CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II

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

For reporting on

School Year 2004-2005

PART I DUE MARCH 6, 2006
PART II DUE APRIL 14, 2006

U.S. DEPARTMENT OF EDUCATION
WASHINGTON DC 20202

INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report is 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:

o   Title I, Part A - *Improving Basic Programs Operated by Local Educational Agencies*
o   Title I, Part B, Subpart 3 - *William F. Goodling Even Start Family Literacy Programs*
o   Title I, Part C - *Education of Migratory Children*
o   Title I, Part D - *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
o   Title I, Part F - *Comprehensive School Reform*
o   Title II, Part A - *Improving Teacher Quality State Grants* (*Teacher and Principal Training and Recruiting Fund)*
o   Title II, Part D - *Enhancing Education through Technology*
o   Title III, Part A - *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
o   Title IV, Part A, Subpart 1 - *Safe and Drug-Free Schools and Communities State Grants*
o   Title IV, Part A, Subpart 2 - *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
o   Title IV, Part B - *21stCentury Community Learning Centers*
o   Title V, Part A - *Innovative Programs*
o   Title VI, Section 6111 - *Grants for State Assessments and Related Activities*
o   Title VI, Part B - *Rural Education Achievement Program*

The NCLB Consolidated State Performance Report for the 2004-2005 school year consists of two information collections. Part I of this report is due to the Department by March 6, 2006 . Part II is due to the Department by April 14, 2006.

<u>PART I</u>

Part I of the Consolidated State Report, which States must submit to the Department by **March 6, 2006** , 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 ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

  o   **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

o   **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.

o   **Performance goal 3** : By 2004-2005, all students will be taught by highly qualified teachers.

o   **Performance goal 4** : All students will be educated in learning environments that are safe, drug free, and conducive to learning.

o   **Performance Goal 5** : All students will graduate from high school.

PART II

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2004-2005 school year. Part II of the Consolidated State Performance Report is due to the Department by **April 14, 2006**. The information requested in Part II of the Consolidated State Performance Report for the 2004-2005 school year necessarily varies from program to program. However, for all programs, 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.
3.   The information will provide valid evidence of program outcomes or results.
4.   The Consolidated State Performance Report is the best vehicle for collection of the data.

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2004-2005 school year and beyond.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2004-2005 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **March 6, 2006** . Part II of the Report is due to the Department by **April 14, 2006**. Both Part I and Part II should reflect data from the 2004-2005 school year, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission. 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 "2004-2005 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 2004-2005 CSPR will be found on the main CSPR page of the EDEN website (https://EDEN.ED.GOV/EDENPortal/).

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

	OMB Number: 1810-0614
	Expiration Date: 07/31/2006

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended by the

No Child Left Behind Act of 2001

Check the one that indicates the report you are submitting:
___Part I, 2004-2005   _X_ Part II, 2004-2005

Name of State Educational Agency (SEA) Submitting This Report:
NC Department of Public Instruction

Address:
6301 Mail Service Ctr
Raleigh, NC 27699-6301

Person to contact about this report:

Name: Belinda S. Black
Telephone: 919-807-3827
Fax: 919-807-3767
e-mail: bblack@dpi.state.nc.us

Name of Authorizing State Official: (Print or Type): June S. Atkinson

_____	___9/14/2006 8:53 AM EST___
Signature	Date

This is the final updated and reconciled version of Part II of the CSPR. Part I was reconciled and verified on August 21, 2006.

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2004-2005

PART II DUE APRIL 14, 2006

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

2.1.1   Student Achievement and High-Poverty Schools

2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **reading/language arts** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year.   394

2.1.1.2 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **mathematics** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year.   293

2.1.2   Title I, Part A Schools by Type of Program For the 2004-2005 school year, please provide the following:

2.1.2.1 Total Number of Title I schools in the State   1153

2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State   239

2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State   914

2.1.3   Title I, Part A Student Participation

Student Participation in Title I, Part A by Special Services/Programs and Racial/Ethnic Groups

In the following tables, please provide the *unduplicated* number of children participating in Title I, Part A in the State by special services/programs and racial/ethnic groups during the 2004-2005 school year.Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in the State during the reporting period. Include students in both Title I schoolwide and targeted assistance programs.

