

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Parts I and II**

**for  
STATE FORMULA GRANT PROGRAMS  
under the  
ELEMENTARY AND SECONDARY EDUCATION ACT  
As amended by the  
No Child Left Behind Act of 2001**

For reporting on  
**School Year 2009-10**

**FLORIDA**



**PART I DUE FRIDAY, DECEMBER 17, 2010  
PART II DUE FRIDAY, FEBRUARY 18, 2011**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB)* provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2009-10 consists of two Parts, Part I and Part II.

## **PART I**

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

## **PART II**

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2009-10 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 17, 2010**. Part II of the Report is due to the Department by **Friday, February 18, 2011**. Both Part I and Part II should reflect data from the SY 2009-10, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

## TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2009-10 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2009-10 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

		OMB Number: 1810-0614
		Expiration Date: 10/31/2010
<p>Consolidated State Performance Report          For          State Formula Grant Programs          under the          Elementary And Secondary Education Act          as amended by the          No Child Left Behind Act of 2001</p>		
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2009-10 <input checked="" type="checkbox"/> Part II, 2009-10		
Name of State Educational Agency (SEA) Submitting This Report: Florida Department of Education		
Address: 325 W Gaines St, Suite 644 Tallahassee, Florida 32399-0400		
Person to contact about this report:		
Name: Sara Dixon		
Telephone: (850) 245-9753		
Fax: (850) 245-5036		
e-mail: Sara.Dixon@fldoe.org		
Name of Authorizing State Official: (Print or Type): Dr. Eric J. Smith		
_____ Signature		_____ Wednesday, April 27, 2011, 5:06:00 PM

Verification spreadsheet sent via email to Kenneth Taylor.

**2.1 IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)**

This section collects data on Title I, Part A programs.

**2.1.1 Student Achievement in Schools with Title I, Part A Programs**

The following sections collect data on student academic achievement on the State's assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

**2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)**

In the format of the table below, provide the number of students in SWP schools who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	120,511	88,872	73.7
4	112,450	77,710	69.1
5	111,621	63,191	56.6
6	82,345	40,319	49.0
7	81,712	43,401	53.1
8	79,557	47,622	59.9
High School	104,659	64,320	61.5
Total	692,855	425,435	61.4

**Comments:**

**2.1.1.2 Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)**

This section is similar to 2.1.1.1. The only difference is that this section collects data on performance on the State's reading/language arts assessment in SWP.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	120,432	79,318	65.9
4	112,417	73,705	65.6
5	111,538	69,879	62.7
6	82,348	47,680	57.9
7	81,733	48,566	59.4
8	79,613	37,104	46.6
High School	105,461	34,923	33.1
Total	693,542	391,175	56.4

**Comments:**

**2.1.1.3 Student Achievement in Mathematics in Targeted Assistance Schools (TAS)**

In the table below, provide the number of all students in TAS who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	2,878	2,272	78.9
4	2,836	2,167	76.4
5	2,631	1,720	65.4
6	2,216	1,154	52.1
7	2,315	1,293	55.9
8	2,127	1,413	66.4
High School	4,433	2,673	60.3
Total	19,436	12,692	65.3
<b>Comments:</b>			

**2.1.1.4 Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)**

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State's reading/language arts assessment by all students in TAS.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	2,875	2,198	76.5
4	2,838	2,145	75.6
5	2,628	1,924	73.2
6	2,220	1,450	65.3
7	2,325	1,586	68.2
8	2,128	1,173	55.1
High School	4,455	1,562	35.1
Total	19,469	12,038	61.8
<b>Comments:</b>			

## 2.1.2 Title I, Part A Student Participation

The following sections collect data on students participating in Title I, Part A by various student characteristics.

### 2.1.2.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I SW or TAS programs at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

	# Students Served
Children with disabilities ( <i>IDEA</i> )	183,691
Limited English proficient students	169,909
Students who are homeless	29,255
Migratory students	14,020
<b>Comments:</b>	

### 2.1.2.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either public Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Race/Ethnicity	# Students Served
American Indian or Alaska Native	4,209
Asian or Pacific Islander	22,021
Black, non-Hispanic	400,711
Hispanic	423,428
White, non-Hispanic	362,282
Total	1,212,651
<b>Comments:</b>	

**2.1.2.3 Student Participation in Title I, Part A by Grade Level**

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public targeted assistance programs (Public TAS), Title I schoolwide programs (Public SWP), private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

<b>Age/Grade</b>	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>
Age 0-2	N<10	N<10	N<10	N<10	
Age 3-5 (not Kindergarten)	N<10	N<10	N<10	N<10	
K	417	124,952	252	N<10	
1	181	125,488	357	N<10	
2	236	125,530	310	N<10	
3	215	130,996	344	N<10	
4	104	121,739	312	N<10	
5	119	120,316	285	N<10	
6	29	90,800	185	23	91,037
7	15	89,699	127	40	89,881
8	17	87,743	112	87	87,959
9	79	64,773	17	293	65,162
10	77	57,876	17	139	58,109
11	13	54,998	43	85	55,139
12	N<10	53,799	N<10	19	
Ungraded	N<10	N<10	N<10	N<10	
TOTALS					
<b>Comments:</b>					

**2.1.2.4 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services**

The following sections collect data about the participation of students in TAS.

**2.1.2.4.1 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services**

In the table below, provide the number of students receiving each of the listed instructional services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one instructional service. However, students should be reported only once for each instructional service regardless of the frequency with which they received the service.

	<b># Students Served</b>
Mathematics	344
Reading/language arts	1,158
Science	N<10
Social studies	N<10
Vocational/career	N<10
Other instructional services	347
<b>Comments:</b>	

**2.1.2.4.2 Student Participation in Title I, Part A Targeted Assistance Programs by Support Services**

In the table below, provide the number of students receiving each of the listed support services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one support service. However, students should be reported only once for each support service regardless of the frequency with which they received the service.

	<b># Students Served</b>
Health, dental, and eye care	N<10
Supporting guidance/advocacy	N<10
Other support services	538
<b>Comments:</b>	

**2.1.3 Staff Information for Title I, Part A Targeted Assistance Programs (TAS)**

In the table below, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A TAS in each of the staff categories. For staff who work with both TAS and SWP, report only the FTE attributable to their TAS responsibilities.

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	88	
Paraprofessionals <sup>1</sup>	5	66.7
Other paraprofessionals (translators, parental involvement, computer assistance) <sup>2</sup>	1	
Clerical support staff	7	
Administrators (non-clerical)	2	
<b>Comments:</b>		

<sup>1</sup> Consistent with *ESEA*, Title I, Section 1119(g)(2).

<sup>2</sup> Consistent with *ESEA*, Title I, Section 1119(e).

**2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs**

In the table below, provide the number of FTE paraprofessionals who served in SWP and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*. Use the additional guidance found below the previous table.

	<b>Paraprofessionals FTE</b>	<b>Percentage Qualified</b>
Paraprofessionals <sup>3</sup>	500.00	99.6
<b>Comments:</b>		

<sup>3</sup> Consistent with *ESEA*, Title I, Section 1119(g)(2).

**2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)****2.2.1 Subgrants and Even Start Program Participants**

In the tables below, please provide information requested for the reporting program year July 1, 2009 to June 30, 2010.

**2.2.1.1 Federally Funded Even Start Subgrants in the State**

Number of federally funded Even Start subgrants	14
<b>Comments:</b>	

**2.2.1.2 Even Start Families Participating During the Year**

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. "Participating" means enrolled and participating in all four core instructional components.
2. "Adults" includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2009. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use rounding rules to calculate children's ages .

The total number of participating children will be calculated automatically.

		<b># Participants</b>
1.	Families participating	577
2.	Adults participating	586
3.	Adults participating who are limited English proficient (Adult English Learners)	185
4.	Participating children	842
	a. Birth through 2 years	463
	b. Ages 3 through 5	236
	c. Ages 6 through 8	93
	c. Above age 8	50
<b>Comments:</b>		

### 2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of newly enrolled families for each of the groups listed below. The term "newly enrolled family" means a family who enrolls for the first time in the Even Start project or who had previously been in Even Start and re-enrolls during the year.

	#
1. Number of newly enrolled families	375
2. Number of newly enrolled adult participants	381
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	375
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	372
5. Number of newly enrolled adult participants who have not gone beyond the 9 <sup>th</sup> grade at the time of enrollment	222
<b>Comments:</b>	

### 2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family's start date and exit date. For families continuing to participate, count the time between the family's start date and the end of the reporting year (June 30, 2010). For families who had previously exited Even Start and then enrolled during the reporting year, begin counting from the time of the family's original enrollment date. **Report each family only once in lines 1-4.** Note enrolled families means a family who is participating in all four core instructional components. The total number of families participating will be automatically calculated.

Time in Program	#
1. Number of families enrolled 90 days or less	98
2. Number of families enrolled more than 90 but less than 180 days	131
3. Number of families enrolled 180 or more days but less than 365 days	201
4. Number of families enrolled 365 days or more	147
5. Total families enrolled	577
<b>Comments:</b>	

## 2.2.2 Federal Even Start Performance Indicators

This section collects data about the federal Even Start Performance Indicators

### 2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. Only report data from the TABE reading test on the TABE line. Likewise, only report data from the CASAS reading test on the CASAS line. Data from the other TABE or CASAS tests or combination of both tests should be reported on the "other" line.

To be counted under "pre- and post-test", an individual must have completed **both** the pre- and post-tests.

The definition of "significant learning gains" for adult education is determined at the State level either by your State's adult education program in conjunction with the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), or as defined by your Even Start State Performance Indicators.

