

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

**for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001**

**For reporting on
School Year 2011-12**

FLORIDA



**PART I DUE THURSDAY, DECEMBER 20, 2012
PART II DUE FRIDAY, FEBRUARY 15, 2013**

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

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 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 *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2011-12 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 2011-12 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 20, 2012**. Part II of the Report is due to the Department by **Friday, February 15, 2013**. Both Part I and Part II should reflect data from the SY 2011-12, 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 2011-12 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 2011-12 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

		OMB Number: 1810-0614
		Expiration Date: 11/30/2013
<p>Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended in 2001</p>		
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2011-12 <input checked="" type="checkbox"/> Part II, 2011-12		
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) 245-0657		
Fax: (850) 245-9551		
e-mail: Sara.Dixon@fldoe.org		
Name of Authorizing State Official: (Print or Type): Tony Bennett		
		Thursday, April 4, 2013, 11:32:43 AM
Signature _____		

Part 2 Verification process complete 4/4/2013

2.1 Student Achievement in Mathematics in Targeted Assistance Schools (TAS)

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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	111,536	S	50
4	104,014	S	53
5	106,629	S	49
6	84,014	S	42
7	80,393	S	45
8	78,390	S	48
High School	34,718	S	37
Total	599,694	S	48
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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	111,541	S	47
4	103,936	S	53
5	106,587	S	52
6	83,869	S	46
7	80,380	S	46
8	78,428	S	45
High School	87,455	S	37
Total	652,196	S	47
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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	755	S	74
4	687	S	74
5	766	S	72
6	269	S	72
7	267	S	76
8	273	S	78
High School	159	S	78
Total	3,176	S	74
Comments:			

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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	755	S	74
4	687	S	77
5	766	S	75
6	263	S	81
7	267	S	73
8	273	S	66
High School	393	S	69
Total	3,404	S	74
Comments:			

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 SWP 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>)	168,892
Limited English proficient students	159,534
Students who are homeless	37,286
Migratory students	14,129
Comments:	

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	4,303
Asian	19,046
Black or African American	384,165
Hispanic or Latino	404,954
Native Hawaiian or other Pacific Islander	1,343
White	343,068
Two or more races	33,472
Total	1,190,351
Comments:	

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.

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2	0	0	0	0	0
Age 3-5 (not Kindergarten)	0	0	0	0	0
K	29	126,024	465	0	126,518
1	95	124,317	610	1	125,023
2	74	119,602	553	7	120,236
3	138	123,154	646	10	123,948
4	101	114,252	582	10	114,945
5	112	116,583	538	11	117,244
6	13	93,481	403	11	93,908
7	10	89,688	323	32	90,053
8	2	87,546	224	35	87,807
9	17	55,025	113	471	55,626
10	14	51,121	104	47	51,286
11	0	46,094	25	13	46,132
12	0	42,747	24	5	42,776
Ungraded	0	0	0	0	0
TOTALS	605	1,189,634	4,610	653	1,195,502
Comments:					

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.

////////////////////////////////////	# Students Served
Mathematics	249
Reading/language arts	551
Science	0
Social studies	0
Vocational/career	0
Other instructional services	48
Comments:	

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.

////////////////////////////////////	# Students Served
Health, dental, and eye care	0
Supporting guidance/advocacy	0
Other support services	94
Comments:	

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	3	
Paraprofessionals ¹	0	0.00
Other paraprofessionals (translators, parental involvement, computer assistance) ²	0	
Clerical support staff	1	
Administrators (non-clerical)	0	
Comments:		

FAQs on staff information

- What is a "paraprofessional?" An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:
 - Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
 - Providing assistance with classroom management, such as organizing instructional and other materials;
 - Providing assistance in a computer laboratory;
 - Conducting parental involvement activities;
 - Providing support in a library or media center;
 - Acting as a translator; or
 - Providing instructional services to students.
- What is an "other paraprofessional?" Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.
- Who is a qualified paraprofessional? A paraprofessional who has (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 been 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).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

¹ Consistent with ESEA, Title I, Section 1119(g)(2).

² 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.

////////////////////////////////////	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals ³	351.10	99.70
Comments:		

2.1.4.1 Parental Involvement Reservation Under Title I, Part A

////////////////////////////////////	LEAs that Received an FY 2011 (School Year 2011-2012) Title I, Part A Allocation of \$500,000 or less	LEAs that Received a Federal fiscal year (FY) 2011 (School Year 2011-2012) Title I, Part A Allocation of more than \$500,000
Number of LEAs *	11	62
Sum of the amount reserved by LEAs for parental involvement	35,802	6,972,232
Sum of LEAs' FY 2011 Title I, Part A allocations	3,580,174	697,223,211
Percentage of LEA's FY 2011 Title I, Part A allocations reserved for parental involvement	1.00	1.00

1 *The sum of Column 2 and Column 3 should equal the number of LEAs that received an FY 2011 Title I, Part A allocation. In the comment box below, provide examples of how LEAs in your State used their Title I Part A, set-aside for parental involvement during SY 2011-2012.

In the comment box below, provide examples of how LEAs in your State used their Title I Part A, set-aside for parental involvement during SY 2011-2012.

1. Graduation Requirements Distribution of Parent/Family Resource Handbook-Title I, English & Spanish (Middle/High School Edition) developed by the district Office of Parent Involvement.
2. Distribution of A Parent's Quick Guide to Student Success brochure developed by the District Office of Parent Involvement (Parent Focus: Share model approaches for family involvement).
3. Career Fest, College Nights and Pasos al Futuro - Provide parents with information about post secondary programs and opportunities
4. Individual meetings with parents regarding how to access the parent portal system
5. Technical Assistance Workshops: Provide resources for parents in career awareness for students, how to work with their child at home and parent-teacher conferences
6. Addressing summer time and continuing the learning for students and addressing parent concerns
7. SES Provider Fairs
8. Homework Helper Make and Take - Provide materials, supplies, and strategies to assist parents in help their children with homework to increase student achievement
9. Bullying Prevention and/or Cyber Bullying Prevention for Parents Workshop - Provide parents with information on the prevention of their children recognizing and preventing bullying.
10. Math, Reading (Families Building Better Readers), Writing and/or Science Nights

³ 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, 2011 to June 30, 2012.

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	11
Comments:	

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, 2011. 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.