2.1.3.1.1   Student Participation in Title I, A by Special Services or Programs 2004-2005 School Year

	Number of Students Served
Students with Disabilities	66503
Limited English Proficient	39176
Homeless	4833
Migrant	5194

2.1.3.1.2   Student Participation in Title I, A by Racial or Ethnic Group 2004-2005 School Year

	Number of Students Served
American Indian/Alaskan Native	12271
Asian/Pacific Islander	6138
Black, non-Hispanic	160246
Hispanic	50261
White, non-Hispanic	183289

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

2.1.3.2   Student Participation in Title I, Part A by Grade Level

Title I, Part A student participation counts by grade and by public, private and local neglected should be reported as *unduplicated* counts. Please enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I schoolwide *programs* (SWP), private school students participating in Title I programs, and students served in Part A local neglected programs during the 2004-2005 school year.

Student Participation in Title I, Part A by Grade Level 2004-2005 School Year					
	Public TAS	Public SWP	Private	Local Neglected	Total	Percent of Total
Age 0-2	0	277	0	0	277	0.1
Age 3-5	1191	10730	0	0	11921	2.8
K	2838	56260	28	8	59134	13.8
1	5426	55991	40	7	61464	14.3
2	3550	52836	40	21	56447	13.2
3	3809	52777	24	23	56633	13.2
4	2483	51118	20	45	53666	12.5
5	2205	51951	15	65	54236	12.7
6	859	20688	11	131	21689	5.1
7	1076	18912	10	214	20212	4.7
8	859	18856	11	250	19976	4.7
9	166	2677	1	353	3197	0.7
10	88	2192	0	156	2436	0.6
11	69	3494	0	61	3624	0.8
12	40	3267	0	31	3338	0.8
Ungraded	0	6	0	75	81	0.0
TOTALS	24659	402032	200	1440	428331	100.0

2.1.3.3 **Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services - 2004-2005 School Year**

In the following chart, please provide the number of students receiving instructional and support services funded by Title I, A in targeted assistance (TAS) programs during the 2004-2005 school year.

Instructional Services	
	Number of Students Served
Mathematics	4872
Reading/Language Arts	20424
Science	655
Social Studies	646
Vocational/Career	162
Other (specify)	1146
Support Services	
Health, Dental, and Eye Care	334
Supporting Guidance/Advocacy	1358
Other (specify)	1048

2.1.4 **Staff Information for Title I, Part A Targeted Assistance Programs - 2004-2005 School Year**

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title I, A targeted assistance (TAS) programs during the 2004-2005 school year by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	17
Teachers	609
Teacher Aides	276
Support Staff (clerical and non-clerical)	27
Other (specify)	59

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

For the 2004-2005 school year, please provide the following information:

2.2.1.1   Federally Funded Even Start Subgrants in the State

1. Number of federally funded Even Start subgrants in the State   26

2.2.1.2   Even Start Families Participating During the Year
("Participating" means participating in all required core services and following any period of preparation.)
1. Total number of families participating   763
2. Total number of adults participating
("Adults" includes teen parents.)   768
3. Total number of adults participating who are limited English proficient   429
4. Total number of children participating   930

2.2.1.3   Characteristics of newly enrolled families <u>at the time of enrollment</u>
(A newly enrolled family means a family who is enrolled for the first time in Even Start at any time during the year.)
1. Number of newly enrolled families   511
2. Number of newly enrolled adult participants   521
3. Percent of newly enrolled families at or below the Federal poverty level   83.0
4. Percent of newly enrolled adult participants without a high school diploma or GED   85.0
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade 58.0

2.2.1.4   Percent of families that have remained in the program
(Include families that are newly enrolled and those that are continuing.)

1. From 0 to 3 months	15.5
2. From 4 to 6 months	25.8
3. From 7 to 12 months	43.6
4. More than 12 months	16.5

2.2.2   Federal Even Start Performance Indicators

Using the format of the table below, describe the State's progress in meeting the federal performance indictors listed for Even Start participants in your State. States should report data if local projects are using the indicated measures and the state collects the data.

