMY _____

Name of Student: _____

Last

First

Middle Initial

SOMERSET EAST PREPARATORY ACADEMY
2000 S STATE RD 7, MIRAMAR, FL 33023 PHONE: 954-987-7890
EASTPREPREG@SOMERSETACADEMYSCHOOLS.COM
INCOMING STUDENTS

REQUEST FOR RECORDS: The student listed below has enrolled in our school. Please provide a copy of the cumulative folder in its entirety. Please include transcript of grades, standardized test scores, health records, ESOL, IEP/ EP records & any personal data pertaining to this student.

Change the next school field on TERMS A04 to **#5391**

Student Name: _____

Date of Birth: _____

Florida Student Identification# : _____

Last School of Enrollment: _____

Phone #: _____ Fax: _____

Grade Now Enrolled: _____

Parent Signature: _____

If applicable, please send the following **Exceptional Student Education** records for this student. This information is needed in order to complete the records for placement. Thank you.

- ☐ Initial consent
- ☐ Initial eligibility
- ☐ Initial placement
- ☐ Initial evaluation
- ☐ Current evaluation
- ☐ Reevaluation

- First Request ☐
- Second Request ☐
- Third Request ☐

Organizational Performance

Appendix : N

Discipline Reporting (Each Category, Prior 5 Years)

Browser window showing the Broward County Public Schools website. The URL is <https://login.browardschools.com/proxy/http://spaweb.knewsoft.com>. The browser shows a login page for the system.

The page header includes the Broward County Public Schools logo and the text "Transforming education. One student at a time." The right side of the header shows the "School Reports Menu" and the user's name "538715387W".

The main navigation bar includes "Browse" and "Preferences". The "Browse" dropdown menu is open, showing "DWH" and "Discipline".

The "Discipline Incidents Summary" report is displayed. The report title is "5387 - SOMERSET ACADEMY HOLLYWOOD". The report description states: "This query will produce a report of Discipline Incidents at a reporting school based upon criteria selected."

The report includes the following selection criteria:

- Required Selection Criteria:**
 - Sort Sequence: R1-sorted by sys.schllinc.pr
- Optional Selection Criteria:**
 - School Year: 2013 (Note: *Choose one or more school years. *Hold down CTRL key to select multiple school years.)
 - Student Status: All Students
 - Current Grade: All Grades
 - Teens: (empty field)
 - Incident Code: (empty field) (Note: For multiple incident codes separate with commas)
 - Event Date Range - From Date: (empty field) (MM/DD/YYYY)
 - To Date: (empty field) (MM/DD/YYYY)

Buttons at the bottom of the form include "Submit Request" and "Clear Current Values".

No data matched your criteria. Please change your selections and try again.

OK

Current School Year: 2017/2018

Discipline Incident Summary

Sort: SY, Schl, Incident Cd, Grade

SCHOOL: SOMERSET ACADEMY HOLLYWOOD - 5387

SCHOOL YEAR: 2014

INCIDENT: 01 - DISOBEDIENCE/INSUBORDINATION

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
03		1					1								1
		1					1								1

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
01									1	1				2	2
03		2					2								2
		2					2		1	1				2	4

INCIDENT: T5 - PETTY THEFT < \$300

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
05		1					1								1
		1					1								1

INCIDENT: Z1 - INCITING A DISTURBANCE

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
01		2					2		2	8				10	12
03		2					2								2
		4					4		2	8				10	14

INCIDENT: ZE - DRESS CODE VIOLATION

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
04									1	1				2	2
									1	1				2	2

INCIDENT: ZI - FIGHT -MINOR/ALTERCATION/CONF

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
01									1					1	1
									1					1	1

INCIDENT: ZM - TARDINESS HABITUAL

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
01		1					1		1			1	1	3	4
02									1					1	1
KG		2					2								2
		3					3		2			1	1	4	7

School Total: 30

Female A: B: 11 H: I: M: W: TL: 11
 Male: A: B: 7 H: 10 I: M: 1 W: 1 TL: 19

SCHOOL: SOMERSET ACADEMY HOLLYWOOD - 5387

SCHOOL YEAR: 2015

INCIDENT: Z1 - INCITING A DISTURBANCE

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
04													1	1	1
													1	1	1

INCIDENT: ZI - FIGHT -MINOR/ALTERCATION/CONF

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
02		1					1								1
03			2				2								2

Discipline Incident Summary

Current School Year: 2017/2018

Sort: Incident Cd, School, School Year, Grade

INCIDENT: 01 - DISOBEDIENCE/INSUBORDINATION

SCHOOL YEAR: 2014

FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
	1					1								1

INCIDENT: SB - UNRULY/DISRUPTIVE BEHAVIOR

SCHOOL YEAR: 2014

FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
	2					2		1	1				2	4

INCIDENT: T5 - PETTY THEFT < \$300

SCHOOL YEAR: 2014

FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
	1					1								1

INCIDENT: UP - DISRUPTIVE/UNRULY PLAY

SCHOOL YEAR: 2017

FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
								1					1	1

INCIDENT: Z1 - INCITING A DISTURBANCE

SCHOOL YEAR: 2014

FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
	4					4		2	8				10	14

SCHOOL YEAR: 2015

FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
												1	1	1

SCHOOL YEAR: 2017

FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
								1					1	1

INCIDENT: ZE - DRESS CODE VIOLATION

SCHOOL YEAR: 2014

FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
								1	1				2	2

INCIDENT: ZI - FIGHT -MINOR/ALTERCATION/CONF

SCHOOL YEAR: 2014

FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
								1					1	1

SCHOOL YEAR: 2015

FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
	1	2				3								3

INCIDENT: ZM - TARDINESS HABITUAL

SCHOOL YEAR: 2014

Current School Year: 2017/2018

Discipline Incident Summary

Sort: SY, Schl, Incident Cd, Grade

INCIDENT: ZI - FIGHT -MINOR/ALTERCATION/CONF

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
		1	2				3								3

INCIDENT: ZM - TARDINESS HABITUAL

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
02		1				2	3		4				1	5	8
03		2					2		2					2	4
04									1					1	1
05									1					1	1
KG												2		2	2
		3				2	5		8			2	1	11	16

School Total: 20

Female A: B: 4 H: 2 I: M: W: 2 TL: 8
 Male: A: B: 8 H: I: M: 2 W: 2 TL: 12

SCHOOL: SOMERSET ACADEMY HOLLYWOOD - 5387**SCHOOL YEAR: 2017****INCIDENT: UP - DISRUPTIVE/UNRULY PLAY**

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
01									1					1	1
									1					1	1

INCIDENT: Z1 - INCITING A DISTURBANCE

GR	FA	FB	FH	FI	FM	FW	FTI	MA	MB	MH	MI	MM	MW	MTI	StdT TI
01									1					1	1
									1					1	1

School Total: 2

Female A: B: H: I: M: W: TL:
 Male: A: B: 2 H: I: M: W: TL: 2

Discipline Incident Summary

Current School Year: 2017/2018

Sort: Incident Cd, School, School Year, Grade

<u>FA</u>	<u>FB</u> 3	<u>FH</u>	<u>FI</u>	<u>FM</u>	<u>FW</u>	<u>FTI</u> 3	<u>MA</u>	<u>MB</u> 2	<u>MH</u>	<u>MI</u>	<u>MM</u> 1	<u>MW</u> 1	<u>MTI</u> 4	<u>StdT TI</u> 7
-----------	----------------	-----------	-----------	-----------	-----------	-----------------	-----------	----------------	-----------	-----------	----------------	----------------	-----------------	---------------------

SCHOOL YEAR: 2015

<u>FA</u>	<u>FB</u> 3	<u>FH</u>	<u>FI</u>	<u>FM</u>	<u>FW</u> 2	<u>FTI</u> 5	<u>MA</u>	<u>MB</u> 8	<u>MH</u>	<u>MI</u>	<u>MM</u> 2	<u>MW</u> 1	<u>MTI</u> 11	<u>StdT TI</u> 16
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Organizational Performance

Appendix : O

Comprehensive Emergency/Evacuation Plans



Special Incident Response Plan

This document must be kept in front of plan book at all times

The primary objective is to provide for the coordinated effort between law enforcement and school personnel to contain and diffuse hostile situations in a systematic approach. While this Response Plan concentrates on spontaneous outbreaks, it cannot address every situation. It can serve as a guideline for coordination during a planned disturbance that continues despite the best efforts of the school staff to diffuse. This plan is subject to change between school administrators and law enforcement, as the situation dictates.

Somerset Order of Command

1. Dr. Mary Stuart, Principal
2. Mrs. Amber Acord, Lead Teacher
3. Mrs. Genevieve Muller-Poitevien
4. Ms. Joanne Vasquez

CODE RED: FULL LOCKDOWN

Threat is on campus

No movement in the building other than police/fire officials and persons designated by them:

- Stay in room, out of sight – away from windows and doors
- Do not allow anyone to leave room, call office if a problem arises
- Teachers should bring any students, regardless of the class they are in, in the hallway inside their classroom and lock their classroom doors.
- P.E. teacher must escort students to the nearest classroom and remain there.
- Administration will notify the police. Office personnel will be responsible for manning the rumor control line in the office. Dr. Stuart will be responsible for sending the parent link.
- Do not open the door for anyone; all emergency personnel will have keys



- Place your green/red door hanger on your door to let office personnel know if there is a problem.
- Have emergency contact sheets ready
- Take attendance to make sure all student of your homeroom is with you
- When the situation has passed, the code "**ALL CLEAR**" will be given over the public address system by the principal or designee. This code signals the return to a normal schedule.

CODE YELLOW: LOCKDOWN

No movement in the building other than by administration and others specifically authorized.

- Stay in room
- Do not allow anyone to leave room, call office if a problem arises
- Teachers should bring any students, regardless of the class they are in, in the hallway inside their classroom and lock their classroom doors.
- P.E. teacher must escort students to the nearest classroom and remain there.
- Administration will notify the police. Office personnel will be responsible for manning the rumor control line in the office. Dr. Stuart will be responsible for sending the parent link.
- Do not open the door for anyone; all emergency personnel will have keys
- Place your green/red door hanger on your door to let office personnel know if there is a problem.
- Have emergency contact sheets ready
- Take attendance to make sure all student of your homeroom is with you
- When the situation has passed, the code "**ALL CLEAR**" will be given over the public address system by the principal or designee. This code signals the return to a normal schedule.