////////////////////////////////////	# Participants
1. Families participating	211
2. Adults participating	211
3. Adults participating who are limited English proficient (Adult English Learners)	29
4. Participating children	315
a. Birth through 2 years	153
b. Ages 3 through 5	98
c. Ages 6 through 8	45
c. Above age 8	19
Comments:	

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	113
2. Number of newly enrolled adult participants	113
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	113
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	113
5. Number of newly enrolled adult participants who have not gone beyond the 9 th grade at the time of enrollment	45
Comments:	

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, 2012). 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	33
2. Number of families enrolled more than 90 but less than 180 days	33
3. Number of families enrolled 180 or more days but less than 365 days	57
4. Number of families enrolled 365 days or more	88
5. Total families enrolled	211
Comments:	

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	38	33	
CASAS			
Other	46	46	GED Reading Section
Comments: Added during the Verification process: Learning Gains: An increase of at least .5 grade equivalent score in reading and math is required to meet the goal. The data was obtained from the State Data system (FLESPIRS) and local evaluations. Passing the GED reading section was also considered to meet the goal.			

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	29	27	
BEST			
BEST Plus			
BEST Literacy			
Other			
Comments: Added during the Verification process: Learning Gains: At least 6 scale score points in reading or listening is required to mee the goal. The data was obtained from the state data system (FLESPIRS) and local evaluations. Numeracy is not addressed in this report.			

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.

School-Age Adults	# With Goal	# Who Met Goal	Explanation (if applicable)
Diploma	18	12	
GED			
Other			
Comments:			

Non-School-Age Adults	# With Goal	# Who Met Goal	Explanation (if applicable)
Diploma			
GED	46	30	
Other			
Comments:			

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 within the reporting year.

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. "Pre- and Post-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	30	30	19	0	
PPVT-IV					
TVIP					
Comments:					

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	30	30	19	0	
PPVT-IV					
TVIP					
Comments:					

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 2011 (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	30	30	0	18.10	
Comments:					

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.

The following terms apply:

1. "# in Cohort" includes school-aged children who have participated in Even Start for at least 6 months.

Grade	# in Cohort	# Who Met Goal	Explanation (include source of data)
K	13	12	Data from Report Cards
1	23	21	Data from Report Cards
2	8	8	Data from Report Cards
3	7	7	Data from Report Cards
Comments:			

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	154	140	
PEP Scale II	154	142	
PEP Scale III	154	140	
PEP Scale IV	154	143	
Other			
Comments:			

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, 2011 through August 31, 2012. 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.

Age/Grade	Eligible Migrant Children
Age birth through 2	1,789
Age 3 through 5 (not Kindergarten)	4,598
K	2,093
1	1,947
2	1,741
3	1,667
4	1,449
5	1,379
6	1,235
7	1,230
8	1,138
9	1,214
10	1,041
11	956
12	633
Ungraded	0
Out-of-school	5,395
Total	29,505
Comments:	

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.

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	116
K	560
1	539
2	450
3	392
4	332
5	309
6	262
7	283
8	267
9	254
10	214
11	222
12	120
Ungraded	0
Out-of-school	29
Total	4,349
Comments:	

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.

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	597
K	1,527
1	1,382
2	957
3	815
4	593
5	395
6	267
7	237
8	214
9	238
10	202
11	185
12	109
Ungraded	0
Out-of-school	224
Total	7,942

Comments:

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.

Age/Grade	Children with Disabilities (<i>IDEA</i>)
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	217
K	176
1	166
2	168
3	209
4	187
5	198
6	186
7	187
8	152
9	183
10	129
11	132
12	71
Ungraded	0
Out-of-school	4
Total	2,365
Comments:	

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, 2011. The totals are calculated automatically.

Age/Grade	Last Qualifying Move Is within 12 months from the last day of the reporting period	Last Qualifying Move Is within previous 13 – 24 months from the last day of the reporting period	Last Qualifying Move Is within previous 25 – 36 months from the last day of the reporting period	Last Qualifying Move Is within previous 37 – 48 months from the last day of the reporting period
Age birth through 2	1,190	475	116	8
Age 3 through 5 (not Kindergarten)	1,936	1,530	774	358
K	734	676	433	250
1	593	640	425	289
2	523	618	371	229
3	457	557	387	266
4	389	513	352	195
5	365	512	308	194
6	325	466	281	163
7	328	464	274	164
8	268	458	266	146
9	271	509	271	163
10	230	454	221	136
11	192	390	232	142
12	77	310	158	88
Ungraded	0	0	0	0
Out-of-school	4,147	741	292	215
Total	12,025	9,313	5,161	3,006
Comments:				

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, 2011. The total is calculated automatically.

Age/Grade	Move During Regular School Year
Age birth through 2	1,743
Age 3 through 5 (not Kindergarten)	4,158
K	1,819
1	1,642
2	1,494
3	1,386
4	1,249
5	1,175
6	1,059
7	1,058
8	985
9	1,040
10	896
11	805
12	544
Ungraded	0
Out-of-school	5,082
Total	26,135
Comments:	

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	6
8	5
9	35
10	30
11	53
12	15
Ungraded	
Total	144
Comments:	

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 2010-11 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.

Obtained a GED in your state	15
Comments:	

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	1,467	1,429
4	1,285	1,254
5	1,205	1,175
6	1,114	1,094
7	1,081	1,038
8	991	953
HS	1,813	1,713
Total	8,956	8,656
Comments:		

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	1,467	1,426
4	1,285	1,253
5	1,205	1,179
6	1,114	1,098
7	1,081	1,042
8	991	955
HS	780	698
Total	7,923	7,651
Comments:		

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	739
Age 3 through 5 (not Kindergarten)	2,949
K	1,501
1	1,420
2	1,251
3	1,237
4	1,100
5	1,000
6	940
7	922
8	874
9	1,031
10	890
11	841
12	558
Ungraded	0
Out-of-school	3,920
Total	21,173

Comments: Added during the Verification process: Data has been corrected and resubmitted.

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.

Age/Grade	Priority for Services
Age 3 through 5	87
K	314
1	294
2	235
3	213
4	189
5	178
6	161
7	170
8	157
9	212
10	166
11	174
12	88
Ungraded	0
Out-of-school	24
Total	2,662
Comments:	

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.