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

Note: Do not include the Adult English Learners counted in 2.2.2.2.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	104	89	An increase of at least .5 in at least 2 of the 3 areas (Reading, Math, or Language) is required in order to meet goal. Data obtained from State Data System and Local Evaluations.
CASAS			
Other			
<b>Comments:</b>			

### 2.2.2.2 Adult English Learners Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of Adult English Learners who showed significant learning gains on measures of reading.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE			
CASAS	122	93	An increase of 6 Scale Score points in either Reading or Listening is required in order to meet goal. Data obtained from State Data System and Local Evaluations.
BEST			
BEST Plus			
BEST Literacy			
Other			
<b>Comments:</b>			

**2.2.2.3 Adults Earning a High School Diploma or GED**

In the table below, provide the number of school-age and non-school age adults who earned a high school diploma or GED during the reporting year.

The following terms apply:

1. "School-age adults" is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. "Non-school-age" adults are any adults who do not meet the definition of "school-age."
3. Include only the number of adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility.

<b>School-Age Adults</b>	<b># With Goal</b>	<b># Who Met Goal</b>	<b>Explanation (if applicable)</b>
Diploma	43	37	
GED			
Other			
<b>Comments:</b>			
<b>Non-School-Age Adults</b>	<b># With Goal</b>	<b># Who Met Goal</b>	<b>Explanation (if applicable)</b>
Diploma			
GED	79	59	
Other			
<b>Comments:</b>			

### 2.2.2.4 Children Age-Eligible for Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took both a pre- and post-test with at least 6 months of Even Start service in between.
3. A "significant learning gain" is considered to be a standard score increase of 4 or more points.
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions.

	# Age-Eligible	# Pre- and Post- Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	48	43	29	N<10	5 children not available for post-test.
PPVT-IV					
TVIP					
<b>Comments:</b>					

#### 2.2.2.4.1 Children Age-Eligible for Kindergarten Who Demonstrate Age-Appropriate Oral Language Skills

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year and who have been enrolled in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PPVT-III or TVIP in the spring of or latest test within the reporting year.
3. # Who met goal includes children who score a Standard Score of 85 or higher on the spring (or latest test within the reporting year) TVIP, PPVT-III or PPVT-IV
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions .

Note: Projects may use the PPVT-III or the PPVT-IV if the PPVT-III is no longer available, but results for the two versions of the assessment should be reported separately.

	# Age-Eligible	# Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	48	43	31	N<10	5 not available for spring testing.
PPVT-IV					
TVIP					
<b>Comments:</b>					

### 2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming Subtask

In the table below, provide the average number of letters children can identify as measure by PALS subtask.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year and who have been enrolled in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who received Even Start services and who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2010 (or latest test within the reporting year).
3. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.
4. "Average number of letters" includes the average score for the children in your State who participated in this assessment. This should be provided as a weighted average (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.

	# Age-Eligible	# Tested	# Exempted	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	48	43	N<10	19.7	5 not available for spring testing.
<b>Comments:</b>					

### 2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on or above grade level ("met goal"). The source of these data is usually determined by the State and, in some cases, by the school district. Please indicate the source(s) of the data in the "Explanation" field.

Grade	# in Cohort	# Who Met Goal	Explanation (include source of data)
K	37	36	
1	36	31	
2	21	20	
3	11	9	Florida Even Start Performance Indicators #4.2 and #4.3 were used as the criteria. These Indicators state that "60% of school age children enrolled in Even Start for at least 6 months will maintain adequate attendance and satisfactory school achievement that leads to reading on grade level and promotion". Data from State Data System and Local Evaluations.
<b>Comments:</b>			

### 2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities

In the table below, provide the number of parents who show improvement ("met goal") on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the "Other" field, with appropriate information in the Explanation field.

	# in Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I	415	339	
PEP Scale II	415	395	
PEP Scale III	415	380	
PEP Scale IV	415	369	Scales 2 and 3 required for evaluation but Scales 1 and 3 are also reported.
Other			
<b>Comments:</b>			

**2.3 EDUCATION OF MIGRANT CHILDREN (TITLE I, PART C)**

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1, 2009 through August 31, 2010. This section is composed of the following subsections:

- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data of migrant children served during either the regular school year, summer/intersession term, or program year;
- School data;
- Project data;
- Personnel data.

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the reporting period. For example, a child who turns 3 during the reporting period would only be reported in the "Age 3 through 5 (not Kindergarten)" row.

FAQs in section 1.10 contain definitions of out-of-school and ungraded that are used in this section.

**2.3.1 Population Data**

The following questions collect data on eligible migrant children.

**2.3.1.1 Eligible Migrant Children**

In the table below, provide the unduplicated number of **eligible** migrant children by age/grade. The total is calculated automatically.

<b>Age/Grade</b>	<b>Eligible Migrant Children</b>
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	4,457
K	1,936
1	1,823
2	1,705
3	1,666
4	1,369
5	1,315
6	1,250
7	1,333
8	1,203
9	1,288
10	1,003
11	958
12	741
Ungraded	N<10
Out-of-school	6,782
Total	
<b>Comments:</b>	

**2.3.1.2 Priority for Services**

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "Priority for Services." The total is calculated automatically. Below the table is a FAQ about the data collected in this table.

<b>Age/Grade</b>	<b>Priority for Services</b>
Age 3 through 5 (not Kindergarten)	140
K	545
1	532
2	392
3	392
4	293
5	312
6	299
7	295
8	305
9	321
10	216
11	210
12	122
Ungraded	N<10
Out-of-school	32
Total	
<b>Comments:</b>	

**FAQ on priority for services:**

*Who is classified as having "priority for service?"* Migratory children who are failing, or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the regular school year.

**2.3.1.3 Limited English Proficient**

In the table below, provide the unduplicated number of **eligible** migrant children who are also limited English proficient (LEP). The total is calculated automatically.

<b>Age/Grade</b>	<b>Limited English Proficient (LEP)</b>
Age 3 through 5 (not Kindergarten)	554
K	1,323
1	1,250
2	996
3	771
4	551
5	397
6	300
7	314
8	298
9	302
10	214
11	190
12	111
Ungraded	N<10
Out-of-school	280
Total	
<b>Comments:</b>	

**2.3.1.4 Children with Disabilities (IDEA)**

In the table below, provide the unduplicated number of **eligible** migrant children who are also Children with Disabilities (*IDEA*) under Part B or Part C of the *IDEA*. The total is calculated automatically.

<b>Age/Grade</b>	<b>Children with Disabilities (IDEA)</b>
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	185
K	163
1	187
2	178
3	224
4	224
5	190
6	175
7	218
8	186
9	174
10	122
11	133
12	103
Ungraded	N<10
Out-of-school	24
Total	
<b>Comments:</b>	

**2.3.1.5 Last Qualifying Move**

In the table below, provide the unduplicated number of **eligible** migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31, 2009. The totals are calculated automatically.

Age/Grade	Last Qualifying Move Is within X months from the last day of the reporting period			
	12 Months	Previous 13 – 24 Months	Previous 25 – 36 Months	Previous 37 – 48 Months
Age birth through 2	N<10	N<10	N<10	N<10
Age 3 through 5 (not Kindergarten)	1,934	1,492	631	400
K	709	620	350	257
1	650	559	331	283
2	530	563	324	288
3	498	588	307	273
4	406	459	290	214
5	377	461	267	210
6	355	433	260	202
7	344	467	277	245
8	307	444	261	191
9	326	488	264	210
10	243	377	212	171
11	190	356	224	188
12	67	334	180	160
Ungraded	N<10	N<10	N<10	N<10
Out-of-school	5,076	933	415	358
Total				
<b>Comments:</b>				

**2.3.1.6 Qualifying Move During Regular School Year**

In the table below, provide the unduplicated number of **eligible** migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31, 2009. The total is calculated automatically.

<b>Age/Grade</b>	<b>Move During Regular School Year</b>
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	3,906
K	1,646
1	1,514
2	1,385
3	1,374
4	1,142
5	1,097
6	1,041
7	1,075
8	997
9	1,067
10	814
11	753
12	581
Ungraded	N<10
Out-of-school	6,247
Total	24,639

**Comments:** Comment added during CSPR Verification:

Florida experienced a decline in the number of 12th grade students overall. Also, migrant families generally are moving less during the school year allowing more 12th graders, who choose to stay in school, to stay throughout the school year.

### 2.3.2 Academic Status

The following questions collect data about the academic status of **eligible** migrant students.

#### 2.3.2.1 Dropouts

In the table below, provide the unduplicated number of **eligible** migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropped Out
7	14
8	22
9	41
10	42
11	37
12	14
Ungraded	
Total	170
<b>Comments:</b>	

#### FAQ on Dropouts:

*How is "dropped out of school" defined?* The term used for students, who, during the reporting period, were enrolled in a public school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2008-09 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

#### 2.3.2.2 GED

In the table below, provide the total unduplicated number of **eligible** migrant students who obtained a General Education Development (GED) Certificate in your state.

<b>Obtained a GED in your state</b>	14
<b>Comments:</b> This data has been verified and is accurate.	

### 2.3.2.3 Participation in State Assessments

The following questions collect data about the participation of eligible migrant students in State Assessments.

#### 2.3.2.3.1 Reading/Language Arts Participation

In the table below, provide the unduplicated number of **eligible** migrant students enrolled in school during the State testing window and tested by the State reading/language arts assessment by grade level. The totals are calculated automatically.

Grade	Enrolled	Tested
3	1,488	1,472
4	1,241	1,222
5	1,210	1,200
6	1,144	1,129
7	1,228	1,202
8	1,098	1,069
HS	1,950	1,886
Ungraded		
Total	9,359	9,180

**Comments:** This data has been verified and is accurate.

#### 2.3.2.3.2 Mathematics Participation

This section is similar to 2.3.2.3.1. The only difference is that this section collects data on migrant students and the State's mathematics assessment.

Grade	Enrolled	Tested
3	1,488	1,475
4	1,241	1,223
5	1,210	1,200
6	1,144	1,130
7	1,227	1,202
8	1,099	1,076
HS	1,942	1,872
Ungraded		
Total	9,351	9,178

**Comments:** This data has been verified and is accurate.

### 2.3.3 MEP Participation Data

The following questions collect data about the participation of migrant students served during the regular school year, summer/intersession term, or program year.