Indicator	Measure *Measurement tool used to assess progress for indicator*	Cohort Number of participants to whom the indicator applies	Result *Number of participants who met the achievement goal*	Explanation of Progress
1. Percentage if adults showing significant learning gains on measures of reading	TABE: N/A	TABE: 0.0	TABE: 0.0	TABE: N/A
	CASAS: N/A	CASAS: 377.0	CASAS: 198.0	CASAS: 53% of adults showed significant learning gains on measures of reading as measured by the CASAS.Significant learning gains is identified as those adults, enrolled one or more months, who completed at least one educational functioning level as defined by the Natioinal Reporting System for Adult Education
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: N/A	TABE: 0.0	TABE: 0.0	TABE: N/A
	CASAS: N/A	CASAS: 568.0	CASAS: 281.0	CASAS: 49% of LEP adults showed significant learning gains as measured by reading and/or listening scores on the CASAS. Significant learning gains is identified as those LEP adults, enrolled one or more months, who completed at leaset one educational functioning leveel as defined by the Natioinal Reporting System for adult Education.on measures of English language acquisition
3. Percentage of school age adults who earn a high school diploma or GED	N/A GED *Please Indicate diploma or GED	0.0 GED *Please Indicate diploma or GED	0.0 GED *Please Indicate diploma or GED	N/A GED *Please Indicate diploma or GED
4. Percentage of non-school age adults who earn a high school diploma or GED	GED	112.0	79.0	71% of non-school age adults with a goal of earning a GED and who exited the adult education component received a GED.
	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive: PPVT-lll	Peabody Picture Vocabulary Test (PPVT) receptive: 358.0	Peabody Picture Vocabulary Test (PPVT) receptive: 270.0	Peabody Picture Vocabulary Test (PPVT) receptive: 75% of children entering kindergarten are achieving significant gains on measures of language development as

				measured by the PPVT-III
				Signigicant learning gains is defined as children, enrolled 4 or more months, who showed at least 1.5 months of developmental growth for each month they were enrolled in the program.
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask: N/A	PAL Pre-K Upper Case Letter Naming Subtask: N/A	PAL Pre-K Upper Case Letter Naming Subtask 0.0	PAL Pre-K Upper Case Letter Naming Subtask PAL Pre-K is being administered this school year. No data are available for 2004-2005
7. Percentage of school-aged children who are reading on grade level	N/A Please indicate source. K-2 Literacy Assessment (for kindergarten through grade 2) NC End-of-Grade Tests (for grades 3 and above)	149.0 Please indicate source. N/A	122.0 Please indicate source. N/A	N/A Please indicate source. 82% of school aged children are reading on grade level. Reading on grade level is defined as those children, in K-grade 2, who score at or above grade level on the K-2 Literacy assessment and grade 3 children who score Level III or above on the NC Reading end of grade test.
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP) PEP Scale II: Parent's Role in Interactive Literacy Activities PEP Scale III: Parent's role in Supporting Child's Learning in Formal Education Settings	Parent Education Profile (PEP) 202.0	Parent Education Profile (PEP) 156.0	Parent Education Profile (PEP) 77% of parents showed improvement on measures of interactive literacy activities as measured by PEP Scale II. 84% of parents whoed improvement in their role of supporting their child's learning in formal education settings as measured by PEP Scale III. This was the pilot year using the PEP and these results will be used as baseline data to set the benchmark for next year. A gain of at least .1 between assessments was considered improvement. 84% of parents showed improvement on measures of parental support for child's learning in formal education settings as measured by PEP Scale III.

Indicator	Measure *Measurement tool used to assess progress for indicator*	Cohort Number of participants to whom the indicator applies	Result *Number of participants who met the achievement goal*	Explanation of Progress
1. Percentage if adults showing significant learning gains on measures of reading	TABE: CASAS:	TABE: CASAS:	TABE: CASAS:	TABE: CASAS:
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: CASAS:	TABE: CASAS:	TABE: CASAS:	TABE: CASAS:
3. Percentage of school age adults who earn a high school diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED
4. Percentage of non-school age adults who earn a high school diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED	*Please Indicate diploma or GED
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive:
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask
7. Percentage of school-aged children who are reading on grade level	Please indicate source.	Please indicate source.	Please indicate source.	Please indicate source.
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP) PEP Scale III Parents Role in supporting child's learning in formal education settings	Parent Education Profile (PEP) 202.0	Parent Education Profile (PEP) 169.0	Parent Education Profile (PEP) 84% showed improvement in their role of supporting their child's learning in formal education settings as measured by PEP Scale III. This was the pilot year using PEP and thse results will be used as baseline data to set the benchmark for next year. A .1 gain between assessments was considered improvement.