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	0
K	6
1	4
2	4
3	4
4	7
5	3
6	4
7	1
8	5
9	1
10	8
11	7
12	11
Ungraded	0
Out-of-school	0
Total	65
Comments:	

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	739
Age 3 through 5 (not Kindergarten)	2,947
K	1,501
1	1,419
2	1,250
3	1,236
4	1,098
5	1,000
6	940
7	922
8	874
9	1,031
10	890
11	841
12	558
Ungraded	0
Out-of-school	3,919
Total	21,165
Comments:	

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.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	74	73	
Age 3 through 5 (not Kindergarten)	264	254	
K	322	163	
1	279	145	
2	240	117	
3	182	95	
4	185	114	
5	137	117	
6	92	89	
7	125	58	
8	134	80	
9	61	55	10
10	42	41	16
11	66	55	36
12	27	21	32
Ungraded	0	0	0
Out-of-school	157	157	1
Total	2,387	1,634	95

Comments: Based on evaluation data, the State MEP directed LEAs to strengthen this target area and increase supplemental instructional capacity in reading to assist migrant students in need. LEAs did so as indicated by their 2011-12 project applications. Florida has seen improvements in the level of migrant students' reading proficiency as well as closing the reading achievement gap between migrant and non-migrant. However, it continues to be a primary goal and an area requiring further improvement. Mathematics instruction increased by 13% as well. Overall, Florida instituted new high school graduation requirements for all students. This is the 2nd year where additional new requirements such as high school students need to pass End-of-Course (EOC) exams in order to earn a credit for Biology and Geometry; last year EOC for Algebra was required. Due to these new requirements more services were made available and provided through other state and federal funds to high school migrant students, such as, Florida Virtual School. So, less Title I Part C funds were used but migrant students did receive needed services. Note the migrant student graduation rate and number students who earned a GED did increase.

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	738	737
Age 3 through 5 (not Kindergarten)	2,920	2,908
K	1,493	1,492
1	1,411	1,408
2	1,240	1,237
3	1,229	1,223
4	1,089	1,086
5	997	994
6	927	926
7	918	917
8	867	862
9	1,016	1,011
10	880	876
11	829	823
12	551	550
Ungraded	0	0
Out-of-school	3,803	3,785
Total	20,908	20,835
Comments:		

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.

Age/Grade	Referred Service
Age birth through 2	548
Age 3 through 5 (not Kindergarten)	1,548
K	487
1	530
2	480
3	523
4	413
5	418
6	390
7	343
8	335
9	377
10	343
11	373
12	245
Ungraded	0
Out-of-school	1,801
Total	9,154
Comments:	

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.

Age/Grade	Served During Summer/Intersession Term
Age Birth through 2	95
Age 3 through 5 (not Kindergarten)	1,047
K	443
1	474
2	419
3	295
4	292
5	246
6	227
7	194
8	213
9	169
10	160
11	121
12	20
Ungraded	0
Out-of-school	271
Total	4,686
Comments:	

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.

Age/Grade	Priority for Services
Age 3 through 5	7
K	45
1	63
2	53
3	39
4	39
5	24
6	30
7	24
8	18
9	25
10	15
11	12
12	3
Ungraded	0
Out-of-school	7
Total	404
Comments: Overall, there was a decrease in the number of migrant students participating in summer programs, which impacts the total number of PFS students participating in summer programs. The count in PFS primarily dropped for grades 9 through 12; more secondary students chose to work instead of participate in summer programs.	

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.

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	0
K	6
1	4
2	4
3	4
4	7
5	3
6	4
7	1
8	5
9	1
10	9
11	7
12	11
Ungraded	0
Out-of-school	0
Total	66
Comments:	

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	95
Age 3 through 5 (not Kindergarten)	1,047
K	443
1	474
2	419
3	295
4	292
5	246
6	227
7	194
8	213
9	169
10	160
11	121
12	20
Ungraded	0
Out-of-school	271
Total	4,686
Comments:	

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.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	74	74	
Age 3 through 5 (not Kindergarten)	388	138	
K	257	184	
1	265	201	
2	207	141	
3	137	106	
4	163	121	
5	140	111	
6	119	88	
7	95	70	
8	62	57	
9	65	54	28
10	52	36	53
11	39	36	39
12	5	4	6
Ungraded	0	0	0
Out-of-school	97	96	0
Total	2,165	1,517	126
Comments:			

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	95	95
Age 3 through 5 (not Kindergarten)	1,013	995
K	400	388
1	404	390
2	368	364
3	269	264
4	244	241
5	213	210
6	201	198
7	176	174
8	212	209
9	155	153
10	137	136
11	101	100
12	14	14
Ungraded	0	0
Out-of-school	268	243
Total	4,270	4,174
Comments:		

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.

Age/Grade	Referred Service
Age birth through 2	14
Age 3 through 5 (not Kindergarten)	278
K	144
1	165
2	145
3	146
4	119
5	92
6	111
7	89
8	73
9	53
10	56
11	54
12	10
Ungraded	0
Out-of-school	154
Total	1,703
Comments:	

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.

Age/Grade	Served During the Program Year
Age Birth through 2	778
Age 3 through 5 (not Kindergarten)	3,128
K	1,554
1	1,462
2	1,296
3	1,279
4	1,127
5	1,032
6	965
7	951
8	896
9	1,054
10	915
11	851
12	562
Ungraded	0
Out-of-school	4,100
Total	21,950
Comments:	

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	1,002
Number of eligible migrant children enrolled in those schools	23,588
Comments:	

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	
Comments: These values are 0. Florida has no schools where MEP funds were consolidated in a schoolwide program.	

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	47	15,863
Regular school year – school day/extended day	12	1,747
Summer/intersession only	13	591
Year round	35	4,036
<p>Comments: These data have been verified and are accurate. Overall, there was a decrease in the number of migrant students traveling only in the summer to Florida, that is, that were "summer-only" residents.</p> <p>Added during the verification process: Data corrected as appropriate.</p>		

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.

State Director FTE	1.00
Comments:	

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 Headcount	Regular School Year FTE	Summer/Intersession Term Headcount	Summer/Intersession Term FTE
Teachers	71	50	70	62
Counselors	7	7	2	2
All paraprofessionals	77	59	45	32
Recruiters	13	11	0	0
Records transfer staff	1	0	0	0
Administrators	5	1	3	2
Comments: These data have been verified and are 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 CSRP 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.
- g. *Who is an administrator?* A professional staff member, including the project director or regional director. The SEA MEP Director should not be included.

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 Headcount	Regular School Year FTE	Summer/Intersession Term Headcount	Summer/Intersession Term FTE
Qualified Paraprofessionals	48	41.60	32	25.60
Comments: These data have been verified and are 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, 2011 through June 30, 2012.
- 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.
 - **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. 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	1	151
Adult corrections	1	51
Other	0	0
Total	2	
Comments:		

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	1
Adult Corrections	1
Other	0
Total	2
Comments:	

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	0	0	212	2,808	0
Long Term Students Served	0	0	146	911	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native	0	0	0	4	0
Asian	0	0	0	5	0
Black or African American	0	0	157	1,843	0
Hispanic or Latino	0	0	20	284	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0
White	0	0	32	672	0
Two or more races	0	0	3	0	0
Total	0	0	212	2,808	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	0	212	2,551	0
Female	0	0	0	257	0
Total	0	0	212	2,808	0

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	1	0	0
14	0	0	7	3	0
15	0	0	17	12	0
16	0	0	37	63	0
17	0	0	65	233	0
18	0	0	61	478	0
19	0	0	24	624	0
20	0	0	0	686	0
21	0	0	0	709	0
Total	0	0	212	2,808	0

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

This response is limited to 8,000 characters.