Unless otherwise indicated, participating migrant children include:

- Children who received instructional or support services funded in whole or in part with MEP funds.
- Children who received a MEP-funded service, even those children who continued to receive services (1) during the term their eligibility ended, (2) for one additional school year after their eligibility ended, if comparable services were not available through other programs, and (3) in secondary school after their eligibility ended, and served through credit accrual programs until graduation (e.g., children served under the continuation of services authority, Section 1304(e)(1–3)).

Do not include:

- Children who were served through a Title I SWP where MEP funds were consolidated with those of other programs.
- Children who were served by a "referred" service only.

#### 2.3.3.1 MEP Participation Regular School Year

The following questions collect data on migrant children who participated in the MEP during the **regular** school year. Do not include:

- Children who were only served during the summer/intersession term.

##### 2.3.3.1.1 MEP Students Served During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services during the regular school year. Do **not** count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During Regular School Year
Age Birth through 2	N<10
Age 3 through 5 (not Kindergarten)	2,799
K	1,410
1	1,282
2	1,227
3	1,161
4	990
5	936
6	923
7	983
8	912
9	1,040
10	820
11	817
12	663
Ungraded	N<10
Out-of-school	4,963
Total	

**Comments:** Comment added during CSPR Verification:

The overall dropout rate in Florida increased last year. This combined with the overall decrease in 12th graders in the state accounts for this increase.

**2.3.3.1.2 Priority for Services – During the Regular School Year**

In the table below, provide the unduplicated number of **participating** migrant children who have been classified as having "priority for services" and who received instructional or support services during the regular school year. The total is calculated automatically.

<b>Age/Grade</b>	<b>Priority for Services</b>
Age 3 through 5	92
K	342
1	316
2	246
3	226
4	178
5	196
6	193
7	201
8	206
9	262
10	162
11	165
12	106
Ungraded	N<10
Out-of-school	27
Total	
<b>Comments:</b>	

**2.3.3.1.3 Continuation of Services – During the Regular School Year**

In the table below, provide the unduplicated number of **participating** migrant children who received instructional or support services during the regular school year served under the continuation of services authority Sections 1304(e)(2)–(3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

<b>Age/Grade</b>	<b>Continuation of Services</b>
Age 3 through 5 (not Kindergarten)	N<10
K	N<10
1	N<10
2	N<10
3	N<10
4	N<10
5	N<10
6	N<10
7	N<10
8	N<10
9	14
10	N<10
11	19
12	13
Ungraded	N<10
Out-of-school	10
Total	
<b>Comments:</b>	

### 2.3.3.1.4 Services

The following questions collect data on the services provided to participating migrant children during the regular school year.

#### FAQ on Services:

*What are services?* Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

#### 2.3.3.1.4.1 Instructional Service – During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who received any type of MEP-funded instructional service during the regular school year. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	2,798
K	1,410
1	1,282
2	1,227
3	1,161
4	990
5	936
6	923
7	983
8	912
9	1,040
10	820
11	817
12	663
Ungraded	N<10
Out-of-school	4,963
Total	
<b>Comments:</b>	

**2.3.3.1.4.2 Type of Instructional Service**

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the regular school year. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

<b>Age/Grade</b>	<b>Reading Instruction</b>	<b>Mathematics Instruction</b>	<b>High School Credit Accrual</b>
Age birth through 2	N<10	N<10	
Age 3 through 5 (not Kindergarten)	252	245	
K	117	110	
1	101	86	
2	99	81	
3	118	107	
4	89	78	
5	76	66	
6	111	107	
7	92	88	
8	84	78	
9	89	88	16
10	60	50	13
11	66	61	28
12	47	42	37
Ungraded	N<10	N<10	N<10
Out-of-school	228	202	N<10
Total			

**Comments:** This data has been verified and is accurate.

**FAQ on Types of Instructional Services:**

What is "*high school credit accrual*"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

### 2.3.3.1.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled **Support Services**, provide the unduplicated number of **participating** migrant children who received any MEP-funded support service during the regular school year. In the column titled **Counseling Service**, provide the unduplicated number of **participating** migrant children who received a counseling service during the regular school year. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	N<10	N<10
Age 3 through 5 (not Kindergarten)	2,786	2,668
K	1,394	1,378
1	1,264	1,252
2	1,210	1,201
3	1,150	1,135
4	982	963
5	929	921
6	911	881
7	969	935
8	905	870
9	1,025	1,004
10	809	800
11	801	786
12	652	648
Ungraded	N<10	N<10
Out-of-school	4,958	4,536
Total		
<b>Comments:</b>		

#### FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.
- b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

**2.3.3.1.4.4 Referred Service – During the Regular School Year**

In the table below, provide the unduplicated number of **participating** migrant children who, during the regular school year, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

<b>Age/Grade</b>	<b>Referred Service</b>
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	1,205
K	428
1	411
2	371
3	355
4	299
5	281
6	295
7	325
8	287
9	321
10	240
11	209
12	134
Ungraded	N<10
Out-of-school	2,473
Total	

**Comments:** This data has been verified and is accurate.

Comment added during CSPR Verification:

Due to economic hardship of families (fewer resources) and reduced funding for local programs this increased the need to refer children to non-MEP agencies; thereby increasing collaboration among partnering agencies. Florida also emphasized the need for LEAs to increase their focus on collaborating with partners (e.g. with Title IA, Title III, other federal, local, community partners, etc.). Also, there was an increase in referrals to OSY population - the number more than doubled.

**2.3.3.2 MEP Participation - Summer/Intersession Term**

The questions in this subsection are similar to the questions in the previous section with one difference. The questions in this subsection collect data on the **summer/intersession term** instead of the regular school year.

**2.3.3.2.1 MEP Students Served During the Summer/Intersession Term**

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services during the summer/intersession term. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

<b>Age/Grade</b>	<b>Served During Summer/Intersession Term</b>
Age Birth through 2	N<10
Age 3 through 5 (not Kindergarten)	717
K	366
1	410
2	353
3	309
4	205
5	199
6	184
7	152
8	158
9	196
10	149
11	183
12	24
Ungraded	N<10
Out-of-school	477
Total	
<b>Comments:</b>	

**2.3.3.2.2 Priority for Services – During the Summer/Intersession Term**

In the table below, provide the unduplicated number of **participating** migrant children who have been classified as having "priority for services" and who received instructional or support services during the summer/intersession term. The total is calculated automatically.

<b>Age/Grade</b>	<b>Priority for Services</b>
Age 3 through 5	26
K	100
1	72
2	66
3	64
4	37
5	48
6	23
7	24
8	31
9	42
10	34
11	33
12	N<10
Ungraded	N<10
Out-of-school	N<10
Total	

**Comments:** This data has been verified and is accurate.

Comment added during CSPR Verification:  
Summer services were targeted to the children most in need.

**2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term**

In the table below, provide the unduplicated number of **participating** migrant children who received instructional or support services during the summer/intersession term served under the continuation of services authority Sections 1304(e)(2)–(3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

<b>Age/Grade</b>	<b>Continuation of Services</b>
Age 3 through 5 (not Kindergarten)	N<10
K	N<10
1	N<10
2	N<10
3	N<10
4	N<10
5	N<10
6	N<10
7	N<10
8	N<10
9	14
10	N<10
11	19
12	13
Ungraded	N<10
Out-of-school	10
Total	
<b>Comments:</b> This data has been verified and is accurate.	

### 2.3.3.2.4 Services

The following questions collect data on the services provided to participating migrant children during the summer/intersession term.

#### FAQ on Services:

*What are services?* Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are NOT considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

#### 2.3.3.2.4.1 Instructional Service – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who received any type of MEP-funded instructional service during the summer/intersession term. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	717
K	366
1	410
2	353
3	309
4	205
5	199
6	184
7	152
8	158
9	196
10	149
11	183
12	24
Ungraded	N<10
Out-of-school	477
Total	
<b>Comments:</b>	

**2.3.3.2.4.2 Type of Instructional Service**

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the summer/intersession term. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

<b>Age/Grade</b>	<b>Reading Instruction</b>	<b>Mathematics Instruction</b>	<b>High School Credit Accrual</b>
Age birth through 2	N<10	N<10	
Age 3 through 5 (not Kindergarten)	257	118	
K	265	96	
1	315	82	
2	254	88	
3	224	85	
4	138	59	
5	122	55	
6	137	97	
7	97	56	
8	79	38	
9	72	58	48
10	53	42	37
11	53	41	59
12	N<10	N<10	N<10
Ungraded	N<10	N<10	N<10
Out-of-school	147	143	N<10
Total			

**Comments:** This data has been verified and is accurate.

Comment added during CSPR Verification:

For summer programming, the Florida MEP required LEAs/districts serving high school students in summer to provide high school credit accrual opportunities in an effort to increase graduation rates. Of the LEA offering summer programs, 88% provided high school credit accrual programs in Summer 2010.

**FAQ on Types of Instructional Services:**

What is "*high school credit accrual*"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

### 2.3.3.2.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled **Support Services**, provide the unduplicated number of **participating** migrant children who received any MEP-funded support service during the summer/intersession term. In the column titled **Counseling Service**, provide the unduplicated number of **participating** migrant children who received a counseling service during the summer/intersession term. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	N<10	N<10
Age 3 through 5 (not Kindergarten)	610	599
K	275	254
1	257	233
2	243	229
3	241	214
4	168	155
5	182	159
6	121	118
7	126	123
8	123	115
9	173	159
10	125	109
11	138	126
12	17	16
Ungraded	N<10	N<10
Out-of-school	476	472
Total		
<b>Comments:</b>		

#### FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.
- b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

**2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term**

In the table below, provide the unduplicated number of **participating** migrant children who, during the summer/intersession term, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

<b>Age/Grade</b>	<b>Referred Service</b>
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	262
K	96
1	96
2	78
3	74
4	56
5	60
6	43
7	39
8	37
9	73
10	49
11	55
12	N<10
Ungraded	N<10
Out-of-school	321
Total	
<b>Comments:</b>	

**2.3.3.3 MEP Participation – Program Year**

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services at any time during the program year. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

<b>Age/Grade</b>	<b>Served During the Program Year</b>
Age Birth through 2	N<10
Age 3 through 5 (not Kindergarten)	3,008
K	1,473
1	1,339
2	1,271
3	1,204
4	1,011
5	972
6	938
7	998
8	932
9	1,063
10	850
11	828
12	661
Ungraded	N<10
Out-of-school	5,317
Total	
<b>Comments:</b>	

### 2.3.4 School Data

The following questions are about the enrollment of eligible migrant children in schools during the regular school year.