CODE ORANGE: EVACUATION

All persons leave the building according to established routes, or according to established routes, or according to specific instructions provided by Command Post Coordinators.

In the case of CODE ORANGE evacuation, turn off all fans, lights, etc.

Procedure to follow

- All staff must take Roll Books with their attendance sheets; phone number logs must be out on all drill or evacuations. Attendance must be taken prior to evacuation (take a head count) and at the designated spot.
- All students and personnel will head toward Evacuation Site in an orderly fashion leaving the same exits used in fire drills.
- Make sure that you have emergency first aid kits with you, green/red door hanger, and all up-to-date phone numbers including cell numbers.
- Support staff with no designated classes with them will go directly to K-2nd grade and assist the teachers with their students
- Mrs. Muller-Poitevien will bring up-to-date class lists with her
- Teachers include blank papers so that you can have a sign-out sheet when the child was picked up and by whom.
- If this should occur during the After School Program the same procedures are to be followed; Dr. Stuart and Mrs. Pilarte are in authority.

CODE BLACK: BOMB THREAT

Key Issues: Electrical signals may trigger explosive devices

- Turn off walkie-talkies, cell phones, pagers, and radios immediately (Staff and Students)
- Leave all lights, fans, etc., as they are off or on
- Use of the P.A. bells and tone to be discontinued
- Evacuation procedures begin:
 - All staff must take Roll Books with their attendance sheets; phone number logs must be out on all drill or evacuations. Attendance must be taken prior to evacuation (take a head count) and at the designated spot.
 - All students and personnel will head toward Evacuation Site in an orderly fashion leaving the same exits used in fire drills.
 - Make sure that you have emergency first aid kits with you, green/red door hanger, and all up-to-date phone numbers including cell numbers.
 - Support staff with no designated classes with them will go directly to K-2nd grade and assist the teachers with their students.



- Mrs. Muller-Poitevien will bring up-to-date class lists with her
- Teachers include blank papers so that you can have a sign-out sheet when the child was picked up and by whom.
- If this should occur during the After School Program the same procedures are to be followed; Dr. Stuart and Mrs. Pilarte are in authority.

DRILLS

- **Fire Drill**

In preparation for and during a fire drill, teachers shall:

1. Be acquainted with their classroom evacuation route, fire alarms, fire exit facilities and fire extinguishers.
2. Acquaint each student with procedures to be followed in the event egress routes are not usable and the subsequent procedures of notifying the administration
3. Bring with them the class grade book during a fire or tornado drill
4. Evacuate the class quickly and orderly by having full control of all students
5. Account for all students upon reaching the point of evacuation or drill and immediately display the red/green door hanger
6. Account for all students upon returning to the classroom

- **Tornado Drill**

In preparation for a tornado drill, teachers shall:

1. Direct students to remain in their spot in safety position (hands over head, heads between legs, bottoms up-under a heavy table or desk if deemed safest)
2. Ensure that students remain as far away from windows and doors as possible.
3. Enforce that student's stay in position until they are notified that is safe to move.

EMERGENCIES (In the Classroom)

When a classroom teacher, or person in charge, believes a child is seriously ill or injured, the following procedures/steps must be taken:

1. Use the intercom to notify the office immediately or if unable, teacher will immediately send a reliable student to the office to notify administration.
2. In case of a serious illness, make the child as comfortable as possible under the circumstance – do not attempt to move the child until an administrator arrives. Office



staff will make a copy of the Student's emergency contacts from the CUM files or Pinnacle.

3. The attendance office will call 911 and notify the parent and/or relative, neighbor, physician, etc., listed on the Emergency Contact Card.
4. In cases where the parent and others listed on the Emergency Contact Card cannot be reached and immediate professional help is needed, the administrator in charge shall contact the police for the purpose of summoning assistance.

School Safety Plan

Safety Plans are "living" documents which require annual review, updating and collaboration with fire and law enforcement to ensure the safety and security of school sites, students, and staff. Upon completion, this form will be electronically available to the area offices and all local fire and law enforcement agencies.

Note: This document contains sensitive information regarding emergency information. The entire document should only be shared with SAFE Team Members and administrative personnel. This document is not to be released without written authorization from the School Board of Broward County Special Investigative Unit. Any retransmission or inappropriate use of this information may be in violation of the law.

Directions:

2000 South State Road 7, Miramar, FL 33023

School Number: 5387

Name of School: Somerset Academy Hollywood (5387)

Area: Charter

School Type: Elementary (5387)

Part 1. General Information

1. Total number of students. 25 (5387)
2. Total number of faculty and staff. 6
3. School Hours. 8:30 am – 2:30 pm (5387)
4. Please describe the school lunch schedule. Lunch begins at 10:50 and ends at 12:15
5. Are school personnel assigned to monitor the hallways? Yes
6. After school activities/program hours. 2:30 - 6:00
7. Community School hours. N/A
8. School Resource Officer's name. Officer Rivas
9. Resident on Campus Security (ROCS) Officer's name. N/A
10. Local Fire Department contact's name. Miramar Fire Department
11. Local Law Enforcement contact. Officer Rivas
12. Members of Threat Assessment Team. Dr. Mary Stuart and Amber Geary
13. Was your Annual Emergency Drill planned in collaboration with Fire Dept. and Law Enforcement? No
14. Date your Annual Site Assessment Survey was completed? 9/7/2010
15. Date of annual review of Safety Dept. Hurricane Manual? 10/6/2010
16. Where is the Emergency Kit/Bag kept? (Describe location and provide FISH#) Front Office 01100
17. Have your Security Specialists and Administrators been trained in securing a crime scene and preserving evidence? No
18. Are your Automated External Defibrillators (AED) machines up to date? Yes
19. Where are the Automated External Defibrillators (AED) machines located? (Describe location and provide FISH#) Front Office
20. Are your Automated External Defibrillators (AED) posters up to date? Yes
21. Names of Automated External Defibrillators (AED) certified personnel. Dr. Mary Stuart and Amber Geary
22. Names of CPR/Heimlich certified personnel. Dr. Mary Stuart and Amber Geary
23. Names of personnel trained to administer an epi-pen in case of anaphylaxis. Dr. Mary Stuart, Amber Geary, Melissa Romero, Caroline Perez
24. Names of personnel trained in Security Tracking & Response (S.T.A.R.) system. N/A, we use a program called "school check-in"

School Safety Plan

25. Have quarterly meetings with assigned SIU Prevention Team member been scheduled to improve and update Safety Plan? N/A

General Information Comments:

Part 2: Lockdown. Review the following checkpoints in reference to LOCKDOWN.

1. When is Staff Development provided to faculty/staff to review general lockdown procedures? (Select one or more below)

- ☐ Early Release ☐ Planning day ☒ Preschool, August
☐ Before classes, school day ☐ After classes, school day
☐ Other ☐ None

2. List dates of staff development:

Dates: 8/15/17

3. How are substitute teachers informed of general lockdown procedures? Describe your plan for sharing information with substitute teachers. All teachers prepare a packet for substitutes in the substitute folder with all emergency procedures.

4. How are students informed of general lockdown procedures? Describe your plan for sharing information with students. Discussed, modeled and practiced in the classroom.

5. How are parents informed of general lockdown procedures? (Select one or more).

- ☐ Newsletter ☒ Parent Meetings ☐ Flyers ☒ Parent link ☒ Other

6. Describe your plan for informing parents about school lockdown procedures (i.e. communication information, rumor control, and what to do if there is a lockdown).

General lockdown procedures are posted on our school's website and at our open house. Any specific events are described via Parent Link.

7. How have you collaborated with your local Fire Dept. regarding general lockdown procedures? Explain? What was the date of collaboration? No

8. How have you collaborated with your local Police Dept. regarding general lockdown procedures? Explain? What was the date of collaboration? City of Miramar Police Department was consulted and made recommendations to plan on September 2010

9. Have you collaborated with SIU regarding general lockdown procedures?

What was the date of collaboration? No because we are a charter school and this does not apply.

10. The school administration understands that a completed After Action Report (AAR) must be sent within 72 hours to Area Office and SIU (Investigator)? Yes

General Lockdown Comments:

Part 3: Off-site Evacuation. Review the following checkpoints in reference to OFF-SITE EVACUATION.

School Safety Plan

1. When is Staff Development provided to faculty/staff to review off-site evacuation procedures? (Select one or more.)

- ☐ Early Release ☐ Planning day ☒ Preschool, August
☐ Before classes, school day ☐ After classes, school day
☐ Other ☐ None

2. List dates of staff development:

Dates: 8/15/17

3. How are substitute teachers informed of general evacuation procedures? Describe your plan for sharing information with substitute teachers. All teachers prepare a packet for substitutes in the substitute folder with all emergency procedures.

4. How are students made aware of off-site evacuation procedures? Describe your plan for sharing information with students. DO NOT RELEASE LOCATION INFORMATION. Discussed, modeled and practiced in the classroom.

5. How are parents informed of off-site evacuation procedures?

- ☐ Newsletter ☒ Parent Meetings ☐ Flyers ☒ Parent link ☐ Other

6. Describe your plan for informing parents about school off-site evacuation procedures (i.e. communication information, rumor control, and what to do if there is an off-site evacuation). DO NOT RELEASE LOCATION INFORMATION.

Parent Link; Parent Letter (written upon return); Parent Meetings

7. How have you collaborated with your local Fire Dept. (Fire Marshal) regarding off-site evacuation procedures? Explain? No

What was the date of collaboration? N/A

8. How have you collaborated with your local Police Dept. regarding off-site evacuation procedures? Explain. No

What was the date of collaboration? N/A

9. Have you collaborated with SIU (Investigator) and the Safety Department regarding off-site evacuation procedures (identified location, contact information, etc.)? No

What was the date of collaboration? N/A

10. The school administration understands that a completed After Action Report (AAR) must be sent within 72 hours to Area Office and SIU? Yes

11. Off-Site Evacuation Information. DO NOT RELEASE INFORMATION.

Off-site evacuation location: St. Stephen Retreat House

Off-site evacuation address: 6081 SW 21 Street, Miramar, FL 33023

Off-site evacuation phone number: 954 987 1100/ David's Cell: 954 448 2196

Off-site evacuation contact name (Last, First): Rosa, David

12. Secondary Off-Site Evacuation Information. DO NOT RELEASE INFORMATION.

School Safety Plan

Secondary off-site evacuation location: St. Stephen Catholic Church
 Secondary off-site evacuation address: 6044 SW 19th Street, Miramar, FL 33023
 Secondary off-site evacuation phone number: 954 987 1100/ David's Cell: 954 448 2196
 Secondary off-site evacuation contact name (Last, First): Rosa, David

General Off-Site Evacuation Comments:

Part 4. Emergency Communication. Review the following checkpoints in reference to Emergency Communication.