2.3   EDUCATION OF MIGRATORY CHILDREN (TITLE I, PART C)

Please complete the following tables for the Title I, Part C, Migrant Education Program.

General Data Reporting Information

1.   The tables in this section contain annual performance report requirements for the **Title I, Part C, Migrant Education Program (MEP) for reporting year 2004-2005.**

2.   Instructions for each table are provided just before the table.

Table 2.3.1.1   Population Data

Instructions: Table 2.3.1.I (on the next page) requires you to report the statewide unduplicated number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2004-2005 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 - 5 cell. In all cases, the Total is the sum of the cells in a row.

2.3.1.1   Population Data

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-graded	Out-of-school	Total
1. ELIGIBLE MIGRANT CHILDREN																		
1. All Migrant Children Eligible for the MEP	23	337	922	855	762	674	574	489	611	514	405	541	272	141	92	16	4433	11661
2. PRIORITY FOR SERVICES																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		2	16	13	20	14	20	15	19	20	14	11	2	1	2	1	0	170
3. LIMITED ENGLISH PROFICIENT (LEP)																		
1. Migrant Children who are LEP		60	729	632	559	519	421	382	418	359	305	361	199	81	51	4	5	5085
4. CHILDREN ENROLLED IN SPECIAL EDUCATON																		
1. Migrant Children Enrolled in Special Education	0	5	17	31	31	27	29	31	21	23	18	16	11	3	5	0	8	276
5. MOBILITY																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	5	63	150	126	101	99	87	69	87	69	60	71	14	11	7	4	1733	2756
2. Migrant Children with a Last Qualifying Move within Previous 13 - 24 Months (Counting back from the Last Day of the Reporting Period)	7	131	320	230	185	199	169	130	169	135	101	195	54	27	106		1361	3429
3. Migrant Children with a Last Qualifying Move within Previous 25 - 36 Months (Counting back from the Last Day of the Reporting Period)	16	73	288	264	222	183	176	135	213	154	115	146	103	50	342		726	2900
4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	15	280	758	620	508	481	432	334	469	358	276	412	171	88	51	12	3820	9085

These counts are of eligible students and are unduplicated within the state.

2.3.1.2   **Academic Status**

Instructions: Table 2.3.1.2 asks for the statewide *unduplicated* number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count).

Include children who changed grades during the 2004-2005 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-grad-ed	Out-of-school	Total
1. HIGH SCHOOL COMPLETION -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																		
1. *Dropped out of school*										3	10	86	49	21	10	0		179
2. Obtained GED																		7
2. ACADEMIC ACHIEVEMENT -- *(Note:* The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																		
1. Number of Migrant Students Enrolled During State Testing Window (State Assessment - Reading/Language Arts)						394	322	299	333	326	238	298	167	84	60	0		2521
2. Number of Migrant Students Tested in Reading/Language Arts (State Assessment)						433	372	376	377	405	311	0	168	0	0	0		2442
3. Number of Migrant Students Enrolled During State Testing Window (State Assessment - Mathematics)						394	322	299	333	326	238	298	167	84	60	0		2521
4. Number of Migrant Students Tested in Mathematics (State Assessment)						433	371	376	376	405	311	0	177	0	0	0		2449

We have attempted to reconcile our data for migrant students eligible and migrant students tested. We are aware of the discrepancies that appear here and are exploring possible coding causes of these discrepancies.

2.3.1.3.1   MEP Participation - Regular School Year

Table 2.3.1.3.1 (on the next page) asks for the statewide, unduplicated number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2004-2005 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds. *DO NOT count migrant children served through a <u>schoolwide</u> program (SWP) where MEP funds were combined, in <u>any</u> row of this table.*

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP-funded service, even those children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

<u>Served in a Regular School Year Project</u>. Enter the number of *children who p*articipated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services.   In row 3, report only the numbers of children served under Sections 1304 (e) (2) - (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the regular school year.

<u>Instructional Services</u>.   For each listed instructional service, enter the number of *children who* participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received <u>any</u> type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

<u>Support Services</u> . For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received <u>any</u> type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

<u>Referred Services</u> . Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds. (Do not count the number of service interventions per child).