#### 2.3.4.1 Schools and Enrollment

In the table below, provide the number of public schools that enrolled **eligible** migrant children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of **eligible** migrant children who were enrolled in those schools. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools that enrolled eligible migrant children	1,055
Number of eligible migrant children enrolled in those schools	24,826
<b>Comments:</b>	

#### 2.3.4.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of **eligible** migrant children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migrant children enrolled in those schools	
<b>Comments:</b> These values are zero.	
Comment added during CSPR Verification: These CSPR data are populated from ED Facts file N132. For each school the permitted values for this ED Facts data are YES, NO, and NA. CSPR sums up YES but Florida has none, i.e. Florida has zero schools with YES; Florida only has schools with NO and NA.	

### 2.3.5 MEP Project Data

The following questions collect data on MEP projects.

#### 2.3.5.1 Type of MEP Project

In the table below, provide the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds by a subgrant from the State or through an intermediate entity that receives the subgrant and provides services directly to the migrant child. Do not include projects where MEP funds were consolidated in SWP.

Also, provide the number of migrant children **participating** in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Below the table are FAQs about the data collected in this table.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
Regular school year – school day only	45	17,125
Regular school year – school day/extended day	15	1,088
Summer/intersession only	17	805
Year round	25	3,224
<b>Comments:</b> The data have been verified and are accurate.		
Comment added during CSPR Verification: There was an increase on Regular school year - school day only programs (and the number of students served in these schools) in 2009-2010. Also, overall the number of students served in 2009-10 decreased approximately 600 students.		

#### FAQs on type of MEP project:

- a. *What is a project?* A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project's services may be provided in one or more sites.
- b. *What are Regular School Year – School Day Only projects?* Projects where all MEP services are provided during the school day during the regular school year.
- c. *What are Regular School Year – School Day/Extended Day projects?* Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).
- d. *What are Summer/Intersession Only projects?* Projects where all MEP services are provided during the summer/intersession term.
- e. *What are Year Round projects?* Projects where all MEP services are provided during the regular school year and summer/intersession term.

### 2.3.6 MEP Personnel Data

The following questions collect data on MEP personnel data.

#### 2.3.6.1 Key MEP Personnel

The following questions collect data about the key MEP personnel.

##### 2.3.6.1.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the reporting period (e.g., September 1 through August 31). Below the table are FAQs about the data collected in this table.

<b>State Director FTE</b>	1.00
<b>Comments:</b>	

#### FAQs on the MEP State director

- a. *How is the FTE calculated for the State director?* Calculate the FTE using the number of days worked for the MEP. To do so, first define how many full-time days constitute one *FTE* for the State director in your State for the reporting period. To calculate the FTE number, sum the total days the State director worked for the MEP during the reporting period and divide this sum by the number of full-time days that constitute one FTE in the reporting period.
- b. *Who is the State director?* The manager within the SEA who administers the MEP on a statewide basis.

**2.3.6.1.2 MEP Staff**

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers	95	58.94	42	38.01
Counselors	10	7.55	1	1.00
All paraprofessionals	65	38.81	19	14.63
Recruiters	18	15.60	1	1.00
Records transfer staff	4	4.00	0	0.00
<b>Comments:</b> This data has been verified and is accurate.				

**Note:** The Headcount value displayed represents the greatest whole number submitted in file specification N/X065 for the corresponding Job Classification. For example, an ESS submitted value of 9.8 will be represented in your CSPR as 9.

**FAQs on MEP staff:**

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
  1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
  2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a teacher?* A classroom instructor who is licensed and meets any other teaching requirements in the State.
- c. *Who is a counselor?* A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.
- d. *Who is a paraprofessional?* An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
- e. *Who is a recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.
- f. *Who is a record transfer staffer?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.

### 2.3.6.1.3 Qualified Paraprofessionals

In the table below, provide the headcount and FTE of the qualified paraprofessionals funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified Paraprofessionals	14	12.40	10	10.00
<b>Comments:</b> This data has been verified and is accurate.				

#### FAQs on qualified paraprofessionals:

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
1. To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
  2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d) of *ESEA*).

**2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)**

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2009 through June 30, 2010.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - **Multiple Purpose Facility:** An institution/facility/program that serves more than one programming purpose. For example, the same facility may run both a juvenile correction program and a juvenile detention program.
  - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

**2.4.1 State Agency Title I, Part D Programs and Facilities- Subpart 1**

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

**2.4.1.1 Programs and Facilities - Subpart 1**

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	0	0
Juvenile detention	0	0
Juvenile corrections	3	172
Adult corrections	1	49
Other	0	0
Total	4	69

How many of the programs listed in the table above are in a multiple purpose facility?

	#
<b>Programs in a multiple purpose facility</b>	0
<b>Comments:</b> Total average length of stay was revised during the CSPR Verification period.	

**FAQ on Programs and Facilities - Subpart I:**

*How is average length of stay calculated?* The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

**2.4.1.1.1 Programs and Facilities That Reported - Subpart 1**

In the table below, provide the number of State agency programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected Programs	0
Juvenile Detention	0
Juvenile Corrections	3
Adult Corrections	1
Other	0
Total	4
<b>Comments:</b>	

**2.4.1.2 Students Served – Subpart 1**

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 that are long-term. In the subsequent tables provide the number of students served by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served			571	2,995	
Long Term Students Served			421	923	

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native			N<10	N<10	
Asian or Pacific Islander			N<10	N<10	
Black, non-Hispanic			397	1,829	
Hispanic			42	326	
White, non-Hispanic			132	835	
Total					

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			571	2,745	
Female			N<10	250	
Total				2,995	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5			N<10	N<10	
6			N<10	N<10	
7			N<10	N<10	
8			N<10	N<10	
9			N<10	N<10	
10			N<10	N<10	
11			N<10	N<10	
12			N<10	N<10	
13			N<10	N<10	
14			N<10	N<10	
15			25	14	
16			87	94	
17			170	258	
18			174	483	
19			90	865	
20			16	929	
21			N<10	352	
Total					

If the total number of students differs by demographics, please explain in comment box below.

This response is limited to 8,000 characters.

**Comments:**

--

**FAQ on Unduplicated Count:**

*What is an unduplicated count?* An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2009 through June 30, 2010.

**2.4.1.3 Programs/Facilities Academic Offerings – Subpart 1**

In the table below, provide the number of programs/facilities (not students) that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

<b># Programs That</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention Facilities</b>	<b>Adult Corrections Facilities</b>	<b>Other Programs</b>
Awarded high school course credit(s)	0	3	0	0
Awarded high school diploma(s)	0	3	0	0
Awarded GED(s)	0	3	1	0
<b>Comments:</b>				

**2.4.1.4 Academic Outcomes- Subpart 1**

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 1.

**2.4.1.4.1 Academic Outcomes While in the State Agency Program/Facility**

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections Facilities	Other Programs
Earned high school course credits		396	N<10	
Enrolled in a GED program		20	639	
<b>Comments:</b>				

**2.4.1.4.2 Academic Outcomes While in the State Agency Program/Facility or Within 30 Calendar Days After Exit**

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in their local district school		N<10	N<10	
Earned a GED		20	339	
Obtained high school diploma		22	N<10	
Were accepted into post-secondary education		N<10	N<10	
Enrolled in post-secondary education		N<10	N<10	
<b>Comments:</b>				

**2.4.1.5 Vocational Outcomes- Subpart 1**

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 1.

**2.4.1.5.1 Vocational Outcomes While in the State Agency Program/Facility**

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in elective job training courses/programs		346	520	
<b>Comments:</b>				

**2.4.1.5.2 Vocational Outcomes While in the State Agency Program/Facility or Within 30 Days After Exit**

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in external job training education				
Obtained employment				
<b>Comments:</b>				

**2.4.1.6 Academic Performance- Subpart 1**

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 1 in reading and mathematics.

**2.4.1.6.1 Academic Performance in Reading – Subpart 1**

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the five change categories in the second table below.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2009, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities together in a single column. Below the tables is an FAQ about the data collected in these tables.