1. Have you consulted the SIU Website for Emergency Communication updates?	Y
2. Have you reviewed Emergency Communication Code updates with your staff?	Y
3. Is your public announcement system fully operational?	Y
4. Do you have hand held radios that are operational for all emergency staff?	Y
5. Do you have megaphones that are operational?	Y

6. If electrical power, school telephones and primary communication is interrupted, what kind of alternative communication procedures do you have available (i.e. whistles, color cards, megaphone)? Explain.
 Teachers and staff members have access to megaphones, hand held radios and personal cell phones in case of an emergency.

7. List the names of personnel trained for the Parent Link System: Dr. Mary Stuart

Emergency Communication Comments:

Part 5. Prevention Preparedness. SAFE Team, Security Staff, and Teachers are often involved in emergency situations that require special skills. Have the appropriate staff members received the following in the past year? Review checkpoints in reference to your PREVENTION PREPAREDNESS.

1. Has staff development in Physical Restraint Skills been provided to your staff (PCM Admin, Security only)?	N
2. Does your prevention programs curriculum include Active Crime Watch?	N
3. Does your prevention programs curriculum include Silence Hurts discussions and posters?	N
4. Does your prevention programs curriculum encourage a Tip/Suggestion Box?	Y
5. Does your prevention curriculum include School Substance Abuse Prevention Programs? Please describe your program. Red Ribbon Week Campaign, Officer presentations (S.O.A.R.)	Y
6. Does your prevention curriculum include a Classroom and/or Behavior Management Program? Please describe your program. Weekly Character Education Lessons for all students	Y
7. List any other Prevention Oriented Curriculum (Staff Development) at your site. Faculty Meeting – Drill and explanation with faculty.	

School Safety Plan

Prevention Program Comments:

Part 6. Critical Incidents

Based on the critical incidents in the Critical Resource Manual (CRM), please provide a written description explaining your specific school plan for the following school emergencies. Your CRM will provide suggestions of procedures, however in collaborating with local law and fire departments your procedures may vary.

1. Behavioral Emergencies

School Administrator/designee goes to area of incident- depending on size of altercation and number of persons involved, intercom announcement may be appropriate- teachers or other support personnel available shall immediately respond as needed to assist- loudly give order to "clear the area" for those not involved- separate and protect violators/participants- determine if any weapons are involved and secure them- call 911, SIU and police/medical if needed- if incident is over, bring participants to front office- identify victims and offer first aid as needed- identify and document witnesses and obtain statements- notify parents as needed- secure visitors from coming on campus until situation is return to normal- school administrator in charge should initiate school discipline process- SRO should be contacted to determine if criminal chargers are to be filed.

2. Bomb Threat

Use Bomb Threat Checklist- recipient of call- immediately write what caller says- remain calm, polite and listen, never interrupt, complete checklist and initiate call trace (if possible)- call 911: request law enforcement and bomb squad- immediately notify principal/ designee and SRO- Administrator directs PA call for "code black" Evacuate School Immediately- place second 911 call with additional information and command post location- instruct staff not to lock classrooms and take class emergency information/ rosters- instruct students to take only items in their possession (no locker or bathroom stops)- do not touch suspicious items- remember their exact location-report them – notify area superintendent and SIU.

3. Chemical & Biological Incidents (Terrorism)

Onsite release-evacuate affected area of all students, staff and other personnel- shut down HVAC system if appropriate- restrict access to affected area to authorized personnel- establish accountability for occupants-maintain security until help arrives-
Offsite release- if toxic vapor cloud threatens campus bring all students/ staff and other personnel inside- shut down HVAC system – dial 911 if credible threat to life health exists- contact maintenance communication and area superintendent and SIU- if school personnel have required training and PPE to properly respond, allow initial assessment and corrective actions- otherwise wait for trained personnel to arrive-coordinate continued accountability for occupants through resumption of normal school operations- document sequence of events surrounding incident-

School Safety Plan

provide preliminary report to area superintendent and public affairs office- insure documentation of all reported injuries or illnesses- prepare letter to be sent to students- prepare final report of incident.

4. Civil Disturbance

This condition exists whenever an unauthorized person comes onto the school grounds with the intent of disrupting the orderly operation of the school. This means classrooms and administrative areas. This condition also exists whenever large groups of students leave their assigned areas, in mass, without the permission of the school administration for the purpose of disrupting the orderly process of the school. Use established CODE WORDS for intruder or lock down- greet and escort unfamiliar visitor to the front office for a pass- inquire as to a person's business on the campus- if person becomes hostile or you feel threatened, go to the nearest classroom and call the front office, keeping the person in sight- administrator in charge should respond to the area- once again determine if a friendly approach can be made- ask the person to leave- call SRO- if they refuse to leave call 911 and SIU- administrator calls for lock down if appropriate- allow police, SIU to handle intruder- document incident.

5. Crisis Intervention

Assemble Safe team- contact area superintendent and SIU- notify appropriate staff and students- provide services until recovery

6. Fire

Contact fire department via 911- evacuate all students to safe area, sound alarm- determine if fire is small enough to attempt to extinguish- if fire is too large evacuate premises- initiate nearest fire pull station – describe location, conditions, and actions being taken- if a person is on fire smother fire by rolling victim on ground, use water deluge or dry chemical fire extinguisher and contact 911.

7. Hazardous Materials

On –site release: evacuate affected area of all students, staff, and other personnel. Shut down HVAC system if appropriate. Restrict access to the affected area to authorized personnel only. Establish accountability for occupants. Maintain security until help arrives.

Off-site: if toxic vapor cloud threatens campus, bring/keep all students, staff and other personnel inside. Shut down HVAC system- dial 911 if credible threat to life or health exists. Contact maintenance communication and Area Superintendent and Special Investigative Unit. If school personnel have required training and PPE to properly respond and release, allow initial assessment and corrective actions.

Otherwise, wait for trained and equipped personnel to arrive- coordinate continued accountability for occupants through resumption of normal school operations- Immediately document sequence of events surrounding incident. Provide preliminary report to Area Superintendent and Public Affairs Office. Ensure documentation of all reported injuries or illnesses- prepare letter to be sent to students home- prepare final report of incident.

8. Hostages

Once information is obtained, call 911- evacuate students to safety and use lock down code, when necessary- obtain as much descriptive information for police as possible; names of persons involved, location of incident weapons involved, description of person, layout of school if persons involved is a student or school personnel and be prepared to provide as much information as possible to police upon arrival- notify Area Superintendent, Special Investigative Unit and Community Relations- all non-involved students should be escorted to a safe area- wait for police-do not try to intervene or confront- activate command center an assemble counseling team- students should not be released until debrief and accounted for- teachers to create roster of students accounted for- find all staff and other students familiar with hostages or stage taker who can help police- notify parents/ or family- release students to parents only

School Safety Plan

after documented on roster in written form- prepare written information with Community Relations Department Representative- prepare for student dismissal and or large amount of parent pick-up- prepare letter to parents.

9. Illness and/or Injury

Minor Accidents: any time a student receives a minor injury, the teacher on duty shall call for a campus advisor to accompany the student to the clinic for first aid. Clinic personnel will parents in the case of minor injuries related to accidents. Injuries related to violations of the code of student conduct and discipline will be reported to the parents by the principal or designee will immediately contact the parents regarding the injury – based upon a determination made by the principal and or parent, the injured student may be transported to the hospital. Depending on the degree of injury and desire of the parent, one of the following procedures may be used to transport the student to the hospital or other medical facility; the parent may come to the school and transport the student- the parents may choose to meet the child at the hospital and the student would be transported by a Broward School Staff- the student may be transported by the ambulance and the parent guardian would be asked to meet the ambulance at the hospital- notify area office – notify special investigative unit – check with student and family- review procedures

10. Medical Emergencies

Front office is notified via walkie-talkie, intercom or send a student- responsible adult or teacher stays with student- call 911 if appropriate- secure the area- Do Not move the person unless you have to- notify the parent or emergency contact – assistance is sent to the scene from front office- names of persons involved or witnesses are obtained- copy of emergency card is sent with EMS and Administrator to hospital- maintain secured area for evidence- photograph area where accident/ injured occurred- notify area superintendent- notify special investigative unit- notify community relations- hazardous waste cleanup if needed by District Maintenance- principal meets with parents of student- principal reviews and investigates injury/ accident – completes report- changes made if necessary-debrief staff and students as needed- follow-up letters home as needed.

11. Perimeter control during emergency

Administrators/ faculty/staff must gain control of the situation- resource officer contacted if available- local law enforcement as needed – teachers assist in assuring safety of other students- attempt to de-escalate situation or additional incidents by: presence, verbal commands, physical control (non-violent restraint CPI)- isolate students involved in the incident by directing others away from area- determine problem with student- notify parent or contact person- allow cool down time student is isolated from others- gain control and resume normal activities- call special investigative unit

12. School Bus Accidents: n/a

13. Student Sign In/Out (S.T.A.R.)

Student sign in/out is done through the main office. Visitors are granted access to our campus through our front office. Visitors must have identification which is scanned into our system. We are a single point of entry school.

14. Technology Utilization (tech equipment used in emergency situations, etc.)

All administrators carry palm devices that contain emergency contact information for all students and staff.

15. Visitor/Intruder

Visitors are granted access to our campus through our manned security gate via video camera where their identification and purpose of visit is obtained. At this point they must report to administrative office where they

School Safety Plan

obtain a pass. The process by which passes are issued proceeds as follows: visitors must supply a valid government issued form of identification- their information is screened against the Florida Sexual Predator Database-

If an unfamiliar person is found on campus the following procedure is followed: Greet and escort unfamiliar persons to the front office for a pass and sign in, inquire as to the person's business on the campus, if the person becomes hostile or you feel threatened, go to the nearest classroom and call the front office and notify police, keep the person in sight, administrator in charge should respond to the area, ask the person to leave- if subject is not cooperative, call 911, if needed call for lock down, allow police to handle intruder, notify area superintendent and special investigative unit.