Comments: The decline in the number of students in juvenile corrections is due to the closing of the North Florida Youth Development Center (Dozier) on June 30, 2011.

Due to the change in the common assessment in SY 2011-2012, performance data could not be pulled to report learning gains/losses in juvenile corrections. Our office is working on a plan to collect pre-and post test data for juvenile corrections in the future

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, 2011 through June 30, 2012.

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 Detention Facilities	Juvenile Corrections Facilities	Adult Corrections Facilities	Other Programs
Earned high school course credits	0	0	169	N<	0
Enrolled in a GED program	0	0	N<	544	0
Comments: Added during the Verification process: Data has been corrected and zeroes have been added where appropriate.					

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 Detention Facilities	Juvenile Corrections Facilities	Adult Corrections	Other Programs
Enrolled in their local district school	0	0	212	N<	0
Earned a GED	0	0	4	363	0
Obtained high school diploma	0	0	N<	N<	0
Accepted or enrolled in post-secondary education	0	0	N<	N<	0
Comments: Added during the Verification process: Data has been corrected and zeroes have been added where appropriate.					

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.

2.4.1.5.2 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 Detention Facilities	Juvenile Corrections Facilities	Adult Corrections	Other Programs
Enrolled in job training course/programs	0	0	N<	535	0
Obtained employment	0	0	19	25	0
Comments: Added during the Verification Process: Data has been corrected and zeroes have been added where appropriate.					

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, 2011, 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. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry	0	0	124	N<	0
Long-term students who have complete pre- and post-test results (data)	0	0	N<	675	0

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

Performance Data (Based on most recent pre/post-test data).	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	0	0	N<	230	0
No change in grade level from the pre- to post-test exams	0	0	N<	23	0
Improvement of up to 1/2 grade level from the pre- to post-test exams	0	0	N<	74	0
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	0	0	N<	68	0
Improvement of more than one full grade level from the pre- to post-test exams	0	0	N<	280	0

Comments: Due to the change in the common assessment in SY 201-2012, performance data could not be pulled to report learning gains/losses in juvenile corrections. Our office is working on a plan to collect pre-and post test data for juvenile corrections in the future.

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, 2011 through June 30, 2012.

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.

Performance Data (Based on most recent testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry	0	0	128	N<	0
Long-term students who have complete pre- and post-test results (data)	0	0	N<	746	0

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

Performance Data (Based on most recent pre/post-test data).	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	0	0	N<	174	0
No change in grade level from the pre- to post-test exams	0	0	N<	19	0
Improvement of up to 1/2 grade level from the pre- to post-test exams	0	0	N<	103	0
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	0	0	N<	89	0
Improvement of more than one full grade level from the pre- to post-test exams	0	0	N<	361	0
Comments: Due to the change in the common assessment in SY 201-2012, performance data could not be pulled to report learning gains/losses in juvenile corrections. Our office is working on a plan to collect pre-and post test data for juvenile corrections in the future.					

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. 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	223	156
Neglected programs	15	117
Juvenile detention	15	9
Juvenile corrections	95	103
Other	0	0
Total	348	
Comments: Data updated during Verification process.		

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	223
Neglected programs	15
Juvenile detention	15
Juvenile corrections	95
Other	0
Total	348
Comments:	

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	10,497	711	8,086	6,400	0
Total Long Term Students Served	6,832	342	8	3,107	0

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	48	2	20	18	0
Asian	62	3	33	21	0
Black or African American	4,662	223	4,241	3,196	0
Hispanic or Latino	1,617	127	1,066	1,155	0
Native Hawaiian or other Pacific Islander	14	0	6	5	0
White	3,771	330	2,502	1,909	0
Two or more races	323	26	218	96	0
Total	10,497	711	8,086	6,400	0

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	6,838	423	6,371	4,882	0
Female	3,659	288	1,715	1,518	0
Total	10,497	711	8,086	6,400	0

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	0	3	1	0	0
6	4	61	0	0	0
7	6	49	0	0	0
8	93	48	0	1	0
9	310	51	3	1	0
10	258	49	11	10	0
11	205	49	35	26	0
12	593	61	140	51	0
13	1,054	64	376	152	0
14	1,665	71	807	548	0
15	1,966	77	1,503	1,183	0
16	2,119	70	2,289	1,948	0
17	2,224	58	2,921	2,480	0
18	0	0	0	0	0
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
Total	10,497	711	8,086	6,400	0

If the total number of students differs by demographics, please explain. The 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, 2011 through June 30, 2012.

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.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Earned high school course credits	4,363	145	3,378	3,453	0
Enrolled in a GED program	19	N<	40	119	0
Comments:					

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.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in their local district school	10,481	709	8,071	6,380	0
Earned a GED	35	N<	29	107	0
Obtained high school diploma	81	N<	25	37	0
Accepted or enrolled in post-secondary education	14	N<	11	10	0
Comments: For students accepted into postsecondary education, Florida's Community College System has an open door policy so students need not apply, they simply enroll.					

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.

2.4.2.5.2 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 Detention	Juvenile Corrections	Other Programs
Enrolled in job training courses/programs	7	N<	4	7	0
Obtained employment	580	49	398	338	0

Comments: For students enrolled in external job training education, students were matched to postsecondary enrollment data which is collected only by term of enrollment, not enrollment date. Therefore, the counts shown in row 1 are counts of students who were enrolled less than or equal to 30 days before the end of the term in which they enrolled.

For students who obtained employment, students were matched to employment data which is collected only by term of employment, not employment date. Therefore, the counts shown in row 2 are counts of students who were employed less than or equal to 30 days before the end of the term in which they employed.

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, 2011, 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. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry	116	43	0	145	0
Long-term students who have complete pre-and post-test results (data)	194	100	0	144	0

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

Performance Data (Based on most recent pre/post-test data).	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	32	11	0	22	0
No change in grade level from the pre- to post-test exams	84	19	0	28	0
Improvement of up to 1/2 grade level from the pre- to post-test exams	41	20	0	23	0
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	15	20	0	23	0
Improvement of more than one full grade level from the pre- to post-test exams	22	30	0	48	0

Comments: Added during the Verification process: The data entered for pre and post testing are true zeros and are not missing. The maximum length of stay for students in Juvenile Detention is less than 21 days and the average length of stay is less than 5 days. Based on the average length of stay, students are not in the program long enough to be adequately assessed.