2.3.1.3.1   MEP Participation - Regular School Year

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-grad-ed	Out-of-school	Total
PARTICIPATION - REGULAR SCHOOL YEAR																		
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)	21	322	874	815	723	647	552	475	587	500	395	531	261	139	92	4	4293	11231
2. Priority for Service		2	16	13	20	14	20	15	19	20	14	11	2	1	2	1	0	170
3. Continuation of Service		6	4	1	4	2	7	5	11	10	8	3	3	0	4	0	0	68
4. Any Instructional Service	7	223	838	763	665	624	518	453	512	437	360	436	236	105	75	14	1343	7609
5. Reading Instruction	17	38	401	415	360	336	260	248	226	195	186	159	87	32	33	13	30	3036
6. Mathematics Instruction	16	22	341	335	309	292	228	225	203	182	176	136	78	32	32	13	8	2628
7. High School Credit Accrual												41	10	9	5	0	0	65
8. Any Support Service	19	298	891	840	730	660	548	483	589	499	406	507	262	139	91	15	4175	11152
9. Counseling Service	2	52	179	190	185	133	125	141	111	111	90	123	57	39	27	0	807	2372
10. Any Referred Service	3	37	146	135	106	76	88	77	75	72	59	76	41	9	11	1	238	1250

These are unduplicated counts of children, not services.

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

Instructions Table 2.3.1.3.2 (on the next page) asks for the statewide unduplicated number of children who were served by the MEP in a summer or intersession term by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age in only in the higher age cell. Count summer/intersession students in the appropriate grade based on the promotion date definition used in your state. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the Total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP funded service, even children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Summer or Intersession Project. Enter the number of *children who p*articipated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services .   In row 3, report only the numbers of children served under Sections 1304 (e) (2) - (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the summer term.

Instructional Services.   For each listed instructional service, enter the number of *children who* participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services . For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services . Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds (i.e., do not count the number of service interventions per child).

2.3.1.3.2   MEP Participation-Summer/Intersession Term

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-graded	Out-of-school	Total
PARTICIPATION-SUMMER TERM OR INTERSESSION																		
1. Served in MEP Summer or Intersession Project (with an Instructional or Supportive Service Only)	16	80	231	236	198	175	147	115	98	66	68	46	24	5	8	13	4209	5735
2. Priority for Service		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Continuation of Service		0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
4. Any Instructional Service	14	12	192	196	166	145	114	94	78	44	51	32	15	3	3	15	26	1200
5. Reading Instruction	14	7	125	128	92	82	61	50	55	32	35	15	3	0	0	15	10	724
6. Mathematics Instruction	13	4	101	100	83	62	49	46	45	28	31	4	3	0	0	15	1	585
7. High School Credit Accrual												3	0	0	0	0	0	3
8. Any Support Service	16	29	211	225	191	161	128	105	86	50	54	36	15	4	3	15	42	1371
9. Counseling Service	13	8	73	81	79	61	36	33	23	17	19	8	5	1	0	0	0	457
10. Any Referred Service	0	0	28	38	19	14	11	12	12	8	10	2	0	0	0	0	2	156

These are mutually exclusive: a project is only counted once in this table.

2.3.1.4   SCHOOL DATA

Table 2.3.1.4 asks for information on the number of schools and number of *eligible* migrant children who were enrolled in those schools.

In the first column of Table 2.3.1.4, enter the number of <u>schools</u> that enroll *eligible* migrant children during the regular school year. Schools include public schools, alternative schools, and private schools (that serve school-age children, i.e., grades K-12). In the second column, enter the number of *eligible* migrant children who were enrolled in these schools. In the second column, since more than one school in a State may enroll the same migrant child, the count of eligible children enrolled will be duplicated statewide

2.3.1.4. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 698	b. 11661
2. Schools in Which MEP Funds are Combined in SWP	a. 309	b. 5063

2.3.1.5   MEP Project Data

2.3.1.5.1   Type Of MEP Project

Enter 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) <u>and</u> provides services directly to the migrant child. DO NOT include *schoolwide* programs in which MEP were combined in <u>any</u> row of this table.