16. Weapons found on campus

This is primarily a law enforcement action matter* persons who find the unattended firearm or weapon reports it immediately to administrator while maintaining visual contact with weapon to insure students do not gain access- secure the area from students – notify school resource officer or local law enforcement- they take possession of weapon- notify special investigative unit- locate, identify, and document any witnesses- notify area superintendent and community relations

17. Weather Emergencies

Monitor the public broadcasting system and NOAA weather alert- place adult watchers outside to monitor the storm- evacuate all students and personnel from portables (if any)- do not use lower floors or interior areas- if there are severe lightening strikes, the principal should wait for the hazard to pass before allowing students on buses- bus drivers will notify others that buses will be late-do not use areas with a wide rooftop i.e. cafeteria- send all students and personnel to designated areas- expect bus drivers to utilize building as safe area for themselves- notify district public information officer- notify safety department- notify special investigative unit- inform parents of bus students that they will be arriving late.

18. Immediate action steps have been shared with:

X Teachers ☐ Counselors X Custodians X Food Service
X Clerical Staff ☐ SRO ☐ Fire ☐ Police ☐ Other

Critical Incidents Comments:

Part 7. After School Activities (For all childcare programs, grant programs and other after school activities.)
When students are involved in after school activities emergency contacts become paramount. Review the following checkpoints in reference to your **AFTER SCHOOL PROGRAMS/AFTER SCHOOL ACTIVITIES**. Please indicate the following:

1. List the onsite After School Program Administrator & his/her contact information
Patricia Peralta, Madeline Colon (Aftercare Program Coordinator)
2. List the After School Program Emergency Contact (i.e. principal, private provider-company representative,

School Safety Plan

contracted vendor etc.) Principal
3. List any outside After School Programs/After School Activities agencies that use your facility? (Not just child care providers): 5,6,7,8 Dance, Music
4. Is there a written emergency plan for all after school activities/programs? Yes
5. Do you have after school activities/programs "on call" procedures? (Administrators or designee personnel who can be contacted during after school emergency) Yes
6. Describe how after school employees are informed about emergency procedures (i.e. lockdown, evacuation, medical emergencies etc.) Staff meetings
7. Describe how parents are informed of emergency procedures (i.e. lockdown, evacuation, medical emergencies etc.) for after school activities/programs. School Website
8. Does the After School Program Coordinator have a list of all special needs students? Yes
9. Where are the First Aid supplies located? Front office
10. Is a location map identifying after school activities available? Y
11. Have you referred after school employees to the Safety Department Emergency Preparedness Manual (Weather Emergencies)? Y
12. Have applicable components of your Safety Plan been shared with your After School Provider? Yes
After School Activities Comments:

Part 8. Post Emergency/Recovery

If a Critical Incident were to occur on your school campus which affects students, parents, and staff how will post emergency/ recovery be handled? (i.e. Student/Staff death, natural disaster, terrorism)

1. Do you have general protocols in place to address mental health and counseling needs? Yes
2. Has the Crisis Recovery section in the Critical Resource Manual been reviewed with your support staff and SAFE Team members? Yes
3. Is there a designee to coordinate counseling efforts? If so, please list his/her name Dr. Mary Stuart
4. Is there a means of accessing mental health resources from community agencies, if needed? Explain Yes
5. Do you have protocols in place for staff to learn stress reduction strategies and access post-trauma counseling (i.e. through Employee Assistance Program)? Explain.

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Yes, counseling is available through our Human Resource Department

6. Do you have general protocols in place to address post-trauma counseling needs of students (i.e. through Psychological Services, Student Support Services)? Explain.

County support programs

7. Describe follow-up protocols in place to address mental health and counseling needs that may extend beyond or appear after the traumatic event. Refer to the new Psychological Services Crisis Response Updates. County support programs

8. Check the Critical Incident follow-up resources you use to service your students, staff, and parents.

☒ Student Support Services ☒ Psychology Services ☒ Employee Assistance Program ☒ Local Clergy ☒ District Social Worker ☒ District Counselor ☒ Hospital ☒ SIU ☐ Other If "other", describe

Post Emergency/Recovery Comments:

Part 9. SAFE Team- Complete the SAFE Team chart for your school. Refer to CRM Support Appendix #70 for additional resource information.

1. School Incident Commander (Last Name, First Name) Stuart, Mary (Last Name, First Name) Geary, Amber (1 st Back-up) (Last Name, First Name) Muller-Poitevien, Genevieve (2 nd Back-up)	2. Student/Parent Reunion Coordinator (Last Name, First Name) Stuart, Mary (Last Name, First Name) Geary, Amber (1 st Back-up) (Last Name, First Name) Muller-Poitevien, Genevieve (2 nd Back-up)	3. Student Supervision Coordinator (Last Name, First Name) Stuart, Mary (Last Name, First Name) Geary, Amber (1 st Back-up) (Last Name, First Name) Muller-Poitevien, Genevieve (2 nd Back-up)
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4. SAFE Team Leader (Last Name, First Name) Stuart, Mary (Last Name, First Name) Geary, Amber (1 st Back-up) (Last Name, First Name) Muller-Poitevien, Genevieve (2 nd Back-up)	5. Facilities & Materials Coordinator (Last Name, First Name) Stuart, Mary (Last Name, First Name) Geary, Amber (1 st Back-up) (Last Name, First Name) Muller-Poitevien, Genevieve (2 nd Back-up)	6. First Aid Coordinator (Last Name, First Name) Geary, Amber (Last Name, First Name) Stuart, Mary (1 st Back-up)
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School Safety Plan

Part 10. Campus/Building Information.

1. What is the total square footage of your campus? 14,437 square feet
2. How many floors does the building have that are used for instructional or administrative purposes? 2
3. Does the building have stairwells? If yes, how many and where are they located? Yes, there are four stairwells on either end of both buildings.
4. Does the building have elevators? If yes, where are the elevators located? No Describe the location and provide FISH #s. N/A
5. Does the site have portables or modulars? No
6. How many portables and/or modulars does the site have? N/A
7. Where are the portables and/or modular located on campus? Describe the locations. n/a N/A
8. Does the building have a functional pool? If yes, where is it located? Describe the location. No
9. Describe your pool safety procedures. N/A
10. Where is the electrical control panel for the building? Describe the location and provide FISH #s. There are two electrical control panels. One is located in the south building in the southeast corner labeled "electrical room." The other is in the north building in the northeast corner labeled "electrical room."
11. Where is the fire box in the building? Describe the location and provide FISH #s. The fire box is located in the cafeteria on the northeast side of the building.
12. Where is the gas/oil shutoff in the building? Describe the location and provide FISH #s. Although the school does not use the gas in the facility, it is located outside of the north building in the northwest corner.
13. Where is the water shutoff in the building? Describe the location and provide FISH #s. The water shutoff valve is located off campus in the field on the north side behind the warehouse which belongs to the church.

School Safety Plan

14. Does the building have central air conditioning? If yes, where are the shut-off controls located? Describe the location and provide FISH #s.

Yes, the front office (located in storage closet northeast corner)

15. Where are the chemicals/controlled substances used in the science lab stored? Describe the location and provide FISH #s.

N/A

16. Where are art supplies stores? Describe the location and provide FISH #s.

Art supplies are stored in each classroom in a locked black cabinet.

17. Where is the storage location for hazardous materials that are often used by school custodians (e.g. bleaches, combustible cleaning materials etc.)? Describe the location and provide FISH #s.

Downstairs in the south building in the locked storage closet on the southeast side.

18. Where is the storage location for hazardous materials that are used for pool maintenance? Describe the location and provide FISH #s.

N/A

Campus/Building Comments:

Part 11. Security Monitoring.

1. Does the building have a CCTV/Video Surveillance System? Yes

2. Where is the camera monitoring station located? Principal's Office

3. How many cameras are on the school campus? 46

4. What areas do the cameras monitor? All Hallways, Office, Cafeteria, Playground and Building Entrance

5. What type of recording device is used? DVR (Digital Video Recorder)

Security Monitoring Comments:

Part 12. Vault Information.

1. Who is in charge of the school vault? Genevieve Muller-Poiteiven

2. List all personnel who have access to the vault.

Genevieve Muller-Poiteiven, Dr. Mary Stuart

Vault Information Comments:

Part 13. Limited Mobility Students (LMS): Pursuant to a new federal court ruling, even if you do not have limited mobility students enrolled in your school at this time, but your site is 1st floor, partial or functionally

School Safety Plan

Part 14- Administrator Signature-*Must be completed prior to submitting.*

1. Principal Name :Mary Stuart
2. List all members of the school staff who assisted in the development of your school's plan.
Dr. Mary Stuart and Amber Geary
3. Name of Administrator Submitting Report: Mary Stuart
4. Position of Administrator: Principal
5. Date of report submission: 6/7/17
6. Administrator Signature (Initials): ms

accessible, your site must have a plan in place in order to accommodate a limited mobility student at future point in time.

1. Does your site have any limited mobility students enrolled?

No

2. LMS Staff Designee(s)

N/A

3. List each limited mobility student enrolled at your site, along with the individual and back-up individual responsible to assist each student.

N/A

4. List the areas of fire rescue (that complies with ADA standards), to which limited mobility students may be evacuated.

N/A, We do not have any limited mobility students in either school.

Limited Mobility Students Comments:

Part 15- Collaboration Signatures & Recommendations. Upon completion of the Safety Plan at least two signatures from emergency agencies are required to provide collaboration accountability for partners who contributed to the development of each school's safety plan. Please contact your local emergency agency to make them aware that your plan is available for review and feedback.

Department	Agency	Printed Contact Name	Signature of Contact (Initials)
Fire Department			
Police Department			
Other Optional (i.e District Department)			

Note: Initialing above only indicates that outside agencies have had the opportunity to view and provide recommendations for the school safety plan. It does not signify an endorsement or approval of the plan.