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry		156	710	
Long-term students who have complete pre- and post-test results (data)		66	710	

Of the students reported in the second row above, indicate the number who showed:

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams		25	224	
No change in grade level from the pre- to post-test exams		N<10	37	
Improvement of up to 1/2 grade level from the pre- to post-test exams		N<10	68	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams		29	73	
Improvement of more than one full grade level from the pre- to post-test exams		N<10	308	

**Comments:** Comment added during CSPR Verification process:

JC/JD data was submitted to ED Facts, but not in time to prefill the table above. The correct data is as follows:

Long-term students who tested below grade level upon entry:156

Long-term students who have complete pre- and post-test results (data):66

Of the students reported in the second row above, indicate the number who showed:

Negative grade level change from the pre- to post-test exams:25

No change in grade level from the pre- to post-test exams:9

Improvement of up to 1/2 grade level from the pre- to posttest exams:0

Improvement from 1/2 up to one full grade level from the prepost-test exams:29

Improvement of more than one full grade level from the prepost-test exams:3

**FAQ on long-term students:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2009 through June 30, 2010.

**2.4.1.6.2 Academic Performance in Mathematics – Subpart 1**

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry		156	751	
Long-term students who have complete pre- and post-test results (data)		64	751	

Of the students reported in the second row above, indicate the number who showed:

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams		20	178	
No change in grade level from the pre- to post-test exams		N<10	20	
Improvement of up to 1/2 grade level from the pre- to post-test exams		N<10	92	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams		31	92	
Improvement of more than one full grade level from the pre- to post-test exams		N<10	369	

**Comments:** Comment added during CSPR Verification process:

JC/JD data was submitted to ED Facts, but not in time to prefill the table above. The correct data is as follows:

Long-term students who tested below grade level upon entry:156

Long-term students who have complete pre- and post-test results (data): 64

Of the students reported in the second row above, indicate the number who showed:

Negative grade level change from the pre- to post-test exams: 20

No change in grade level from the pre- to post-test exams: 7

Improvement of up to 1/2 grade level from the pre- to posttest exams:0

Improvement from 1/2 up to one full grade level from the pre to post-test exams:31

Improvement of more than one full grade level from the pre to post-test exams:6

## 2.4.2 LEA Title I, Part D Programs and Facilities- Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

### 2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs	276	155
Neglected programs	23	107
Juvenile detention	32	33
Juvenile corrections	118	118
Other	1	125
Total	450	97

How many of the programs listed in the table above are in a multiple purpose facility?

	#
<b>Programs in a multiple purpose facility</b>	1
<b>Comments:</b> Total average length of stay was revised during the CSPR Verification period.	

#### FAQ on average length of stay:

*How is average length of stay calculated?* The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

#### 2.4.2.1.1 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	276
Neglected programs	23
Juvenile detention	32
Juvenile corrections	118
Other	1
Total	450
<b>Comments:</b>	

**2.4.2.2 Students Served – Subpart 2**

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served	7,967	1,020	10,996	7,878	340
Total Long Term Students Served	5,180	493	1,198	4,453	185

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	14	N<10	36	23	N<10
Asian or Pacific Islander	71	N<10	68	46	N<10
Black, non-Hispanic	3,351	338	5,340	3,791	139
Hispanic	1,312	244	1,243	986	30
White, non-Hispanic	2,938	383	3,999	2,839	151
Total	7,686		10,686	7,685	

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	5,110	589	8,619	5,563	222
Female	2,857	431	2,377	2,315	118
Total	7,967	1,020	10,996	7,878	340

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	N<10	13	N<10	N<10	N<10
6	N<10	30	N<10	N<10	N<10
7	13	51	N<10	N<10	N<10
8	48	37	N<10	N<10	N<10
9	303	39	N<10	N<10	N<10
10	231	56	13	N<10	17
11	180	53	49	N<10	23
12	409	65	150	54	12
13	839	84	491	226	N<10
14	1,170	139	1,066	657	16
15	1,473	141	2,140	1,518	36
16	1,686	148	3,186	2,397	74
17	1,609	164	3,898	3,019	149
18	N<10	N<10	N<10	N<10	N<10
19	N<10	N<10	N<10	N<10	N<10
20	N<10	N<10	N<10	N<10	N<10
21	N<10	N<10	N<10	N<10	N<10
Total					

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

**Comments:** Multiracial students were not reported in the Race/Ethnicity tables, and will not match other tables in Section 2.4.2.2.

During the CSPR Verification period, Florida was asked to verify the numbers for multi-racial students in at-risk (281), neglected

(45), juvenile detention (310), juvenile corrections (193), and other (20) programs. These numbers have been verified and are accurate.

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**FAQ on Unduplicated Count:**

*What is an unduplicated count?* An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2009 through June 30, 2010.

**2.4.2.3 Programs/Facilities Academic Offerings – Subpart 2**

In the table below, provide the number of programs/facilities (not students) that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

<b>LEA Programs That</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention/ Corrections</b>	<b>Other Programs</b>
Awarded high school course credit(s)	107	23	137	1
Awarded high school diploma(s)	20	2	17	1
Awarded GED(s)	0	0	31	0
<b>Comments:</b>				

**2.4.2.4 Academic Outcomes- Subpart 2**

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 2.

**2.4.2.4.1 Academic Outcomes While in the LEA Program/Facility**

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility by type of program/facility.

<b># of Students Who</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Other Programs</b>
Earned high school course credits	2,905	262	3,901	143
Enrolled in a GED program	N<10	N<10	75	N<10
<b>Comments:</b>				

**2.4.2.4.2 Academic Outcomes While in the LEA Program/Facility or Within 30 Calendar Days After Exit**

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility or within 30 calendar days after exit, by type of program/facility.

<b># of Students Who</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Other Programs</b>
Enrolled in their local district school	83	542	50	N<10
Earned a GED	N<10	N<10	75	N<10
Obtained high school diploma	41	N<10	28	N<10
Were accepted into post-secondary education	N<10	N<10	N<10	N<10
Enrolled in post-secondary education	N<10	N<10	N<10	N<10
<b>Comments:</b>				

**2.4.2.5 Vocational Outcomes- Subpart 2**

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 2.

**2.4.2.5.1 Vocational Outcomes While in the LEA Program/Facility**

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in elective job training courses/programs	N<10	346	N<10	N<10
<b>Comments:</b>				

**2.4.2.5.2 Vocational Outcomes While in the LEA Program/Facility or Within 30 Days After Exit**

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in external job training education				
Obtained employment				
<b>Comments:</b>				

**2.4.2.6 Academic Performance- Subpart 2**

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 2 in reading and mathematics.

**2.4.2.6.1 Academic Performance in Reading – Subpart 2**

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the five change categories in the second table below.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2009, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. Below the tables is an FAQ about the data collected in these tables.

<b>Performance Data (Based on most recent testing data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry	116	19	132	34
Long-term students who have complete pre- and post-test results (data)	127	66	210	30

Of the students reported in the second row above, indicate the number who showed:

<b>Performance Data (Based on most recent testing data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams	11	N<10	14	11
No change in grade level from the pre- to post-test exams	39	30	128	N<10
Improvement of up to 1/2 grade level from the pre- to post-test exams	30	16	13	N<10
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	28	10	21	N<10
Improvement of more than one full grade level from the pre- to post-test exams	19	N<10	34	10
<b>Comments:</b>				

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2009, through June 30, 2010.

**2.4.2.6.2 Academic Performance in Mathematics – Subpart 2**

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

<b>Performance Data (Based on most recent testing data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry	112	19	138	25
Long-term students who have complete pre- and post-test results (data)	125	63	208	25

Of the students reported in the second row above, indicate the number who showed:

<b>Performance Data (Based on most recent testing data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams	N<10	13	25	N<10
No change in grade level from the pre- to post-test exams	31	18	116	N<10
Improvement of up to 1/2 grade level from the pre- to post-test exams	37	22	16	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	21	N<10	13	
Improvement of more than one full grade level from the pre- to post-test exams	27	N<10	38	16
<b>Comments:</b>				

**2.7 SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)**

This section collects data on student behaviors under the *Safe and Drug-Free Schools and Communities Act*.

**2.7.1 Performance Measures**

In the table below, provide actual performance data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Alcohol, past 30 day use - % of students	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 - 12	Annually	2009-2010	2007-08: Not Available	2007-08: 29.8	34.3	1999-2000
				2008-09: Not Available	2008-09: 29.3		
				2009-10: Not Available	2009-10: 28.8		
				2010-11: Not Available			
				2011-12: Not Available			
<p><b>Comments:</b> The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.</p>							
Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Binge drinking of alcohol - % of students	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 - 12	Annually	2009-2010	2007-08: Not Available	2007-08: 14.8	18.8	1999-2000
				2008-09: Not Available	2008-09: 15.6		
				2009-10: Not Available	2009-10: 14.1		
				2010-11: Not Available			
				2011-12: Not Available			
<p><b>Comments:</b> The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.</p>							
Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				2007-08: Not Available	2007-08: FYSAS did not collect this data for 2007-2008		

Cigarettes, mean age of first use	Florida Youth Substance Abuse Survey (FYSAS), Grade 12 only	Annually	2005-2006	2008-09: Not Available	2008-09: FYSAS did not collect this data for 2008-2009	12.0	1999-2000
				2009-10: Not Available	2009-10: FYSAS did not collect this data for 2009-2010		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Cigarettes - % of 12th graders who used cigarettes in their lifetime	Florida Youth Substance Abuse Survey (FYSAS), Grade 12	Annually	2009-2010	2007-08: Not Available	2007-08: 40.3	56.2	2000
				2008-09: Not Available	2008-09: 37.9		
				2009-10: Not Available	2009-10: 39.7		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Cigarettes - % of 12th graders who used cigarettes in the past 30 days	Florida Youth Substance Abuse Survey (FYSAS) Grade 12	Annually	2009-2010	2007-08: Not Available	2007-08: 15.7	25.4	2000
				2008-09: Not Available	2008-09: 15.2		
				2009-10: Not Available	2009-10: 16.3		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

			<b>Year of</b>				
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Performance Indicator	Instrument/ Data Source	Frequency of Collection	most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Smokeless tobacco - past 30 day use - % of students	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 - 12	Annually	2008-2009	2007- 08: Not Available	2007-08: Data collected in FYSAS, but actual performance data invalid	6.2	1999-2000
				2008- 09: Not Available	2008-09: Data collected in FYSAS, but actual performance data invalid		
				2009- 10: Not Available	2009-10: Data collected in FYSAS, but actual performance data invalid		
				2010- 11: Not Available			
				2011- 12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. For the Performance Indicator "Smokeless tobacco - past 30 day use - % of students", the data collected in both 2007-2008 and 2008-2009 has been identified as being "invalid". The data source "Florida Youth Substance Abuse Survey" has dropped this question from its survey for middle school, thereby causing the overall data to be invalid. For this reason, the data source should be changed to another survey, "Florida Youth Tobacco Survey" which asks this of students in grades 6-12, and for which the following data should be updated as accurate (however, due to differing data sources, the data appears to have spiked in this area): 2007-2008: 9.0%; 2008-2009: 8.9%.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Any illicit drug other than marijuana, past 30 days - % of students	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 - 12	Annually	2009-2010	2007- 08: Not Available	2007-08: 9.4	9.3	1999-2000
				2008- 09: Not Available	2008-09: 8.7		
				2009- 10: Not Available	2009-10: 9.3		
				2010- 11: Not Available			
				2011- 12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				2007- 08: Not Available	2007-08: 11.8		
				2008- 09: Not			

Attacking someone with intent of hurting them (past 12 months - % of students)	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 - 12	Annually	2009-2010	Available	2008-09: 12.8	18.1	1999-2000
				2009-10: Not Available	2009-10: 10.6		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Alcohol, mean age of first use - more than a sip	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 -12	Annually	2005-2006	2007-08: Not Available	2007-08: This indicator has not been collected in FYSAS since 2006.	12.3	1999-2000
				2008-09: Not Available	2008-09: This indicator has not been collected in FYSAS since 2006.		
				2009-10: Not Available	2009-10: This indicator has not been collected in FYSAS since 2006.		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Alcohol - % of 12th graders who started using alcohol at age 13 or younger - more than a sip	Florida Youth Substance Abuse Survey (FYSAS) Grade 12 Only	Annually	2009-2010	2007-08: Not Available	2007-08: 26.0	31.8	2001
				2008-09: Not Available	2008-09: 24.9		
				2009-10: Not Available	2009-10: 20.9		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established.