2.3.1.5.1. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. 664	b. 6888
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 35	b. 285
3. MEP Projects: Summer/Intersession Only	a. 222	b. 1431
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 886	b. 8319

2.3.1.5.2   KEY MEP PERSONNEL

For each school term, enter both the actual number and *full-time-equivalent* number of staff that are paid by the MEP. Report both the actual number and FTE number by job classification. For <u>actual</u> numbers, enter the total number of individuals who were employed in the appropriate job classification, regardless of the percentage of time the person was employed. For the <u>FTE</u> number, define how many full-time days constitute one *FTE* for each term in your state. (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, and one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year .)**Use only the percentage of an FTE paid by the MEP in calculating the total FTE numbers to be reported below for each job classification.**

DO NOT include staff employed in *schoolwide* programs where MEP funds are combined with those of other programs.

2.3.1.5.2. KEY MEP PERSONNEL	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR 1 FTE = __180__ Days (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION 1 FTE = __40__ Days (d)
1. State Director	1	1	1	1
2. Teachers	38	25	125	46
3. Counselors	3	2	3	1
4. All Paraprofessionals	54	39	62	29
5. "Qualified" Paraprofessionals	39	30	57	23
6. Recruiters	51	41	48	33
7. Records Transfer Staff	35	21	28	17

These are counts of actual people.

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)

2.4.1   General Data Reporting Form - Subpart 1

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 1, N or D Education Program for school year 2004-2005, defined as July 1, 2004, through June 30, 2005.

General Instructions for Title I, Part D, Subpart 1 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 1 funding during the reporting year.

For items that request information on the **number of students**, report **only** on, neglected or delinquent students who received Title I, Part D, Subpart 1 services during the reporting year.

Instructions: State Agency Title I, Part D, Facilities and Students

Include the aggregate number of facilities/programs and/or students for all State Agencies that received Title I, Part D, Subpart 1 funds.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 1 funding. Indicate the total number of facilities/programs by type, including neglected programs, detention facilities, juvenile correction facilities, and adult correction centers.

In the second column, indicate the <u>duplicated</u> number of neglected or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students *more than o*nce if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program more than once during the reporting year.

In the fourth column, indicate the <u>unduplicated</u> number of students who were admitted to each type of facility/program. 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.

Note: Throughout Table I, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 3. If a facility was multipurpose, but received Title I, Part D, Subpart 1 funds for only one area, count it only once.

2.4.1.1   State Agency Title I, Part D, Facilities

Facility/Program type	Number of facilities/ programs	Number of N or D students (Duplicated)	Average length of stay (days)	Number of N or D students (Unduplicated)
1. Neglected Programs	0	0	0	0
2. Delinquent (Total)	19	17634	NA	8256
2.1. Juvenile Detention	9	8817	11	6999
2.2. Juvenile Corrections	5	7882	386	465
2.3. Adult Corrections	5	935	91	792
3. Number of facilities that served more than one purpose: __5__				

2.4.1.2   Student Demographics

Report demographic data on neglected or delinquent students who were served under Title I, Part D, Subpart 1. Report the number of students by race/ethnicity, gender, and age.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction
All Students	0	0	395	792
Race/ethnicity				
American Indian or Native Alaskan	0	0	4	36
Asian or Pacific Islander	0	0	5	8
Black, non-Hispanic	0	0	304	598
Hispanic	0	0	7	36
White, non-Hispanic	0	0	75	114
Gender				
Male	0	0	335	706
Female	0	0	60	86
Age				
5-10 years old	0	0	0	0
11-15 years old	0	0	141	0
16-18 years old	0	0	254	145
19 years and older	0	0	0	647

Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent <u>unduplicated counts</u> of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table items 1-3, report the number of neglected programs, juvenile corrections and detention facilities, and adult correction facilities that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or Adult Corrections).