Fire Department Recommendations:

Police Department Recommendations:

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Safety Department Recommendations:

SIU Prevention Team Recommendations:

Organizational Performance

Appendix : P

Staffing Reports

STAFF / FACULTY SUMMARY

School Year: 2014/2015

Sort: Name, Personnel Nbr, Teacher Nbr

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

<u>Nbr</u>	<u>Type</u>	<u>Name</u>	<u>Sex</u>	<u>Race</u>	<u>Sde Number</u> <u>(Certificate)</u>	<u>Personnel #</u>	<u>Job Id</u>	<u>Dept</u>	<u>Bldg-Rm</u>	<u>Start Date</u>	<u>End Date</u>
011	S	ADAMES DAMARIS	F	H	0000000000	50003908				08/04/14	
019	S	ALI KELLEN	F	W	0000000000	50004243			01-003	01/05/15	
012	S	BROWN TIFFANIE	F	B	0000000000	50002554			01-008	08/11/14	
015	S	FERRET SANDRA	F	H	0000000000	50003772				08/18/14	
017	S	GEARY AMBER	F	W	0001082801	50001199			01-002	08/17/09	
013	S	JOSEPH TICIA	F	W	0000432190	50003055			03-002	08/11/14	
006	S	MELHUIH ANA	F	H	0001183491	50001097			01-010	08/12/13	
016	S	MENENDEZ JULIA	F	H	0001118820	50003862			03-001	09/17/14	
018	C	SHNAYDMAN YEVA	F	W	0000000000	82222128				08/18/14	
007	S	STRACHAN DENISE	F	B	0001019775	50001196			01-004	08/12/13	
001	S	STUART MARY	F	H	0000743194	50001201			01-002	07/01/13	
010	S	TABEQUERO REYNALDO	M	A	0001055642	50003909				08/19/13	
020	S	VASQUEZ JOANNE	F	H	0000000000	50002395			01-001	03/09/15	

Total Staff: 13

* Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.

Teacher / Room Usage

School Year: 2014/2015

5387/1 - SOMERSET ACADEMY HOLLYWOOD

Sort: Building, Room, Term, Days, Prds, Crse, Sect

Building-Room: 01-002

Course/Section Count: 9

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	MTWRF	04	04	50100420	MS04	LANG ARTS GR 1	001 - STUART MARY	30	0	0
	3	MTWRF	05	05	50100420	MS05	LANG ARTS GR 1	001 - STUART MARY	30	0	0
	3	MTWRF	06	06	5010044R	MS06	LA/READ GR 3	001 - STUART MARY	30	0	0
	3	MTWRF	07	07	5010044R	MS07	LA/READ GR 3	001 - STUART MARY	30	0	0
	3	MTWRF	08	08	5010044R	MS08	LA/READ GR 3	001 - STUART MARY	30	0	0
	3	MTWRF	09	09	5010044R	MS09	LA/READ GR 3	001 - STUART MARY	30	0	0
	3	MTWRF	10	10	5010044R	MS10	LA/READ GR 3	001 - STUART MARY	30	0	0
	3	MTWRF	11	11	5010044R	MS11	LA/READ GR 3	001 - STUART MARY	30	0	0
	3	MTWRF	12	12	50100430	MS12	LANG ARTS GR 2	001 - STUART MARY	30	0	0

Building-Room: 01-008

Course/Section Count: 20

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	F	12	12	50070201	501S	SPANISH	012 - BROWN TIFFANIE	30	4	4
	3	R	12	12	50030600	501D	DANCE GRADE 5	012 - BROWN TIFFANIE	30	4	4
	3	W	12	12	50102500	501	THEATRE-GRADE 5	012 - BROWN TIFFANIE	30	0	0
	3	T	12	12	50102500	501T	THEATRE-GRADE 5	012 - BROWN TIFFANIE	30	4	4
	3	T R	12	12	50070201	501	SPANISH	012 - BROWN TIFFANIE	30	0	0
	3	M F	12	12	50030600	501	DANCE GRADE 5	012 - BROWN TIFFANIE	30	0	0
	3	M W	12	12	50020001	501C	INTRO TO COMPU	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	00	00	00000000	501	HOMEROOM	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	01	01	5010046R	501	LA/READ GR 5	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	02	02	5010046R	5012	LA/READ GR 5	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	03	03	5010046R	5013	LA/READ GR 5	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	04	04	50100460	5014	LANG ARTS GR 5	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	05	05	50100460	5015	LANG ARTS GR 5	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	06	06	50100460	5016	LANG ARTS GR 5	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	07	07	50120700	501	MATH-GRADE 5	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	08	08	50120700	5018	MATH-GRADE 5	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	09	09	50200600	501	SCIENCE GRADE 5	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	10	10	50200600	5019	SCIENCE GRADE 5	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	11	11	50210700	501	SOC STUDIES 5	012 - BROWN TIFFANIE	30	4	4
	3	MTWRF	13	13	5015070M	501	PE TCHR GRADE 5	012 - BROWN TIFFANIE	30	4	4

Building-Room: 01-010

Course/Section Count: 54

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	F	12	12	50070200	301S	SPANISH	006 - MELHUIH ANA	30	9	9
	3	F	12	12	50070201	401S	SPANISH	006 - MELHUIH ANA	30	6	6
	3	R	12	12	50030400	301D	DANCE GRADE 3	006 - MELHUIH ANA	30	9	9
	3	R	12	12	50030500	401D	DANCE GRADE 4	006 - MELHUIH ANA	30	6	6
	3	W	12	12	50102300	301	THEATRE-GRADE 3	006 - MELHUIH ANA	30	0	0
	3	W	12	12	50102400	401	THEATRE-GRADE 4	006 - MELHUIH ANA	30	0	0
	3	T	12	12	50102300	301T	THEATRE-GRADE 3	006 - MELHUIH ANA	30	9	9
	3	T	12	12	50102400	401T	THEATRE-GRADE 4	006 - MELHUIH ANA	30	6	6
	3	T R	12	12	50070200	301	SPANISH	006 - MELHUIH ANA	30	0	0
	3	T R	12	12	50070201	401	SPANISH	006 - MELHUIH ANA	30	0	0
	3	M F	12	12	50030400	301	DANCE GRADE 3	006 - MELHUIH ANA	30	0	0
	3	M F	12	12	50030500	401	DANCE GRADE 4	006 - MELHUIH ANA	30	0	0
	3	M W	12	12	50020000	301C	INTRO TO COMPU	006 - MELHUIH ANA	30	9	9
	3	M W	12	12	50020001	401C	INTRO TO COMPU	006 - MELHUIH ANA	30	6	6
	3	MTWRF	00	00	00000000	301	HOMEROOM	006 - MELHUIH ANA	30	9	9
	3	MTWRF	00	00	00000000	401	HOMEROOM	006 - MELHUIH ANA	30	6	6
	3	MTWRF	01	01	5010044R	301	LA/READ GR 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	01	01	50100450	401	LANG ARTS GR 4	006 - MELHUIH ANA	30	0	0
	3	MTWRF	01	01	5010045R	401	LA/READ GR 4	006 - MELHUIH ANA	30	6	6
	3	MTWRF	01	01	50100460	501	LANG ARTS GR 5	006 - MELHUIH ANA	30	0	0

Teacher / Room Usage

School Year: 2014/2015

5387/1 - SOMERSET ACADEMY HOLLYWOOD

Sort: Building, Room, Term, Days, Prds, Crse, Sect

Building-Room: 01-010

Course/Section Count: 54

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	MTWRF	02	02	5010044R	3012	LA/READ GR 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	02	02	50100450	4012	LANG ARTS GR 4	006 - MELHUIH ANA	30	0	0
	3	MTWRF	02	02	5010045R	4012	LA/READ GR 4	006 - MELHUIH ANA	30	6	6
	3	MTWRF	02	02	50100460	5012	LANG ARTS GR 5	006 - MELHUIH ANA	30	0	0
	3	MTWRF	03	03	5010044R	3013	LA/READ GR 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	03	03	50100450	4013	LANG ARTS GR 4	006 - MELHUIH ANA	30	0	0
	3	MTWRF	03	03	5010045R	4013	LA/READ GR 4	006 - MELHUIH ANA	30	6	6
	3	MTWRF	03	03	50100460	5013	LANG ARTS GR 5	006 - MELHUIH ANA	30	0	0
	3	MTWRF	04	04	50100440	3014	LANG ARTS GR 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	04	04	5010044R	3014	LA/READ GR 3	006 - MELHUIH ANA	30	0	0
	3	MTWRF	04	04	50100450	4014	LANG ARTS GR 4	006 - MELHUIH ANA	30	6	6
	3	MTWRF	05	05	50100440	3015	LANG ARTS GR 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	05	05	5010044R	3015	LA/READ GR 3	006 - MELHUIH ANA	30	0	0
	3	MTWRF	05	05	50100450	4015	LANG ARTS GR 4	006 - MELHUIH ANA	30	6	6
	3	MTWRF	06	06	50100440	3016	LANG ARTS GR 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	06	06	50100450	4016	LANG ARTS GR 4	006 - MELHUIH ANA	30	6	6
	3	MTWRF	06	06	50120600	4012	MATH-GRADE 4	006 - MELHUIH ANA	30	0	0
	3	MTWRF	06	06	50120700	5012	MATH-GRADE 5	006 - MELHUIH ANA	30	0	0
	3	MTWRF	07	07	50120500	301	MATH-GRADE 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	07	07	50120600	401	MATH-GRADE 4	006 - MELHUIH ANA	30	6	6
	3	MTWRF	08	08	50120500	3018	MATH-GRADE 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	08	08	50120600	4018	MATH-GRADE 4	006 - MELHUIH ANA	30	6	6
	3	MTWRF	08	08	50200500	4012	SCIENCE GRADE 4	006 - MELHUIH ANA	30	0	0
	3	MTWRF	08	08	50200600	5012	SCIENCE GRADE 5	006 - MELHUIH ANA	30	0	0
	3	MTWRF	09	09	50200400	301	SCIENCE GRADE 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	09	09	50200500	401	SCIENCE GRADE 4	006 - MELHUIH ANA	30	6	6
	3	MTWRF	10	10	50200400	3019	SCIENCE GRADE 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	10	10	50200500	4019	SCIENCE GRADE 4	006 - MELHUIH ANA	30	6	6
	3	MTWRF	11	11	50210500	301	SOC STUDIES 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	11	11	50210600	401	SOC STUDIES 4	006 - MELHUIH ANA	30	6	6
	3	MTWRF	12	12	50020001	401	INTRO TO COMPU	006 - MELHUIH ANA	30	0	0
	3	MTWRF	12	12	50020001	501	INTRO TO COMPU	006 - MELHUIH ANA	30	0	0
	3	MTWRF	13	13	5015050M	301	PE TCHR GRADE 3	006 - MELHUIH ANA	30	9	9
	3	MTWRF	13	13	5015060M	401	PE TCHR GRADE 4	006 - MELHUIH ANA	30	6	6