No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students who perceive GREAT RISK of HARM in smoking marijuana regularly	Florida Youth Substance Abuse Survey (FYSAS)	Annually	2009-2010	2007-08: Not Available	2007-08: 59.8	59.5	1999-2000
				2008-09: Not Available	2008-09: 56.5		
				2009-10: Not Available	2009-10: 54.1		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students who think it would be WRONG for someone their age to smoke marijuana regularly	Florida Youth Substance Abuse Survey (FYSAS)	Annually	2009-2010	2007-08: Not Available	2007-08: 80.2	78.9	1999-2000
				2008-09: Not Available	2008-09: 77.9		
				2009-10: Not Available	2009-10: 76.8		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students who perceive GREAT				2007-08: Not Available	2007-08: 41.9		
				2008-09: Not Available	2008-09: 41.3		
				2009-10: Not Available	2009-10: 42.6		
				2010-11: Not Available			

RISK of HARM if they drink 1 or more alcoholic drinks nearly everyday	Florida Youth Substance Abuse Survey (FYSAS)	Annually	2009-2010	2011-12: Not Available	40.5	1999-2000
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**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students who think it would be WRONG for someone their age to drink alcohol regularly	Florida Youth Substance Abuse Survey (FYSAS)	Annually	2009-2010	2007-08: Not Available	2007-08: 65.4	66.0	1999-2000
				2008-09: Not Available	2008-09: 64.6		
				2009-10: Not Available	2009-10: 66.7		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 200607. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students who had been threatened or injured with a weapon one or more times in the past 12 months on school property	Florida Youth Risk Behavior Survey (FYRBS) Grades 9 - 12	Biannually	2009	2007-08: Not Available	2007-08: Not Available	10.9	2001
				2008-09: Not Available	2008-09: 8.2		
				2009-10: Not Available	2009-10: Not Available		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 200607. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. Four Actual Performance data elements are not collected as these were previously collected through the data source indicated; however, changes were made within recent years and as stated, this data is no longer collected in this format. For the purposes of responding to this report, there is no other data source from which this data can be collected. Actual Performance data, collected via the Youth Risk Behavior Survey, is only collected every other year.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				2007-08: Not	2007-08: Not		

Percentage of students carrying a weapon on school property in the 30 days prior to the survey	Florida Youth Risk Behavior Survey (FYRBS) Grades 9 - 12	Biannually	2009	Available	Available	5.4	2001
				2008-09: Not Available	2008-09: 4.7		
				2009-10: Not Available	2009-10: Not Available		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. Four Actual Performance data elements are not collected as these were previously collected through the data source indicated; however, changes were made within recent years and as stated, this data is no longer collected in this format. For the purposes of responding to this report, there is no other data source from which this data can be collected. Actual Performance data, collected via the Youth Risk Behavior Survey, is only collected every other year.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students involved in a physical fight on school property one or more times in the past 12 months	Florida Youth Risk Behavior Survey (FYRBS) Grades 9 - 12	Biannually	2009	2007-08: Not Available	2007-08: Not Available	12.7	2001
				2008-09: Not Available	2008-09: 10.5		
				2009-10: Not Available	2009-10: Not Available		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006/07. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. Four Actual Performance data elements are not collected as these were previously collected through the data source indicated; however, changes were made within recent years and as stated, this data is no longer collected in this format. For the purposes of responding to this report, there is no other data source from which this data can be collected. Actual Performance data, collected via the Youth Risk Behavior Survey, is only collected every other year.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				2007-08: Not Available	2007-08: 10.4		
				2008-09: Not Available	2008-09: 10.6		
				2009-10: Not Available	2009-10: Not Available		
				2010-11: Not Available			

Fighting incidents per 1,000 students, Grades K - 12	School Environmental Safety Incident Report (SESIR)	Annually	2008-2009	Available	26.4	1999-2000
				2011-12: Not Available		

**Comments:** The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. Four Actual Performance data elements are not collected as these were previously collected through the data source indicated; however, changes were made within recent years and as stated, this data is no longer collected in this format. For the purposes of responding to this report, there is no other data source from which this data can be collected. Actual Performance data collected via the School Environmental Safety Incident Report is collected annually but takes approximately one year to process.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Battering incidents per 1,000 students, Grades K - 12	School Environmental Safety Incident Report (SESIR)	Annually	2008-2009	2007-08: Not Available	2007-08: 2.8	5.3	1999-2000
				2008-09: Not Available	2008-09: 2.8		
				2009-10: Not Available	2009-10: Not Available		
				2010-11: Not Available			
				2011-12: Not Available			

**Comments:** The targets have been identified as "Not Available" since 2006-07. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. Four Actual Performance data elements are not collected as these were previously collected through the data source indicated; however, changes were made within recent years and as stated, this data is no longer collected in this format. For the purposes of responding to this report, there is no other data source from which this data can be collected. Actual Performance data collected via the School Environmental Safety Incident Report is collected annually but takes approximately one year to process.

## 2.7.2 Out-of-School Suspensions and Expulsions

The following questions collect data on the out-of-school suspension and expulsion of students by grade level (e.g., K through 5, 6 through 8, 9 through 12) and type of incident (e.g., violence, weapons possession, alcohol-related, illicit drug-related).

### 2.7.2.1 State Definitions

In the spaces below, provide the State definitions for each type of incident.

Incident Type	State Definition
Alcohol related	The possession, sale, purchase, or use of alcoholic beverages.
Illicit drug related	The use, or possession, of any drug, narcotic, controlled substance, or any substance when used for hallucinogenic purposes.
Violent incident without physical injury	"Violent Incidents" are Homicide, Sexual Battery, Battery, and Kidnapping. When reporting any of these SESIR incidents, LEAs must also report the "Injury-Related" element. The "Injury-Related" element is broken down into three separate codes: (A) More Serious Bodily Injury, (B) Less Serious Bodily Injury, or (C) No Serious Bodily Injury.
Violent incident with physical injury	"Violent Incidents if they Result in Bodily Injury" are Arson, Breaking and Entering/Burglary, Disruption on Campus-Major, Robbery, Other Major, Bullying/Harassment, Fighting, and Sexual Harassment. When reporting any of these SESIR incidents, districts must also report the "Injury-Related" element. The "Injury-Related" element is broken down into three separate codes: (A) More Serious Bodily Injury, (B) Less Serious Bodily Injury, or (C) No Serious Bodily Injury.
Weapons possession	Possession of firearms and any other instrument or object (as defined by Section 790.001(13), Florida Statutes, or district code of conduct) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. Every incident of weapon possession must be coded as Weapon-Related and Weapon Description used/possessed.
<b>Comments:</b>	

**2.7.2.2 Out-of-School Suspensions and Expulsions for Violent Incident Without Physical Injury**

The following questions collect data on violent incident without physical injury.

**2.7.2.2.1 Out-of-School Suspensions for Violent Incident Without Physical Injury**

In the table below, provide the number of out-of-school suspensions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

<b>Grades</b>	<b># Suspensions for Violent Incident Without Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	946	72
6 through 8	2,050	72
9 through 12	1,626	72
<b>Comments:</b>		

**2.7.2.2.2 Out-of-School Expulsions for Violent Incident Without Physical Injury**

In the table below, provide the number of out-of school expulsions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

<b>Grades</b>	<b># Expulsions for Violent Incident Without Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	N<10	72
6 through 8	21	72
9 through 12	34	72
<b>Comments:</b>		

### 2.7.2.3 Out-of-School Suspensions and Expulsions for Violent Incident with Physical Injury

The following questions collect data on violent incident with physical injury.

#### 2.7.2.3.1 Out-of-School Suspensions for Violent Incident with Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	405	72
6 through 8	1,179	72
9 through 12	1,064	72

**Comments:** Comment added during CSRP Verification:

Our data team researched the numbers and still got the same counts as when it was run earlier. The same logic was used for reporting both in 2008-2009 and 2009-2010. There does not appear to be anything incorrect in the numbers based on what districts reported. It is important to note that 2008-2009 was the first year that the Injury data was added to the ED Facts/CSRP data set. The only plausible explanation for the large increase from 2008-2009 to 2009-2010 is that 2008-2009 was the first year that the violent injury data were collected from districts, and the first year of data collection is always less reliable.

#### 2.7.2.3.2 Out-of-School Expulsions for Violent Incident with Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	N<10	72
6 through 8	N<10	72
9 through 12	N<10	72

**Comments:**

**2.7.2.4 Out-of-School Suspensions and Expulsions for Weapons Possession**

The following sections collect data on weapons possession.