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, 2011, through June 30, 2012.

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.

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry	119	39	0	269	0
Long-term students who have complete pre- and post-test results (data)	134	98	0	220	0

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

Performance Data (Based on most recent pre/post-test data).	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	21	13	0	39	0
No change in grade level from the pre- to post-test exams	79	19	0	30	0
Improvement of up to 1/2 grade level from the pre- to post-test exams	11	20	0	28	0
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	8	20	0	40	0
Improvement of more than one full grade level from the pre- to post-test exams	15	26	0	83	0
Comments: Added during the Verification process: The data entered for pre and post testing are true zeros and are not missing. The maximum length of stay for students in Juvenile Detention is less than 21 days and the average length of stay is less than 5 days. Based on the average length of stay, students are not in the program long enough to be adequately assessed.					

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 (TITLE IV, PART A).

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	2010-2011	2009- 10: Not Available	2009-10: 28.8	34.3	1999-2000
				2010- 11: Not Available	2010-11: 25.3		
				2011- 12: Not Available	2011-12: 24.6		
				2012- 13: Not Available			
				2013- 14: 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
Binge drinking of alcohol - % of students	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 - 12	Annually	2010-2011	2009- 10: Not Available	2009-10: 14.1	18.8	1999-2000
				2010- 11: Not Available	2010-11: 11.9		
				2011- 12: Not Available	2011-12: 11.3		
				2012- 13: Not Available			
				2013- 14: 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, mean age of first use	Florida Youth Substance Abuse Survey (FYSAS), Grade 12 only	Annually	2005-2006	2009-10: Not Available	2009-10: FYSAS did not collect this data for 2009-10	12.0	1999-2000
				2010-11: Not Available	2010-11: FYSAS did not collect this data for 2010-11		
				2011-12: Not Available	2011-12: FYSAS did not collect this data for 2011-12		
				2012-13: Not Available			
				2013-14: 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	2010-2011	2009-10: Not Available	2009-10: 39.7	56.2	2000
				2010-11: Not Available	2010-11: 35.4		
				2011-12: Not Available	2011-12: 36.5		
				2012-13: Not Available			
				2013-14: 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	2010-2011	2009-10: Not Available	2009-10: 16.3	25.4	2000
				2010-11: Not Available	2010-11: 13.4		
				2011-12: Not Available	2011-12: 13.9		
				2012-13: Not Available			
				2013-14: Not Available			
Comments: The targets have been identified as "Not Available" since 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
Smokeless tobacco - past 30 day use - % of students	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 - 12	Annually	2008-2009	2009-10: Not Available	2009-10: FYSAS did not collect this data for 2009-10	6.2	1999-2000
				2010-11: Not Available	2010-11: FYSAS did not collect this data for 2010-11		
				2011-12: Not Available	2011-12: FYSAS did not collect this data for 2011-12		
				2012-13: Not Available			
				2013-14: Not Available			
Comments: The targets have been identified as "Not Available" since 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	2010-2011	2009-10: Not Available	2009-10: 9.3	9.3	1999-2000
				2010-11: Not Available	2010-11: 9.5		
				2011-12: Not Available	2011-12: 8.2		
				2012-13: Not Available			
				2013-14: Not Available			
Comments: The targets have been identified as "Not Available" since 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
Attacking someone with intent of hurting them (past 12 months - % of students)	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 - 12	Annually	2010-2011	2009-10: Not Available	2009-10: 10.6	18.1	1999-2000
				2010-11: Not Available	2010-11: 8.7		
				2011-12: Not Available	2011-12: 7.9		
				2012-13: Not Available			
				2013-14: Not Available			
Comments: The targets have been identified as "Not Available" since 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	2009-10: Not Available	2009-10: This indicator has not been collected in FYSAS since 2006.	12.3	1999-2000
				2010-11: Not Available	2010-11: This indicator has not been collected in FYSAS since 2006.		
				2011-12: Not Available	2011-12: This indicator has not been collected in FYSAS since 2006.		
				2012-13: Not Available			
				2013-14: 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	2010-2011	2009-10: Not Available	2009-10: 20.9	31.8	2001
				2010-11: Not Available	2010-11: 20.1		
				2011-12: Not Available	2011-12: 19.5		
				2012-13: Not Available			
				2013-14: 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	2010-2011	2009-10: Not Available	2009-10: 54.1	59.5	1999-2000
				2010-11: Not Available	2010-11: 54.1		
				2011-12: Not Available	2011-12: 50.9		
				2012-13: Not Available			
				2013-14: Not Available			
Comments: The targets have been identified as "Not Available" since 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	2010-2011	2009-10: Not Available	2009-10: 76.8	78.9	1999-2000
				2010-11: Not Available	2010-11: 77.4		
				2011-12: Not Available	2011-12: 76.6		
				2012-13: Not Available			
				2013-14: Not Available			
Comments: The targets have been identified as "Not Available" since 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 if they drink 1 or more alcoholic drinks nearly everyday	Florida Youth Substance Abuse Survey (FYSAS)	Annually	2010-2011	2009-10: Not Available	2009-10: 42.6	40.5	1999-2000
				2010-11: Not Available	2010-11: 43.9		
				2011-12: Not Available	2011-12: 41.6		
				2012-13: Not Available			
				2013-14: Not Available			
Comments: The targets have been identified as "Not Available" since 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	2010-2011	2009-10: Not Available	2009-10: 66.7	66.0	1999-2000
				2010-11: Not Available	2010-11: 70.2		
				2011-12: Not Available	2011-12: 70.4		
				2012-13: Not Available			
				2013-14: Not Available			
Comments: The targets have been identified as "Not Available" since 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 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 (odd)	2011	2009-10: Not Available	2009-10: Not Available	10.9	2001
				2010-11: Not Available	2010-11: 7.2		
				2011-12: Not Available	2011-12: Not Available		
				2012-13: Not Available			
				2013-14: Not Available			
<p>Comments: The targets have been identified as "Not Available" since 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.</p>							

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
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 (odd)	2009	2009-10: Not Available	2009-10: Not Available	5.4	2001
				2010-11: Not Available	2010-11: Not Available		
				2011-12: Not Available	2011-12: Not Available		
				2012-13: Not Available			
				2013-14: Not Available			
<p>Comments: The targets have been identified as "Not Available" since 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.</p>							

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 (odd)	2011	2009-10: Not Available	2009-10: Not Available	12.7	2001
				2010-11: Not Available	2010-11: 10.2		
				2011-12: Not Available	2011-12: Not Available		
				2012-13: Not Available			
				2013-14: Not Available			
<p>Comments: The targets have been identified as "Not Available" since 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.</p>							