Building-Room: 02-007

Course/Section Count: 2

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	MTWRF	06	06	50100430	DS06	LANG ARTS GR 2	007 - STRACHAN DENISE	30	0	0
	3	MTWRF	08	08	50100430	DS08	LANG ARTS GR 2	007 - STRACHAN DENISE	30	0	0

Building-Room: 03-001

Course/Section Count: 20

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	F	12	12	50070200	201S	SPANISH	016 - MENENDEZ JULIA	30	12	12
	3	R	12	12	50030300	201D	DANCE GRADE 2	016 - MENENDEZ JULIA	30	12	12
	3	W	12	12	50102200	201	THEATRE-GRADE 2	016 - MENENDEZ JULIA	30	0	0
	3	T	12	12	50102200	201T	THEATRE-GRADE 2	016 - MENENDEZ JULIA	30	12	12
	3	T R	12	12	50070200	201	SPANISH	016 - MENENDEZ JULIA	30	0	0
	3	M F	12	12	50030300	201	DANCE GRADE 2	016 - MENENDEZ JULIA	30	0	0
	3	M W	12	12	50020000	201C	INTRO TO COMPU	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	00	00	00000000	201	HOMEROOM	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	01	01	50100430	201	LANG ARTS GR 2	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	02	02	50100430	2012	LANG ARTS GR 2	016 - MENENDEZ JULIA	30	12	12

Teacher / Room Usage

School Year: 2014/2015

5387/1 - SOMERSET ACADEMY HOLLYWOOD

Sort: Building, Room, Term, Days, Prds, Crse, Sect

Building-Room: 03-001

Course/Section Count: 20

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	MTWRF	03	03	50100430	2013	LANG ARTS GR 2	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	04	04	50100430	2014	LANG ARTS GR 2	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	05	05	50100430	2015	LANG ARTS GR 2	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	06	06	50100430	2016	LANG ARTS GR 2	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	07	07	50120400	201	MATH-GRADE 2	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	08	08	50120400	2018	MATH-GRADE 2	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	09	09	50200300	201	SCIENCE GRADE 2	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	10	10	50200300	2019	SCIENCE GRADE 2	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	11	11	50210400	201	SOC STUDIES 2	016 - MENENDEZ JULIA	30	12	12
	3	MTWRF	13	13	5015040M	201	PE TCHR - GRADE 2	016 - MENENDEZ JULIA	30	12	12

Building-Room: 03-002

Course/Section Count: 43

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	F	12	12	50070200	101S	SPANISH	013 - JOSEPH TICIA	30	10	10
	3	F	12	12	50070200	K01S	SPANISH	013 - JOSEPH TICIA	30	7	7
	3	R	12	12	50030100	K01D	DANCE GRADE KG	013 - JOSEPH TICIA	30	7	7
	3	R	12	12	50030200	101D	DANCE GRADE 1	013 - JOSEPH TICIA	30	10	10
	3	W	12	12	50102000	K01	THEATRE-GRADE K	015 - FERRET SANDRA	30	0	0
	3	W	12	12	50102100	101	THEATRE-GRADE 1	013 - JOSEPH TICIA	30	0	0
	3	T	12	12	50102000	K01T	THEATRE-GRADE K	013 - JOSEPH TICIA	30	7	7
	3	T	12	12	50102100	101T	THEATRE-GRADE 1	013 - JOSEPH TICIA	30	10	10
	3	T R	12	12	50070200	101	SPANISH	013 - JOSEPH TICIA	30	0	0
	3	T R	12	12	50070200	K01	SPANISH	015 - FERRET SANDRA	30	0	0
	3	M F	12	12	50030100	K01	DANCE GRADE KG	015 - FERRET SANDRA	30	0	0
	3	M W	12	12	50020000	101C	INTRO TO COMPU	013 - JOSEPH TICIA	30	10	10
	3	M W	12	12	50020000	K01C	INTRO TO COMPU	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	00	00	00000000	101	HOMEROOM	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	00	00	00000000	K01	HOMEROOM	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	01	01	50100410	K01	LANG ARTS GR KG	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	01	01	50100420	101	LANG ARTS GR 1	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	02	02	50100410	K012	LANG ARTS GR KG	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	02	02	50100420	1012	LANG ARTS GR 1	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	03	03	50100410	K013	LANG ARTS GR KG	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	03	03	50100420	1013	LANG ARTS GR 1	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	04	04	50100410	K014	LANG ARTS GR KG	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	04	04	50100420	1014	LANG ARTS GR 1	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	05	05	50100410	K015	LANG ARTS GR KG	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	05	05	50100420	1015	LANG ARTS GR 1	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	06	06	50100410	K016	LANG ARTS GR KG	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	06	06	50100420	1016	LANG ARTS GR 1	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	07	07	50120200	101	MATH-GRADE K	013 - JOSEPH TICIA	30	0	0
	3	MTWRF	07	07	50120200	K01	MATH-GRADE K	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	07	07	50120200	K017	MATH-GRADE K	013 - JOSEPH TICIA	30	0	0
	3	MTWRF	07	07	50120300	101	MATH-GRADE 1	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	08	08	50120200	1018	MATH-GRADE K	013 - JOSEPH TICIA	30	0	0
	3	MTWRF	08	08	50120200	K018	MATH-GRADE K	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	08	08	50120300	1018	MATH-GRADE 1	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	09	09	50200100	K01	SCIENCE GRADE K	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	09	09	50200200	101	SCIENCE GRADE 1	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	10	10	50200100	K019	SCIENCE GRADE K	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	10	10	50200200	1019	SCIENCE GRADE 1	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	11	11	50210200	K01	SOC STUDIES K	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	11	11	50210300	101	SOC STUDIES 1	013 - JOSEPH TICIA	30	10	10
	3	MTWRF	12	12	50030200	101	DANCE GRADE 1	013 - JOSEPH TICIA	30	0	0
	3	MTWRF	13	13	5015020M	K01	PE TCHR GRADE K	013 - JOSEPH TICIA	30	7	7
	3	MTWRF	13	13	5015030M	101	PE TCHR GRADE 1	013 - JOSEPH TICIA	30	10	10

STAFF / FACULTY SUMMARY

School Year: 2015/2016

Sort: Name, Personnel Nbr, Teacher Nbr

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

<u>Nbr</u>	<u>Type</u>	<u>Name</u>	<u>Sex</u>	<u>Race</u>	<u>Sde Number</u> <u>(Certificate)</u>	<u>Personnel #</u>	<u>Job Id</u>	<u>Dept</u>	<u>Bldg-Rm</u>	<u>Start Date</u>	<u>End Date</u>
008	S	GEARY AMBER	F	W	0001082801	50001199				08/17/09	
001	S	STUART MARY	F	H	0000743194	50001201				07/01/09	
024	S	TAVERAS-ROMERO MELIS	F	H	0000997100	50002192				07/31/15	
003	S	VASQUEZ JOANNE	F	H	9999999999	50002395				03/09/15	

Total Staff: 4

* Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.

Teacher / Room Usage

School Year: 2015/2016

5387/1 - SOMERSET ACADEMY HOLLYWOOD

Sort: Building, Room, Term, Days, Prds, Crse, Sect

Building-Room: 01-102

Course/Section Count: 20

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	F	11	88	50070200	K02	SPANISH	024 - TAVERAS-ROMERO MELI	30	24	24
	3	R	11	88	50030100	K02	DANCE GRADE KG	024 - TAVERAS-ROMERO MELI	30	24	24
	3	T	11	88	50102000	K02	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	00	00	00000000	K02	HOMEROOM	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	01	01	50100410	K02	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	02	02	50100410	K022	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	02	02	50102000	K022	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	0	0
	3	MTWRF	03	03	50100410	K023	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	03	03	50102000	K023	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	0	0
	3	MTWRF	04	04	50100410	K024	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	04	04	50102000	K024	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	0	0
	3	MTWRF	05	05	50120200	K02	MATH-GRADE K	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	06	06	50120200	K022	MATH-GRADE K	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	07	07	50200100	K02	SCIENCE GRADE K	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	08	08	50200100	K022	SCIENCE GRADE K	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	09	09	50210200	K02	SOC STUDIES K	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	10	88	5015020M	K02	PE TCHR GRADE K	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	11	88	50020000	K02	INTRO TO COMPU	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	12	12	50100410	K02E	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	24	24
	3	MTWRF	13	13	50100410	K02X	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	24	24

STAFF / FACULTY SUMMARY

School Year: 2016/2017

Sort: Name, Personnel Nbr, Teacher Nbr

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

<u>Nbr</u>	<u>Type</u>	<u>Name</u>	<u>Sex</u>	<u>Race</u>	<u>Sde Number</u> <u>(Certificate)</u>	<u>Personnel #</u>	<u>Job Id</u>	<u>Dept</u>	<u>Bldg-Rm</u>	<u>Start Date</u>	<u>End Date</u>
025	S	ANTUNEZ CAROLINE	F	H	0001196374	50002180			02-105	08/17/16	
030	S	BURNS HEATHER	F	W	0001145498	50007187			01-100D	01/26/17	
008	S	GEARY AMBER	F	W	0001082801	50001199			01-100D	08/17/09	
026	C	LEBOVICS RACHEL	F	W	0000000000	80009606			01-107	08/22/16	
028	S	MONDEJAR RENE	M	H	0001142276	50002195				08/15/17	
001	S	STUART MARY	F	H	0000743194	50001201			01-100B	07/01/09	
024	S	TAVERAS-ROMERO MELIS	F	H	0000997100	50002192			01-102	07/31/15	
003	S	VASQUEZ JOANNE	F	H	9999999999	50002395			01-100	03/09/15	
027	S	ZILINSKAS JONATHAN	M	W	0000000000	50006377				08/22/16	
029	S	ZILINSKAS SUSAN	F	W	0001225222	50002196				08/15/16	

Total Staff: 10

* Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.