2.4.1.3 Academic/Vocational Outcomes

1. Facility Academic Offerings	**Number of Facilities/Programs**		
	Number of Neglected Programs (a)	Number of Juvenile Corrections and/or Detention Facilities (b)	Number of Adult Corrections Facilities (c)
1. Awarded high school course credit(s)	0	5	0
2. Awarded high school diploma(s)	0	1	0
3. Awarded GED(s)	0	5	5
2. Academic & Vocational Outcomes	**Number of Students**		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in Adult Corrections
1. Academic			
While in the facility, the number of students who...			
1. Earned high school course credits	0	65	0
2. Were enrolled in a GED program	0	56	749
While in the facility or within 30 calendar days after exit, the number of students who...			
3. Enrolled in their local district school	0	0	3
4. Earned a GED	0	21	75
5. Obtained high school diploma	0	1	0
6. Were accepted into post-secondary education	0	0	1
7. Enrolled in post-secondary education	0	0	1
2. Vocational			
While in the facility, the number of students who...			
1. Enrolled in elective job training courses/programs	0	243	143
While in the facility or within 30 calendar days after exit, the number of students who...			
2. Enrolled in external job training education	0	4	5
3. Obtained employment	0	13	274

Instructions: Academic Performance Tables

Report the number of <u>long-term</u> Title I, Part D, Subpart 1 students in neglected programs, juvenile corrections/detention, or adult corrections who participated in pre- and post-testing in reading and math. <u>Long-term</u> refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004 , to June 30, 2005

The reported numbers should represent <u>unduplicated counts</u> of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs **(N)**, students in juvenile corrections or detention **(JC)**, and students in adult corrections **(AC)**. As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for <u>both</u> the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more the one of these change categories

2.4.1.4   Academic Performance in Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90-179 consecutive calendar days			In placement for 180-270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	0	152	237	0	45	171	0	68	77
2. # students from row 1 who tested below grade level upon entry.	0	152	237	0	45	171	0	68	77
3. # students from row 1 who took both the pre- and post-test reading exams	0	114	100	0	45	154	0	68	76
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams	0	14	16	0	5	5	0	1	8
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams	0	2	6	0	4	7	0	7	3
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams	0	25	6	0	12	11	0	20	5
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams	0	20	10	0	9	9	0	18	6
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams	0	53	58	0	22	121	0	25	48

2.4.1.5 Academic Performance in Math

| Performance Data (Based on most recent pre/post-test data) | Number of long-term students | | | | | | | | |
| | In placement for 90-179 consecutive calendar days | | | In placement for 180-270 consecutive calendar days | | | In placement for more than 270 consecutive calendar days | | |
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	0	0	0	0	0	0	0	0	0
2. # students from row 1 who tested below grade level upon entry.	0	0	0	0	0	0	0	0	0
3. # students from row 1 who took both the pre- and post-test math exams	0	0	0	0	0	0	0	0	0
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams	0	0	0	0	0	0	0	0	0
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams	0	0	0	0	0	0	0	0	0
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams	0	0	0	0	0	0	0	0	0
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams	0	0	0	0	0	0	0	0	0
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams	0	0	0	0	0	0	0	0	0

End Subpart 1 Reporting Form

2.4.2   General Data Reporting Form - Subpart 2

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 2, N or D Education Program for school year 2004-2005, **defined as July 1, 2004, through June 30, 2005.**

General Instructions For Title I, Part D, Subpart 2 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 2 funding during the reporting year.

For items that request information on the **number of students**, report **only** on at-risk, neglected or delinquent students who received Title I, Part D, Subpart 2 services during the reporting year.

At-risk students are reported only in the facility/program and demographic counts. They are **not** reported in the outcome or academic performance tables.

Instructions: Local Education Agency Title I, Part D, Facilities And Students

Include the aggregate number of facilities/programs and/or students for all Local Education Agencies that received Title I, Part D, Subpart 2 funds.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 2 funding. Indicate the total number of facilities/programs by type, including at-risk programs, neglected programs, detention facilities, and juvenile correction facilities.

In the second column, indicate the underlined duplicated number of at-risk, neglected, or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students more than once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program *more than once* during the reporting year.

In the fourth column, indicate the underlined unduplicated number of students who were admitted to each type of facility/program. 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.

Note: Throughout this table, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 4. If a facility was multipurpose, but received Title I, Part D, Subpart 2 funds for only one area, count it only once.