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Fighting incidents per 1,000 students, Grades K - 12	School Environmental Safety Incident Report (SESIR)	Annually	2008-2009	2009-10: Not Available	2009-10: Not Available	26.4	1999-2000
				2010-11: Not Available	2010-11: Not Available		
				2011-12: Not Available	2011-12: Not Available		
				2012-13: Not Available			
				2013-14: Not Available			
<p>Comments: The targets have been identified as "Not Available" since 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.</p>							

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Battery incidents per 1,000 students, Grades K - 12	School Environmental Safety Incident Report (SESIR)	Annually	2008-2009	2009- 10: Not Available	2009-10: Not Available	5.3	1999-2000
				2010- 11: Not Available	2010-11: Not Available		
				2011- 12: Not Available	2011-12: Not Available		
				2012- 13: Not Available			
				2013- 14: Not Available			
<p>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.</p>							

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.
Comments:	

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.

Grades	# Suspensions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	674	72
6 through 8	1,726	72
9 through 12	1,291	72
Comments:		

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.

Grades	# Expulsions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	0	72
6 through 8	26	72
9 through 12	24	72
Comments:		

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	249	72
6 through 8	1,304	72
9 through 12	1,064	72
Comments:		

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	0	72
6 through 8	N<	72
9 through 12	N<	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.

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	264	72
6 through 8	472	72
9 through 12	390	72
Comments:		

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.

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	0	72
6 through 8	12	72
9 through 12	18	72
Comments:		

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.

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	18	72
6 through 8	442	72
9 through 12	739	72
Comments:		

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.

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5	0	72
6 through 8	0	72
9 through 12	N<	72
Comments:		

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	137	72
6 through 8	2,438	72
9 through 12	5,917	72
Comments:		

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	0	0
6 through 8	29	0
9 through 12	65	72
Comments:		

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.

Yes/No	Parental Involvement Activities
<u>Yes</u>	Information dissemination on Web sites and in publications, including newsletters, guides, brochures, and "report cards" on school performance
<u>Yes</u>	Training and technical assistance to LEAs on recruiting and involving parents
<u>No Response</u>	State requirement that parents must be included on LEA advisory councils
<u>Yes</u>	State and local parent training, meetings, conferences, and workshops
<u>No Response</u>	Parent involvement in State-level advisory groups
<u>Yes</u>	Parent involvement in school-based teams or community coalitions
<u>No Response</u>	Parent surveys, focus groups, and/or other assessments of parent needs and program effectiveness
<u>Yes</u>	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
<u>No Response</u>	Other Specify 1
<u>No Response</u>	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.

2.9.2 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	27
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0
Comments:	

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.

Goal 1 decrease Proportion Of The Cohort Of Students 4-10 Grade Scoring Non-Proficient On Fcatreading Mathematics&Writing By 10% Each School Year Through 2013-2014

District	Name	Grade	Dec Math	Dec Read	Dec Writ
04Bradford	03-14	Na	Y	Na	Na
04Bradford	04-9	19	NNY		
04Bradford	0515	Na	Y	Na	Na
04Bradford	061-9	Na	NNNa		
04Bradford	07-3	7	Na	NNNa	
04Bradford	0856	14	YYY		
04Bradford	09Na-1	Na	Na	NNa	Na
04Bradford	10-4	44	NNY		
07Calhoun	033-3	Na	Y	NNa	Na
07Calhoun	04-2	518	NNY		
07Calhoun	0544	Na	Y	Na	Na
07Calhoun	065-2	Na	Y	NNa	Na
07Calhoun	07-84	Na	Y	Na	Na
07Calhoun	08-2	68	NNY		
07Calhoun	09Na6	Na	Na	Y	Na
07Calhoun	10-61	2	NNN		
09Citrus	0342	Na	Y	Na	Na
09Citrus	0401	21	NNY		
09Citrus	0532	Na	Y	NNa	Na
09Citrus	06-1	2	Na	NNNa	Na
09Citrus	07-1	1	Na	NNNa	Na
09Citrus	0808	8	NY		
09Citrus	09Na-2	Na	Na	NNa	Na
09Citrus	1023	4	NNY		
12Columbia	03-4	1	Na	NNNa	Na
12Columbia	0476	22	YYY		
12Columbia	0544	Na	Y	Na	Na
12Columbia	062-4	Na	NNNa		
12Columbia	07-10	Na	NNNa		
12Columbia	081-11	0	NNY		
12Columbia	09Na-6	Na	Na	NNa	Na
12Columbia	101-2	3	NNN		
14Desoto	03-12	7	Na	NNNa	Na
14Desoto	043-7	26	Y	NY	
14Desoto	05-2	2	Na	NNNa	Na
14Desoto	06-8	5	Na	NNNa	Na
14Desoto	07-5	11	Na	NNNa	Na
14Desoto	0811	815	YYY		
14Desoto	09Na-8	Na	Na	NNa	Na
14Desoto	10-11	53	NNN		
15Dixie	03-1	2	Na	NNNa	Na
15Dixie	04-15	32	NY		
15Dixie	0512	13	Na	Y	Na
15Dixie	06-18	Na	Y	Na	Na
15Dixie	0793	Na	Y	NNa	Na
15Dixie	0866	14	NY		
15Dixie	09Na5	Na	Na	NNa	Na
15Dixie	1094	5	Y	NN	
19Franklin	03-8	8	Na	NNNa	Na
19Franklin	04-12	012	NNY		
19Franklin	0511	Na	NNNa		
19Franklin	0698	Na	Y	Na	Na
19Franklin	0752	Na	NNNa		
19Franklin	08-20	78	NNY		