**2.7.2.4.1 Out-of-School Suspensions for Weapons Possession**

In the table below, provide the number of out-of-school suspensions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

<b>Grades</b>	<b># Suspensions for Weapons Possession</b>	<b># LEAs Reporting</b>
K through 5	253	72
6 through 8	541	72
9 through 12	561	72
<b>Comments:</b>		

**2.7.2.4.2 Out-of-School Expulsions for Weapons Possession**

In the table below, provide the number of out-of-school expulsions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

<b>Grades</b>	<b># Expulsion for Weapons Possession</b>	<b># LEAs Reporting</b>
K through 5	N<10	72
6 through 8	N<10	72
9 through 12	32	72
<b>Comments:</b>		

**2.7.2.5 Out-of-School Suspensions and Expulsions for Alcohol-Related Incidents**

The following questions collect data on alcohol-related incidents.

**2.7.2.5.1 Out-of-School Suspensions for Alcohol-Related Incidents**

In the table below, provide the number of out-of-school suspensions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

<b>Grades</b>	<b># Suspensions for Alcohol-Related Incidents</b>	<b># LEAs Reporting</b>
K through 5	10	72
6 through 8	504	72
9 through 12	808	72
<b>Comments:</b>		

**2.7.2.5.2 Out-of-School Expulsions for Alcohol-Related Incidents**

In the table below, provide the number of out-of-school expulsions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

<b>Grades</b>	<b># Expulsion for Alcohol-Related Incidents</b>	<b># LEAs Reporting</b>
K through 5	N<10	72
6 through 8	N<10	72
9 through 12	N<10	72
<b>Comments:</b>		

### 2.7.2.6 Out-of-School Suspensions and Expulsions for Illicit Drug-Related Incidents

The following questions collect data on illicit drug-related incidents.

#### 2.7.2.6.1 Out-of-School Suspensions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school suspensions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	130	72
6 through 8	2,940	72
9 through 12	6,323	72
<b>Comments:</b>		

#### 2.7.2.6.2 Out-of-School Expulsions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school expulsions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	N<10	72
6 through 8	43	72
9 through 12	93	72
<b>Comments:</b>		

### 2.7.3 Parent Involvement

In the table below, provide the types of efforts your State uses to inform parents of, and include parents in, drug and violence prevention efforts. Place a check mark next to the five most common efforts underway in your State. If there are other efforts underway in your State not captured on the list, add those in the other specify section.

Y	Parental Involvement Activities
Yes	Information dissemination on Web sites and in publications, including newsletters, guides, brochures, and "report cards" on school performance
Yes	Training and technical assistance to LEAs on recruiting and involving parents
No Response	State requirement that parents must be included on LEA advisory councils
Yes	State and local parent training, meetings, conferences, and workshops
No Response	Parent involvement in State-level advisory groups
Yes	Parent involvement in school-based teams or community coalitions
No Response	Parent surveys, focus groups, and/or other assessments of parent needs and program effectiveness
Yes	Media and other campaigns (Public service announcements, red ribbon campaigns, kick-off events, parenting awareness month, safe schools week, family day, etc.) to raise parental awareness of drug and alcohol or safety issues
No Response	Other Specify 1
No Response	Other Specify 2

In the space below, specify 'other' parental activities.

The response is limited to 8,000 characters.

The directions given asked us to identify by means of a check mark (from the list provided) the five most common efforts underway in our State. The report was completed as directed. Florida provides other types of efforts to inform parents that do not fall into the top five most common.

**2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B, SUBPARTS 1 AND 2)**

This section collects data on the Rural Education Achievement Program (REAP) Title VI, Part B, Subparts 1 and 2.

**2.9.1 LEA Use of Alternative Funding Authority Under the Small Rural Achievement (SRSA) Program (Title VI, Part B, Subpart 1)**

In the table below, provide the number of LEAs that notified the State of their intent to use the alternative uses funding authority under Section 6211.

	# LEAs
# LEA's using SRSA alternative uses of funding authority	0
<b>Comments:</b>	

**2.9.2 LEA Use of Rural Low-Income Schools Program (RLIS) (Title VI, Part B, Subpart 2) Grant Funds**

In the table below, provide the number of eligible LEAs that used RLIS funds for each of the listed purposes.

Purpose	# LEA
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	0
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	0
Educational technology, including software and hardware as described in Title II, Part D	0
Parental involvement activities	0
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	0
Activities authorized under Title I, Part A	18
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0
<b>Comments:</b>	

### 2.9.2.1 Goals and Objectives

In the space below, describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools (RLIS) Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

The response is limited to 8,000 characters.

Comment added during CSPR Verification:

Because data did not format correctly, an email with the data was sent at 2:31 PM on 4/7/2011 from Deepak Gajre to REAPSEA@ed.gov.

Goal 1 - Decrease the proportion of the cohort of students 4th -10th grade scoring non-proficient on FCAT reading, mathematics, and writing by 10 percent each school year through 2013-2014.

DISTRICT	DISTRICT NAME	GRADE	DEC MATH	DEC READ	DEC WRIT	Goal Met Math	Goal Met Read	Goal Met Writ
07,CALHOUN	03	-1,1,,	NO	NO	N/A			
07,CALHOUN	04	-6,-1,16,	NO	NO	YES			
07,CALHOUN	05	6,-4,,	NO	NO	N/A			
07,CALHOUN	06	-6,-5,,	NO	NO	N/A			
07,CALHOUN	07	-2,-4,,	NO	NO	N/A			
07,CALHOUN	08	10,3,3,	YES	NO	NO			
07,CALHOUN	09	-1,0,,	NO	NO	N/A			
07,CALHOUN	10	0,1,26,	NO	NO	YES			
14,DESOTO	03	7,0,,	NO	NO	N/A			
14,DESOTO	04	-8,-4,7,	NO	NO	NO			
14,DESOTO	05	3,-4,,	NO	NO	N/A			
14,DESOTO	06	2,-6,,	NO	NO	N/A			
14,DESOTO	07	9,9,,	NO	NO	N/A			
14,DESOTO	08	-7,-4,6,	NO	NO	NO			
14,DESOTO	09	4,8,,	NO	NO	N/A			
14,DESOTO	10	-1,1,20,	NO	NO	YES			
15,DIXIE	03	0,7,,	NO	NO	N/A			
15,DIXIE	04	3,-9,-5,	NO	NO	NO			
15,DIXIE	05	-1,-7,,	NO	NO	N/A			
15,DIXIE	06	12,0,,	YES	NO	N/A			
15,DIXIE	07	0,-2,,	NO	NO	N/A			
15,DIXIE	08	2,-4,1,	NO	NO	NO			
15,DIXIE	09	-7,-5,,	NO	NO	N/A			
15,DIXIE	10	4,6,38,	NO	NO	YES			
19,FRANKLIN	03	-7,2,,	NO	NO	N/A			
19,FRANKLIN	04	2,-6,20,	NO	NO	YES			
19,FRANKLIN	05	7,1,,	NO	NO	N/A			
19,FRANKLIN	06	3,6,,	NO	NO	N/A			
19,FRANKLIN	07	-18,-6,,	NO	NO	N/A			
19,FRANKLIN	08	3,3,9,	NO	NO	NO			
19,FRANKLIN	09	7,0,,	NO	NO	N/A			
19,FRANKLIN	10	0,3,22,	NO	NO	YES			
24,HAMILTON	03	14,11,,	YES	YES	N/A			
24,HAMILTON	04	-6,-10,0,	NO	NO	NO			
24,HAMILTON	05	4,-2,,	NO	NO	N/A			
24,HAMILTON	06	-9,-8,,	NO	NO	N/A			
24,HAMILTON	07	15,2,,	YES	NO	N/A			
24,HAMILTON	08	-10,-4,11,	NO	NO	YES			
24,HAMILTON	09	6,7,,	NO	NO	N/A			
24,HAMILTON	10	-1,0,17,	NO	NO	YES			
25,HARDEE	03	0,3,,	NO	NO	N/A			
25,HARDEE	04	-6,4,7,	NO	NO	NO			
25,HARDEE	05	-4,-9,,	NO	NO	N/A			
25,HARDEE	06	-3,-1,,	NO	NO	N/A			
25,HARDEE	07	-1,1,,	NO	NO	N/A			
25,HARDEE	08	8,10,13,	NO	YES	YES			
25,HARDEE	09	-7,-2,,	NO	NO	N/A			
25,HARDEE	10	4,2,30,	NO	NO	YES			
26,HENDRY	03	3,-1,,	NO	NO	N/A			
26,HENDRY	04	-2,0,8,	NO	NO	NO			