Teacher / Room Usage

School Year: 2016/2017

5387/1 - SOMERSET ACADEMY HOLLYWOOD

Sort: Building, Room, Term, Days, Prds, Crse, Sect

Building-Room: 01-102

Course/Section Count: 20

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	F	11	88	50070200	K02	SPANISH	024 - TAVERAS-ROMERO MELI	30	11	11
	3	R	11	88	50030100	K02	DANCE GRADE KG	024 - TAVERAS-ROMERO MELI	30	11	11
	3	T	11	88	50102000	K02	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	00	00	00000000	K02	HOMEROOM	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	01	01	50100410	K02	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	02	02	50100410	K022	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	02	02	50102000	K022	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	0	0
	3	MTWRF	03	03	50100410	K023	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	03	03	50102000	K023	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	0	0
	3	MTWRF	04	04	50100410	K024	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	04	04	50102000	K024	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	0	0
	3	MTWRF	05	05	50120200	K02	MATH-GRADE K	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	06	06	50120200	K022	MATH-GRADE K	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	07	07	50200100	K02	SCIENCE GRADE K	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	08	08	50200100	K022	SCIENCE GRADE K	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	09	09	50210200	K02	SOC STUDIES K	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	10	88	5015020M	K02	PE TCHR GRADE K	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	11	88	50020000	K02	INTRO TO COMPU	024 - TAVERAS-ROMERO MELI	30	11	11
	3	MTWRF	12	12	50100410	K02E	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	0	0
	3	MTWRF	13	13	50100410	K02X	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	0	0

Building-Room: 02-105

Course/Section Count: 15

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	F	11	88	50070200	102	SPANISH	025 - ANTUNEZ CAROLINE	30	13	13
	3	R	11	88	50030200	102	DANCE GRADE 1	025 - ANTUNEZ CAROLINE	30	13	13
	3	T	11	88	50102100	102	THEATRE-GRADE 1	025 - ANTUNEZ CAROLINE	30	13	13
	3	M W	11	88	50020000	102	INTRO TO COMPU	025 - ANTUNEZ CAROLINE	30	13	13
	3	MTWRF	00	00	00000000	102	HOMEROOM	025 - ANTUNEZ CAROLINE	30	13	13
	3	MTWRF	01	01	50100420	102	LANG ARTS GR 1	025 - ANTUNEZ CAROLINE	30	13	13
	3	MTWRF	02	02	50100420	1022	LANG ARTS GR 1	025 - ANTUNEZ CAROLINE	30	13	13
	3	MTWRF	03	03	50100420	1023	LANG ARTS GR 1	025 - ANTUNEZ CAROLINE	30	13	13
	3	MTWRF	04	04	50100420	1024	LANG ARTS GR 1	025 - ANTUNEZ CAROLINE	30	13	13
	3	MTWRF	05	05	50120300	102	MATH-GRADE 1	025 - ANTUNEZ CAROLINE	30	13	13
	3	MTWRF	06	06	50120300	1022	MATH-GRADE 1	025 - ANTUNEZ CAROLINE	30	13	13
	3	MTWRF	07	07	50200200	102	SCIENCE GRADE 1	025 - ANTUNEZ CAROLINE	30	13	13
	3	MTWRF	08	08	50200200	1022	SCIENCE GRADE 1	025 - ANTUNEZ CAROLINE	30	13	13
	3	MTWRF	09	09	50210300	102	SOC STUDIES 1	025 - ANTUNEZ CAROLINE	30	13	13
	3	MTWRF	10	88	5015030M	102	PE TCHR GRADE 1	025 - ANTUNEZ CAROLINE	30	13	13

STAFF / FACULTY SUMMARY

School Year: 2017/2018

Sort: Name, Personnel Nbr, Teacher Nbr

SCHOOL: 5387 - SOMERSET ACADEMY HOLLYWOOD

<u>Nbr</u>	<u>Type</u>	<u>Name</u>	<u>Sex</u>	<u>Race</u>	<u>Sde Number</u> <u>(Certificate)</u>	<u>Personnel #</u>	<u>Job Id</u>	<u>Dept</u>	<u>Bldg-Rm</u>	<u>Start Date</u>	<u>End Date</u>
030	S	BURNS HEATHER	F	W	0001145498	50007187			01-100D	01/26/17	
008	S	GEARY AMBER	F	W	0001082801	50001199			01-100D	08/17/09	
032	S	HUDSON BRITTANY	F	B	0000000000	50007460			01-101	08/14/17	
026	C	LEBOVICS RACHEL	F	W	0000000000	80009606			01-107	08/22/16	
031	S	MURPHY TREONNA	F	B	0000000000	50007368			02-105	08/14/17	
001	S	STUART MARY	F	H	0000743194	50001201			01-100B	07/01/09	
024	S	TAVERAS-ROMERO MELIS	F	H	0000997100	50002192			01-102	07/31/15	
003	S	VASQUEZ JOANNE	F	H	9999999999	50002395			01-100	03/09/15	

Total Staff: 8

* Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.

Teacher / Room Usage

School Year: 2017/2018

5387/1 - SOMERSET ACADEMY HOLLYWOOD

Sort: Building, Room, Term, Days, Prds, Crse, Sect

Building-Room: 01-101

Course/Section Count: 15

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	R	11	88	50030300	201	DANCE GRADE 2	032 - HUDSON BRITTANY	30	8	8
	3	MW	11	88	50020000	201	INTRO TO COMPU	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	00	00	00000000	201	HOMEROOM	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	01	01	50100430	201	LANG ARTS GR 2	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	02	02	50100430	201A	LANG ARTS GR 2	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	03	03	50100430	201B	LANG ARTS GR 2	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	04	04	50100430	201C	LANG ARTS GR 2	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	05	05	50120400	201	MATH-GRADE 2	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	06	06	50120400	201A	MATH-GRADE 2	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	07	07	50200300	201	SCIENCE GRADE 2	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	08	08	50200300	201A	SCIENCE GRADE 2	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	09	09	50210400	201	SOC STUDIES 2	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	10	88	5015040M	201	PE TCHR - GRADE 2	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	11	88	50070200	201	SPANISH	032 - HUDSON BRITTANY	30	8	8
	3	MTWRF	11	88	50102200	201	THEATRE-GRADE 2	032 - HUDSON BRITTANY	30	8	8

Building-Room: 01-102

Course/Section Count: 18

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	F	11	88	50070200	K02	SPANISH	024 - TAVERAS-ROMERO MELI	30	4	4
	3	R	11	88	50030100	K02	DANCE GRADE KG	024 - TAVERAS-ROMERO MELI	30	4	4
	3	T	11	88	50102000	K02	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	00	00	00000000	K02	HOMEROOM	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	01	01	50100410	K02	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	02	02	50100410	K022	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	02	02	50102000	K022	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	0	0
	3	MTWRF	03	03	50100410	K023	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	03	03	50102000	K023	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	0	0
	3	MTWRF	04	04	50100410	K024	LANG ARTS GR KG	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	04	04	50102000	K024	THEATRE-GRADE K	024 - TAVERAS-ROMERO MELI	30	0	0
	3	MTWRF	05	05	50120200	K02	MATH-GRADE K	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	06	06	50120200	K022	MATH-GRADE K	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	07	07	50200100	K02	SCIENCE GRADE K	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	08	08	50200100	K022	SCIENCE GRADE K	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	09	09	50210200	K02	SOC STUDIES K	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	10	88	5015020M	K02	PE TCHR GRADE K	024 - TAVERAS-ROMERO MELI	30	4	4
	3	MTWRF	11	88	50020000	K02	INTRO TO COMPU	024 - TAVERAS-ROMERO MELI	30	4	4

Building-Room: 02-105

Course/Section Count: 15

Team	Term	Days	From Prd	To Prd	Course Number	Sect	Course Title	Teacher	Seats	Occ 1	Occ 2
	3	F	11	88	50070200	102	SPANISH	031 - MURPHY TREONNA	30	12	12
	3	R	11	88	50030200	102	DANCE GRADE 1	031 - MURPHY TREONNA	30	12	12
	3	T	11	88	50102100	102	THEATRE-GRADE 1	031 - MURPHY TREONNA	30	12	12
	3	MW	11	88	50020000	102	INTRO TO COMPU	031 - MURPHY TREONNA	30	12	12
	3	MTWRF	00	00	00000000	102	HOMEROOM	031 - MURPHY TREONNA	30	12	12
	3	MTWRF	01	01	50100420	102	LANG ARTS GR 1	031 - MURPHY TREONNA	30	12	12
	3	MTWRF	02	02	50100420	1022	LANG ARTS GR 1	031 - MURPHY TREONNA	30	12	12
	3	MTWRF	03	03	50100420	1023	LANG ARTS GR 1	031 - MURPHY TREONNA	30	12	12
	3	MTWRF	04	04	50100420	1024	LANG ARTS GR 1	031 - MURPHY TREONNA	30	12	12
	3	MTWRF	05	05	50120300	102	MATH-GRADE 1	031 - MURPHY TREONNA	30	12	12
	3	MTWRF	06	06	50120300	1022	MATH-GRADE 1	031 - MURPHY TREONNA	30	12	12
	3	MTWRF	07	07	50200200	102	SCIENCE GRADE 1	031 - MURPHY TREONNA	30	12	12
	3	MTWRF	08	08	50200200	1022	SCIENCE GRADE 1	031 - MURPHY TREONNA	30	12	12
	3	MTWRF	09	09	50210300	102	SOC STUDIES 1	031 - MURPHY TREONNA	30	12	12
	3	MTWRF	10	88	5015030M	102	PE TCHR GRADE 1	031 - MURPHY TREONNA	30	12	12

Organizational Performance

Appendix : Q

Certification Self~Audits

5387

Somerset Academy Hollywood

10/23/2017

Mary C. Stuart, EdD

For help, mouse over the field containing the column title.