19Franklin09Na0NaNNaNa
19Franklin10-12-911NNY
21Gilchrist03-2-2NaNNa
21Gilchrist044424YYY
21Gilchrist05-76NaNYNa
21Gilchrist06-23-12NaNNa
21Gilchrist0781NaNYNa
21Gilchrist08-1315NNY
21Gilchrist09Na0NaNNaNa
21Gilchrist10122NNY
22Glades0345NaNYNa
22Glades049423YYY
22Glades058-1NaNYNa
22Glades061-1NaNNa
22Glades074-10NaNYNa
22Glades089223YNY
22Glades09Na6NaNNaNa
22Glades102-2-3NNN
23Gulf035-6NaNYNa
23Gulf045-511YNY
23Gulf05-5-2NaNNa
23Gulf06-4-4NaNNa
23Gulf07-110NaNNa
23Gulf0814109YYY
23Gulf09Na5NaNNaNa
23Gulf10-7-15NNY
24Hamilton03146NaNYNa
24Hamilton04141328YYY
24Hamilton054-7NaNNa
24Hamilton06184NaNYNa
24Hamilton07-13-3NaNNa
24Hamilton088135YNY
24Hamilton09Na-8NaNNaNa
24Hamilton10-4-17NNY
25Hardee03-6-9NaNNa
25Hardee042-933NNY
25Hardee0539NaNYNa
25Hardee061-5NaNNa
25Hardee07-5-5NaNNa
25Hardee081316NNY
25Hardee09Na12NaNNaYNa
25Hardee10-13-2-2NNN
26Hendry03-9-2NaNNa
26Hendry042-619NNY
26Hendry0534NaNYNa
26Hendry06-4-7NaNNa
26Hendry07-1-2NaNNa
26Hendry08339NNY
26Hendry09Na-8NaNNaNa
26Hendry10-1-3-2NNN
28Highl&S03-1-1NaNNa
28Highl&S041218NNY
28Highl&S05-2-2NaNNa
28Highl&S062-1NaNNa
28Highl&S07-20NaNNa
28Highl&S084310YNY
28Highl&S09Na-2NaNNaNa
28Highl&S10002NNN
30Holmes03-4-3NaNNa
30Holmes043-129YNY
30Holmes0534NaNYNa
30Holmes066-7NaNYNa
30Holmes07-30NaNNa
30Holmes083126NYY
30Holmes09Na-2NaNNaNa
30Holmes10-305NNN

32Jackson0335NaYYNa
32Jackson042-117YNY
32Jackson05-23NaNNNa
32Jackson0663NaYNNa
32Jackson07103NaYNNa
32Jackson08-2-515NNY
32Jackson09Na0NaNaNNa
32Jackson10-447NNY
33Jefferson03174NaYNNa
33Jefferson0452827NYY
33Jefferson052014NaYYNa
33Jefferson06-21NaNNNa
33Jefferson07-3-8NaNNNa
33Jefferson080130NNY
33Jefferson09Na-8NaNaNNa
33Jefferson10-3-62NNN
34Lafayette033-11NaYNNa
34Lafayette04679YYY
34Lafayette05-43NaNNNa
34Lafayette062-6NaNNNa
34Lafayette071417NaYYNa
34Lafayette08-1216NNY
34Lafayette09Na-11NaNaNNa
34Lafayette10141214YYY
38Levy032-1NaNNNa
38Levy04-4-333NNY
38Levy05-7-8NaNNNa
38Levy0604NaYNa
38Levy07-5-2NaNNNa
38Levy086417YNY
38Levy09Na2NaNaNNa
38Levy10324NNY
40Madison03-14NNaNNNa
40Madison04-11N28NYY
40Madison056YNaYNa
40Madison06-10NNaNNNa
40Madison075NNaNNNa
40Madison08-4N-11NNN
40Madison09NaNNaNaYNa
40Madison10-14N5NNY
47Okeechobee03-4-1NaNNNa
47Okeechobee042-229NNY
47Okeechobee050-1NaNNNa
47Okeechobee06-4-5NaNNNa
47Okeechobee07-3-1NaNNNa
47Okeechobee08-7118NNY
47Okeechobee09Na-6NaNaNNa
47Okeechobee10265NNY
54Putnam031-4NaNNNa
54Putnam040-118NNY
54Putnam05135NaYYNa
54Putnam064-2NaNNNa
54Putnam07-10NaNNNa
54Putnam08-347NNY
54Putnam09Na2NaNaNNa
54Putnam10-9-10NNN
60Sumter0313NaYNa
60Sumter041118NNY
60Sumter0525NaYNa
60Sumter060-1NaNNNa
60Sumter0721NaNNNa
60Sumter088216YNY
60Sumter09Na2NaNaNNa
60Sumter10-66-1NYN
61Suwannee031-1NaNNNa

61Suwannee043733NYY
 61Suwannee0514NaYNa
 61Suwannee06-3-4NaNNNa
 61Suwannee076-2NaYNNa
 61Suwannee08-8-113NNY
 61Suwannee09Na-3NaNaNNa
 61Suwannee10177NNY
 62Taylor03-10-7NaNNNa
 62Taylor04-6417NYY
 62Taylor0540NaNNNa
 62Taylor0620NaNNNa
 62Taylor0742NaYNNa
 62Taylor080-222NNY
 62Taylor09Na-2NaNaNNa
 62Taylor10-739NNY
 66Walton03-1-2NaNNNa
 66Walton045425YYY
 66Walton0552NaYNNa
 66Walton065-3NaYNNa
 66Walton0710NaNNNa
 66Walton086913YYY
 66Walton09Na-4NaNaNNa
 66Walton10-7-2-2NNN
 67Washington03-6-3NaNNNa
 67Washington04-4015NNY
 67Washington05-127NaYNa
 67Washington06-2-5NaNNNa
 67Washington0733NaNNNa
 67Washington081-311NNY
 67Washington09Na-5NaNaNNa
 67Washington105-47YNY

goal 2each Participating Lea Will < The Proportion Of All Students Scoring Non-Proficient OnFcat Reading Mathematics&
 Writing By 10 % Each School Year Through 2013-2014districtDistrict NameWrit ChangeRead ChangeMath ChangeGoal Met
 WritGoal Met ReadGoal Met Math

00StateNa00NaNN
 04Bradford-6-20NNN
 07Calhoun-20-1NNN
 09Citrus-111NNN
 12Columbia-1-11NNN
 14Desoto0-5-2NNN
 15Dixie434YNY
 19Franklin-5-2-4NNN2111-2NNN
 22Glades127NNY
 23Gulf11-1NNN
 24Hamilton-617NNY
 25Hardee7-2-1YNN
 26Hendry0-30NNN
 28Highl&S-8-10NNN
 30Holmes-311NNN
 32Jackson-322NNN
 33Jefferson024NNN
 34Lafayette204NNY
 38Levy51-2YNN
 40Madison-100-6NNN
 47Okeechobee10-2NNN
 54Putnam-502NNN
 60Sumter230YYN
 61Suwannee221NNN

goal 3-Cut The Average Gap Between Minority & Non-Minority20 % Each School Year Through 2013-2014distDist NameGap
 Writ Goal MetGap Read Goal MetGap Math Goal Met