26,HENDRY,05,2,-6,,NO,NO,N/A  
26,HENDRY,06,-1,1,,NO,NO,N/A  
26,HENDRY,07,4,6,,NO,NO,N/A  
26,HENDRY,08,0,-1,17,NO,NO,YES  
26,HENDRY,09,1,2,,NO,NO,N/A  
26,HENDRY,10,2,2,28,NO,NO,YES  
28,HIGHLANDS,03,1,2,,NO,NO,N/A  
28,HIGHLANDS,04,-1,-3,5,NO,NO,NO  
28,HIGHLANDS,05,-1,-3,,NO,NO,N/A  
28,HIGHLANDS,06,-3,0,,NO,NO,N/A  
28,HIGHLANDS,07,3,4,,NO,NO,N/A  
28,HIGHLANDS,08,-2,-2,9,NO,NO,NO  
28,HIGHLANDS,09,2,1,,NO,NO,N/A  
28,HIGHLANDS,10,2,1,20,NO,NO,YES  
30,HOLMES,03,-1,4,,NO,NO,N/A  
30,HOLMES,04,-4,-5,4,NO,NO,NO  
30,HOLMES,05,5,-1,,NO,NO,N/A  
30,HOLMES,06,-2,4,,NO,NO,N/A  
30,HOLMES,07,2,2,,NO,NO,N/A  
30,HOLMES,08,1,-7,10,NO,NO,YES  
30,HOLMES,09,-4,-4,,NO,NO,N/A  
30,HOLMES,10,-1,4,28,NO,NO,YES  
32,JACKSON,03,-2,-4,,NO,NO,N/A  
32,JACKSON,04,-4,-4,6,NO,NO,NO  
32,JACKSON,05,5,-4,,NO,NO,N/A  
32,JACKSON,06,4,0,,NO,NO,N/A  
32,JACKSON,07,-8,-3,,NO,NO,N/A  
32,JACKSON,08,2,-3,15,NO,NO,YES  
32,JACKSON,09,-3,2,,NO,NO,N/A  
32,JACKSON,10,-1,0,16,NO,NO,YES  
33,JEFFERSON,03,3,0,,NO,NO,N/A  
33,JEFFERSON,04,-5,-8,6,NO,NO,NO  
33,JEFFERSON,05,3,-18,,NO,NO,N/A  
33,JEFFERSON,06,2,7,,NO,NO,N/A  
33,JEFFERSON,07,-11,14,,NO,YES,N/A  
33,JEFFERSON,08,7,8,8,NO,NO,NO  
33,JEFFERSON,09,2,3,,NO,NO,N/A  
33,JEFFERSON,10,0,2,32,NO,NO,YES  
34,LAFAYETTE,03,-4,9,,NO,NO,N/A  
34,LAFAYETTE,04,-9,-13,0,NO,NO,NO  
34,LAFAYETTE,05,20,-4,,YES,NO,N/A  
34,LAFAYETTE,06,12,2,,YES,NO,N/A  
34,LAFAYETTE,07,-9,-3,,NO,NO,N/A  
34,LAFAYETTE,08,-13,-17,-9,NO,NO,NO  
34,LAFAYETTE,09,7,23,,NO,YES,N/A  
34,LAFAYETTE,10,2,1,18,NO,NO,YES  
38,LEVY,03,-6,0,,NO,NO,N/A  
38,LEVY,04,-1,-7,2,NO,NO,NO  
38,LEVY,05,6,2,,NO,NO,N/A  
38,LEVY,06,-2,-1,,NO,NO,N/A  
38,LEVY,07,10,7,,YES,NO,N/A  
38,LEVY,08,1,0,6,NO,NO,NO  
38,LEVY,09,6,3,,NO,NO,N/A  
38,LEVY,10,1,1,31,NO,NO,YES  
40,MADISON,03,-3,-18,,NO,NO,N/A  
40,MADISON,04,7,3,7,NO,NO,NO  
40,MADISON,05,-5,-2,,NO,NO,N/A  
40,MADISON,06,14,-2,,YES,NO,N/A  
40,MADISON,07,7,0,,NO,NO,N/A  
40,MADISON,08,9,1,11,NO,NO,YES  
40,MADISON,09,-5,-1,,NO,NO,N/A  
40,MADISON,10,4,1,27,NO,NO,YES  
54,PUTNAM,03,0,-3,,NO,NO,N/A  
54,PUTNAM,04,3,-6,5,NO,NO,NO  
54,PUTNAM,05,-1,-4,,NO,NO,N/A  
54,PUTNAM,06,4,-3,,NO,NO,N/A  
54,PUTNAM,07,0,-1,,NO,NO,N/A

54,PUTNAM,08,2,-1,10,NO,NO,YES  
 54,PUTNAM,09,-5,2,,NO,NO,N/A  
 54,PUTNAM,10,0,0,27,NO,NO,YES  
 61,SUWANNEE,03,-1,-5,,NO,NO,N/A  
 61,SUWANNEE,04,2,-6,13,NO,NO,YES  
 61,SUWANNEE,05,1,-7,,NO,NO,N/A  
 61,SUWANNEE,06,8,-1,,NO,NO,N/A  
 61,SUWANNEE,07,-6,1,,NO,NO,N/A  
 61,SUWANNEE,08,-2,-9,10,NO,NO,YES  
 61,SUWANNEE,09,2,6,,NO,NO,N/A  
 61,SUWANNEE,10,-1,2,24,NO,NO,YES  
 62,TAYLOR,03,-5,6,,NO,NO,N/A  
 62,TAYLOR,04,3,1,8,NO,NO,NO  
 62,TAYLOR,05,-6,-7,,NO,NO,N/A  
 62,TAYLOR,06,8,-8,,NO,NO,N/A  
 62,TAYLOR,07,8,-13,,NO,NO,N/A  
 62,TAYLOR,08,-8,-7,4,NO,NO,NO  
 62,TAYLOR,09,4,7,,NO,NO,N/A  
 62,TAYLOR,10,-1,0,22,NO,NO,YES  
 67,WASHINGTON,03,2,6,,NO,NO,N/A  
 67,WASHINGTON,04,-2,-4,11,NO,NO,YES  
 67,WASHINGTON,05,-4,-3,,NO,NO,N/A  
 67,WASHINGTON,06,10,7,,YES,NO,N/A  
 67,WASHINGTON,07,-7,-5,,NO,NO,N/A  
 67,WASHINGTON,08,4,-2,2,NO,NO,NO  
 67,WASHINGTON,09,2,2,,NO,NO,N/A  
 67,WASHINGTON,10,2,-2,20,NO,NO,YES

Goal 2 - Each participating LEA will decrease the proportion of all students scoring non-proficient on FCAT reading, mathematics, and writing by 10 percent each school year through 2013-2014.

DISTRICT,DISTRICT NAME,Writ Change,Read Change,Math Change,Goal Met Writing,Goal Met Reading,Goal Met Math  
 00,STATE,N/A,0.00,0.00,N/A,No,No  
 07,CALHOUN,1,0.00,0.00,No,No,No  
 14,DESOTO,-3,-1.00,1.00,No,No,No  
 15,DIXIE,2,0.00,0.00,No,No,No  
 19,FRANKLIN,1,-1.00,1.00,No,No,No  
 24,HAMILTON,-10,-1.00,1.00,No,No,No  
 25,HARDEE,2,-1.00,1.00,No,No,No  
 26,HENDRY,1,-2.00,2.00,No,No,No  
 28,HIGHLANDS,0,0.00,0.00,No,No,No  
 30,HOLMES,1,0.00,0.00,No,No,No  
 32,JACKSON,-1,2.00,-2.00,No,No,No  
 33,JEFFERSON,-7,-2.00,2.00,No,No,No  
 34,LAFAYETTE,N/A,0.00,0.00,No,No,No  
 38,LEVY,-1,-1.00,1.00,No,No,No  
 40,MADISON,-4,2.00,-2.00,No,No,No  
 54,PUTNAM,2,1.00,-1.00,No,No,No  
 61,SUWANNEE,-2,4.00,-4.00,No,No,No  
 62,TAYLOR,-2,1.00,-1.00,No,No,No  
 67,WASHINGTON,0,0.00,0.00,No,No,No

Goal 3 - Cut the average gap between minority and non-minority 20 percent each school year through 2013-2014.

DISTRICT,DISTRICT NAME,GAP Writing Goal MET,GAP Reading Goal MET,GAP Math Goal MET  
 00,STATE,NO,NO,NO  
 07,CALHOUN,NO,NO,NO  
 14,DESOTO,NO,NO,NO  
 15,DIXIE,NO,NO,NO  
 19,FRANKLIN,NO,NO,NO  
 24,HAMILTON,NO,NO,NO  
 25,HARDEE,NO,NO,NO  
 26,HENDRY,NO,NO,NO  
 28,HIGHLANDS,NO,NO,NO  
 30,HOLMES,NO,NO,NO  
 32,JACKSON,NO,NO,NO  
 33,JEFFERSON,NO,NO,NO

34,LAFAYETTE,NO,NO,NO  
38,LEVY,NO,NO,NO  
40,MADISON,NO,NO,NO  
54,PUTNAM,NO,NO,NO  
61,SUWANNEE,NO,NO,NO  
62,TAYLOR,NO,NO,NO  
67,WASHINGTON,NO,NO,NO

Goal 4 - Each participating LEA will decrease the proportion of high school students not earning a standard diploma by 10 percent each school year through 2013-2014.

DISTRICT,DISTRICT NAME,Reduce by 10%,Goal Met

07,CALHOUN,-3.24,No  
14,DESOTO,-3.07,No  
15,DIXIE,-7.55,No  
19,FRANKLIN,-4.46,No  
24,HAMILTON,6.89,No  
25,HARDEE,3.41,No  
26,HENDRY,5.38,No  
28,HIGHLANDS,1.77,No  
30,HOLMES,-5.35,No  
32,JACKSON,2.89,No  
33,JEFFERSON,-11.15,YES  
34,LAFAYETTE,8.62,No  
38,LEVY,3.46,No  
40,MADISON,-0.69,No  
54,PUTNAM,3.61,No  
61,SUWANNEE,2.11,No  
62,TAYLOR,-0.35,No  
67,WASHINGTON,-0.63,No

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**2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)****2.10.1 State Transferability of Funds**

Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2009-10?	No
<b>Comments:</b>	

**2.10.2 Local Educational Agency (LEA) Transferability of Funds**

	<b>#</b>
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	0
<b>Comments:</b> Florida did not have any LEAs that transferred funds under section 6123(b).	

**2.10.2.1 LEA Funds Transfers**

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	0	0
Educational Technology State Grants (Section 2412(a)(2)(A))	0	0
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	0	0
State Grants for Innovative Programs (Section 5112(a))	0	0
Title I, Part A, Improving Basic Programs Operated by LEAs	0	0

In the table below provide the total amount of FY 2010 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	0.00	0.00
Educational Technology State Grants (Section 2412(a)(2)(A))	0.00	0.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	0.00	0.00
State Grants for Innovative Programs (Section 5112(a))	0.00	0.00
Title I, Part A, Improving Basic Programs Operated by LEAs	0.00	0.00
Total	0.00	0.00

**Comments:** Florida did not have any LEAs transfer funds either to or from any programs.

*The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.*