[illegible]

[illegible]

Course(s) Currently Assigned: List Course Title

N/A

Dance Grade K;LA Grade K;Math Grade K;Science Grade K; Intro to Computer;Spanish;Theater Grade K;PE Teacher Grade K;SS Grade K

N/A

Dance Grade 1;LA Grade 1;Math Grade 1;Science Grade 1; Intro to Computer;Science Grade 1 Lab;Theater Grade 1;PE Teacher Grade 1;SS Grade 1

LA Grade 2;math grade 2;Science Grade 2;Intro to Computer;Science Grade 2 Lab;Theater Grade 2;PE Teacher Grade 2; SS Grade 2

[illegible]

[illegible]

Organizational Performance

Appendix : R

Blank Copy of Teacher and
Administrator Evaluation Tools or
Documentation Verifying Participation
in an Approved Plan

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

**HEATHER PARENTE, DIRECTOR
EMPLOYEE EVALUATIONS
OFFICE OF TALENT DEVELOPMENT**

PHONE: 754-321-5067

FACSIMILE: 754-321-5092

November 8, 2016

Signature on File

TO: Jody Perry, Director
Charter Schools Management/Support

FROM: Heather Parente, Director
Employee Evaluations

SUBJECT: **APPROVED CHARTER SCHOOL TEACHER AND PRINCIPAL
EVALUATION SYSTEM**

The Department of Education has communicated to all LEAs that districts are responsible for Teacher and Principal Evaluation systems. To that end, the Employee Evaluations Department of The School Board of Broward County, Florida, has reviewed the plans submitted for the Teacher and Principal Evaluation Systems.

The Employee Evaluations Department has found the *Somerset Academy Broward Developmental Evaluation System (S.A.D.E.S.)* for Teachers and the *Somerset Assessment for Broward School Administrators (S.A.S.A.)* to meet the approval status:

X **Approved**

This submission includes the following locations:

Somerset Academy	5141	
Somerset Academy Middle School	5151	
Somerset Academy High School	5221	
Somerset Arts Conservatory	5396	
Somerset Academy (Miramar Campus)	5405	
Somerset Academy Middle School (Miramar Campus)	5406	
Somerset Academy Miramar South	5054	
Somerset Academy (Davie)	5211	
Somerset Academy East Preparatory	5391	
X Somerset Academy Hollywood	5387	
Somerset Academy Village	5004	
Somerset Academy Village Charter Middle School	5002	

Somerset Preparatory Academy Charter School at North Lauderdale	5003	
Somerset Preparatory Academy Charter High School at North Lauderdale	5006	
Somerset Academy Neighborhood School	5021	
Somerset Preparatory Academy Charter Middle School	5441	
Somerset Academy Hollywood Middle School	5419	
Somerset Academy Charter High School	5007	
Somerset Pines Academy	5030	
Somerset Academy Pompano	5388	
Somerset Academy Key Charter Middle School	5413	
Somerset Academy Key Charter High School	5224	

Please note that the schools maintain responsibility for the following:

- The Department of Education provides updates as to the components required for the evaluation systems in order to be in compliance with FSS 1012.33, 1012.335, 1012.34, 1012.341, as well as any other Statutes related to the evaluation system.
- Schools are required to revise and resubmit the evaluation systems for their location(s) based on any requirements set by the Department of Education for the 2016-2017 school year.
- Schools are to post their approved evaluation systems on a website accessible to the public and provide The Charter School Office and The Employee Evaluations Department with their URL address.

If you have any questions, please call Heather Parente, Director, Employee Evaluations, at 754-321-5067.

HP:kdp

c. Rhonda Stephanik, Coordinator, Charter Schools Management/Support

Organizational Performance

Appendix : S

Copy of Pay for Performance Plan and
Salary Schedule Documentation
Verifying Participation in an Approved
Plan

Memorandum

To: Instructional Staff
 From: Human Resources
 Date: 6/7/2016
 Re: Pay for Performance- Salary Adjustments

Hello Teachers,

Congratulations on completing another successful school year! We would like to take a moment to briefly explain increases for the "Pay for Performance" model now mandated by Florida state law.

Salary increases for the 2016-2017 school year, will be based on 3 eligible teacher ratings: Highly Effective, Effective Plus, and Effective. Teachers being rated as "Highly Effective" will receive an increase of 3.57% of their current salary, "Effective Plus" teachers will receive an increase of 2.67% of their current salary, and "Effective" teachers will receive an increase of 1.78% of their current salary. Please see chart below for the points range associated with each rating.

Rating	Salary Increase	Points Range
Highly Effective	3.57%	100 – 89.3
Effective Plus	2.67%	89.29 – 75
Effective	1.78%	74.9 – 63

Teacher ratings are based on performance during the 2014-2015 school year and the corresponding increase will be added to your base salary. Your starting salary for the 2016-2017 school year will reflect your current salary, plus the increase based on your rating for 2014-2015.

For instructional staff that began working during the 2015-2016 school year, you will not receive an increase at this time. You will receive any eligible increase next year based on the ratings for the current, closing school year.

*Please note that any instructional staff with a current annual salary above \$72,000/year will not be eligible for a pay increase.

If you have any questions or concerns about any of the information provided, please contact your school Administrator or Amy Nunez at anunez@academica.org.

Thank you and have a wonderful summer!

Organizational Performance

Appendix: T

Screen Shots of Website Requirements as per s. 1002.33(9) (p),F.S.

(Clearly indicate the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)

SOMERSET ACADEMY
EAST PREP & HOLLYWOOD

East Prep is a K-8 school

1-800-888-8888

Waiting for somersetep.com

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Students & Parents

Staff

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Governance & Financials

Meeting Schedule

Board Minutes

Board Speaker Request Form

Procedures for Addressing Concerns

Budgets and Financials

2014-15 SomerSet Academy Board of Directors Meeting Minutes 2014.pdf

2015-2016 Board Meeting Minutes 2015.pdf

2016-2017 Board Meeting Minutes 2016.pdf

Minutes 7-12-13-2013.pdf

Minutes 8-11-2017 WEBB.pdf

Minutes 9-30-17 WEBB.pdf

Minutes 10-18-17 WEBB.pdf

SOMERSET ACADEMY
EAST PREP & HOLLYWOOD

2000 South State Rd. 7
Hollywood, FL 33023

Phone: (954) 907-7890
Fax: (954) 907-7891

APPLY ONLINE: [http://www.somerSetep.com](#)

Organizational Performance

Appendix: U

Screen Shot of Parent Liaison Information in
Website as per s. 1002.33(7)(d)1, F.S.

[Home](#) - Dropbox Educational - Dropbox Somerset Academy ...
File Edit View Favorites Tools Help
[https://www.somersetaep.com/apps/pages/index.jsp?fileC_ID=22737&type=d](#)

SOMERSET ACADEMY EAST PREP & HOLLYWOOD

East Prep is a "K" school.

- Tumble Follow us @somersetaep FOLLOW US ON FACEBOOK Search

Parent Liaison

Somerset East Prep Academy #B3H1 Mona Cato-Hernandez Email: monahc@somersetaehollywood.org Phone: 954-442-0233	Somerset Hollywood Elementary #B3H7 Agnes Ibar Email: iibarA@somersetaehollywood.org Phone: 954-442-0233
--	--

A TITLE CERTIFIED N.E.A.

Each charter schools governing board must appoint a representative to facilitate parental involvement provide access to information assist parents act others with questions and concerns The representatives must reside in the school district in which the charter school is located and may be a governing board member teacher school employee or individual considered to represent the governing board If the governing board oversees multiple affinity schools in its area school district the governing board must appoint separate individual representatives for each charter school in the district The representative's contact information must be provided annually in writing to parents and posted prominently on the charter school's website It a website is maintained by the school The sponsor may red require that governing board members reside in the school plant in which the charter school is located if the charter school complies with this paragraph

2000 South Shire Blvd.
Fort Myers FL 33903
Phone: (239) 887-7880 Fax: (239) 887-7883

Organizational Performance

Appendix: V

Sample of School Newsletters Requesting Parental Involvement



FRIDAY FOLDER LETTER

12/15/17

School Wide Information

Toy Drive

Our Annual Toy Drive is coming to an end very soon! Please help us help others. We are accepting new unwrapped toys for boys and girls ages 1-10. Please drop off your toy donations in the school's main office by Wednesday, December 20th. Those in need this holiday season will be very grateful for anything you may be able to donate. We thank you in advance for helping our community during this season of giving.

Holiday Show

We are so excited for this year's Holiday Show at the Miramar Cultural Center on December 21st!! That is next Thursday evening at the Miramar Cultural Center. Student drop off is at 6:00pm! Please be sure to have your students there on time so they can get checked in with their teacher. The lobby will open to guests at 6:30pm and the show will begin promptly at 7:00pm. Ticket sales are open again at \$15.00 each, and sold on first come first serve basis. Now is the time to purchase extra tickets if you need them for friends and family. Be sure to buy them fast before they sell out. The last day to purchase tickets will be Tuesday, December 19th. PLEASE NOTE: There will be no tickets sold at the door the night of the event.

Polar Express Day

On Friday, December 22nd, we will be having Polar Express Day to celebrate the holiday season with friends and hot chocolate. Students may come to school in their pajamas on that day.

FSA Tutoring

There will be no FSA morning tutoring next week. We will continue in January once we return from the Holiday Break. However, there is still Science Tutoring on Monday and Tuesday afterschool for select 5th grade graders who are participating in that program.

The Gift of Attendance

As we enter the holiday season, we want to reinforce the importance of school attendance. Every year, absences spike in the weeks before and after the holiday break. This holiday season, the best gift you can give your child, is a good education. The best place to get that education is in school. We know that even a few absences can add up to lost learning time, and put your child behind in school. Our teachers will be teaching, and our students will be learning right up until vacation starts. Give your child the gift of an education and the habit of attendance this year.

Next Week at a Glance...

Saturday, December 16 th	FSA Tutoring 9am -12pm
Monday, December 18 th	St Augustine deposit due for 4 th graders Science Tutoring
Tuesday, December 19 th	NO FSA MORNING TUTORING Science Tutoring Dance Practice 2:30-3:45
Wednesday, December 20 th	NO FSA MORNING TUTORING Happy Birthday Mrs. Sewell!!! Toy Drive Ends
Thursday, December 21 st	NO FSA MORNING TUTORING Holiday Show – 6:00pm student drop off
Friday, December 22 nd	Polar Express Day!!! – Wear Pajamas Full Day – Hurricane Make Up Day Box Tops forms due December Birthdays Celebrated