04BradfordNNN
 07CalhounNNN
 09CitrusNNN
 12ColumbiaNNN

14DesotoNNN
 15DixieNYN
 19FranklinNNN
 21GilchristNNN
 22GladesNNN
 23GulfNNN
 24HamiltonNNN
 25HardeeNNN
 26HendryNNN
 28High&SNNN
 30HolmesNNN
 32JacksonNNN
 33JeffersonNNN
 34LafayetteNNN
 38LevyNNN
 40MadisonNNN
 47OkeechobeeNNN
 54PutnamNNN

goal 4-Each Participating Lea Will < The Proportion Of Hs StudentdistrictDistrict NameReduce By 10%Goal Met

04Bradford-5.01N
 07Calhoun-0.53N
 09Citrus0.43N
 12Columbia1.15N
 14Desoto2.45N
 15Dixie6.56N
 19Franklin-3.51N
 21gilCHRIST0.74N
 22GLADES8.23N
 23GULF-0.63N
 24HAMILTON-4.21N
 25HARDEE0.20N
 26HENDRY5.60N
 28HIGHLANDS1.43N
 30HOLMES-0.42N
 32JACKSON3.51N
 33JEFFERSON-9.98N
 34LAFAYETTE14.52N
 38LEVY5.05N
 40MADISON2.06N
 47OKEECHOBEE6.26N
 54PUTNAM2.18N
 60SUMTER2.79N
 61SUWANNEE2.35N
 62TAYLOR1.08N
 66WALTON1.26N
 67WASHINGTON1.92N

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 2011-12?	_____ No
Comments:	

2.10.2 Local Educational Agency (LEA) Transferability of Funds

////////////////////////////////////	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	0
Comments:	

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 <u>FROM</u> Eligible Program	# LEAs Transferring Funds <u>TO</u> 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

In the table below provide the total amount of FY 2012 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred <u>FROM</u> Eligible Program	Total Amount of Funds Transferred <u>TO</u> 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
Total	0.00	0.00

Comments:

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

2.11 GRADUATION RATES

This section collects graduation rates.

2.11.1 Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **current school year** (SY 2011-12). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	75
American Indian or Alaska Native	70
Asian	88
Black or African American	64
Hispanic or Latino	73
Native Hawaiian or other Pacific Islander	
White	79
Two or more races	
Children with disabilities (<i>IDEA</i>)	48
Limited English proficient (LEP) students	57
Economically disadvantaged	65

FAQs on graduation rates:

- What is the regulatory adjusted cohort graduation rate? For complete definitions and instructions, please refer to the non-regulatory guidance, which can be found here: <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>.

The response is limited to 8,000 characters.

Comments: Florida's State Accountability Plan does not include "two or more races" or "Native Hawaiian or other Pacific Islander".

Added during the Verification process:

The cohort grad rate is based upon grade levels not school type. Any and all students reported in grades 9-12 get assigned a cohort and a grad rate is calculated regardless of the school type. It is then the districts' responsibility to review and make any necessary corrections/updates to the file, such as correct grade level or correct withdrawal code, etc.

While the graduation rate is a component of school grades and accountability, it is a separate process.

Florida has a many rural school districts and many urban districts. Over 450 high schools had populations less than 500 compared to over 250 high schools with enrollments over 1,500. We have school districts such as Miami-Dade and Broward that have extremely large high schools so large cohorts are not uncommon. Smaller high schools will have smaller cohorts. The 0% rates reported for the large cohorts has been verified and is correct. The 0% represents situations in which no student earns a standard diploma. Florida uses GED-based diplomas at alternative or DJJ schools, but these diplomas do not count towards the graduation rate, even if the alternative or DJJ schools are included in the calculation.

Most of the students in the alternative schools and DJJ schools earn GEDs or GED-based diplomas which count as non-graduates in the federal cohort graduation rate so it is very possible for these schools to have a 0% graduation rate.

2.12 LISTS OF SCHOOLS AND DISTRICTS

This section contains data on school statuses. States granted ESEA Flexibility should follow the instructions in sections 2.12.1 and 2.12.3. All other states should follow the instructions in sections 2.12.2 and 2.12.4. These tables will be generated based on data submitted to EDFacts.

2.12.1 List of Schools for ESEA Flexibility States

2.12.1.1 List of Reward Schools

Instructions for States that identified reward schools under ESEA flexibility for SY 2012-13 : Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- If applicable, State-specific status in addition to reward (e.g., grade, star, or level)
- Whether the school was identified as a high progress or high performing reward school
- Whether (yes or no) the school is a Title I school (This information must be provided by all States.)
- Whether (yes or no) the school was provided assistance through 1003(a).
- Whether (yes or no) the school was provided assistance through 1003(g).

¹ The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

2.12.1.2 List of Priority and Focus Schools

Instructions for States that identified priority and focus schools under ESEA flexibility for SY 2012-13 : Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Status for SY 2012-13 (Use one of the following status designations: priority or focus)
- If applicable, State-specific status in addition to priority or focus (e.g., grade, star, or level)
- Whether (yes or no) the school is a Title I school (This information must be provided by all States.)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

² The district improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

2.12.1.3 List of Other Identified Schools

Instructions for States that identified non- priority, focus, or reward schools with State-specific statuses under ESEA flexibility for SY 2012-13 : Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- State-specific designation (e.g., grade, star, or level)
- Whether (yes or no) the school is a Title I school (This information must be provided by all States.)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

2.12.2 List of Schools for All Other States

2.12.2.1 List of Schools Identified for Improvement

Instructions for States that identified schools for improvement, corrective action, or restructuring under ESEA section 1116 for SY 2012-13: Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's Accountability Plan
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment Whether the school met the proficiency target in mathematics in accordance with the State's Accountability Plan
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's Accountability Plan
- Whether the school met the graduation rate target for high schools (if applicable) in accordance with the State's Accountability Plan
- Status for SY 2012-13 (Use one of the following status designations: School Improvement v Year 1, School Improvement v Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing))
- Whether (yes or no) the school is a Title I school (This information must be provided by all States.)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

2.12.3 List of Districts for ESEA Flexibility States

2.12.3.1 List of Identified Districts with State Specific Statuses

Instructions for States that identified school districts with State-specific statuses under ESEA flexibility for SY 2012-13: Provide the information listed in the bullets below for those districts.

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the district met the 95 percent participation rate target for the reading/language arts assessment Whether the district met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the district met the 95 percent participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the district met the graduation rate for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- State-specific status for SY 2012-13 (e.g., grade, star, or level)
- Whether the district received Title I funds.

2.12.4 List of Districts for All Other States

2.12.4.1 List of Districts Identified for Improvement

Instructions for States that identified school districts for improvement or corrective action under ESEA section 1116 for SY 2012-13: Provide the information listed in the bullets below for those districts.

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2012-13 (Use one of the following improvement status designations: Improvement or Corrective Action)
- Whether the district received Title I funds.