2.4.2.1   Local Education Agency Title I, Part D, Facilities and Students

Facility/Program type	Number of facilities/ programs	Number of at-risk or N or D Students (Duplicated)	Average length of stay (days)	Number of at-risk or N or D students (Unduplicated)
1. At-Risk Programs	0	0	NA	0
2. Neglected Programs	27	1622	136	1569
3. Delinquent (Total)	15	1051	NA	1051
4. Juvenile Detention	2	1097	56	741
5. Juvenile Corrections	2	292	150	288
6. Number of facilities that served more than one purpose: __0__				

Instructions: Student Demographics

Report demographic data on at-risk, neglected or delinquent students who were served under Title I, Part D, Subpart 2. Report the number of students by race/ethnicity, gender, and age.

2.4.2.2   STUDENT DEMOGRAPHICS

	Number in at-risk programs	Number in neglected programs	Number in juvenile detention	Number in juvenile correction
All Students	0	1701	1792	288
Race/ethnicity				
American Indian or Native Alaskan	0	49	12	0
Asian or Pacific Islander	0	17	30	1
Black, non-Hispanic	0	510	799	278
Hispanic	0	38	73	1
White, non-Hispanic	0	1087	883	8
Gender				
Male	0	839	1381	221
Female	0	862	411	67
Age				
5-10 years old	0	205	17	0
11-15 years old	0	984	1341	78
16-18 years old	0	494	434	200
19 years and older	0	18	0	10

Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent <u>unduplicated counts</u> of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table, items 1-3, report the number of neglected programs, and juvenile corrections and detention facilities that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year.

For Section 2.1 of this table, items 1 and 2, enter the number of students who attained the following academic outcomes *during their time in the facility/program*: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.1 of this table, items 3-7, enter the number of students who attained the following academic outcomes *while in a facility/program OR within 30 days after exit*: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, item 1, enter the number of students who attained the following vocational outcome *during their time in a facility/program*: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

For Section 2.2 of this table, items 2 and 3, enter the number of students who attained the following vocational outcomes *while in a facility/program OR within 30 days after exit*: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected Programs or Juvenile Corrections and/or Detention).

2.4.2.3 **Academic/Vocational Outcomes**

1. Facility Academic Offerings	**Number of Facilities**	
	Number of Neglected Programs	**Number of Juvenile Corrections and/or Detention Facilities**
1. Awarded high school course credit(s)	10	8
2. Awarded high school diploma(s)	2	7
3. Awarded GED(s)	2	0
2. Academic & Vocational Outcomes	**Number of Students**	
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention
1. Academic		
While in the facility, the number of students who...		
1. Earned high school course credits	616	620
2. Were enrolled in a GED program	19	26
While in the facility or within 30 calendar days after exit, the number of students who...		
3. Enrolled in their local district school	993	866
4. Earned a GED	16	31
5. Obtained high school diploma	24	7
6. Were accepted into post-secondary education	24	4
7. Enrolled in post-secondary education	22	6
2. Vocational		
While in the facility, the number of students who...		
1. Enrolled in elective job training courses/programs	43	70
While in the facility or within 30 calendar days after exit, the number of students who...		
2. Enrolled in external job training education	22	20
3. Obtained employment	76	52

Instructions: Academic Performance Tables

Report the number of <u>long-term</u> Title I, Part D, Subpart 2 students in neglected programs or juvenile corrections/detention who participated in pre- and post-testing in reading and math. <u>Long-term</u> refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004, to June 30, 2005.

The reported numbers should represent <u>unduplicated counts</u> of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs **(N)** and students in juvenile corrections or detention **(JC)**. As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

For item 3, enter the number of students reported in item 1 who have data available for <u>both</u> the pre and the post test exams.

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more the one of these change categories.

2.4.2.4   Academic Performance In Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	407	47	276	68	286	346
2. # students from row 1 who tested below grade level upon entry.	134	125	89	44	82	250
3. # students from row 1 who took both the pre- and post-test reading exams	95	6	60	34	129	305
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams	3	0	5	7	15	49
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams	26	2	12	2	38	10
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams	31	1	19	7	17	52
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams	15	2	11	6	42	49
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams	7	1	13	12	27	145

2.4.2.5   Academic Performance In Math

Performance Data (Based on most recent pre/post-test data)	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	427	47	257	68	286	346
2. # students from row 1 who tested below grade level upon entry.	149	125	80	49	95	269
3. # students from row 1 who took both the pre- and post-test math exams	101	6	63	34	123	305
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams	3	1	5	10	15	57
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams	20	3	11	3	33	10
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams	21	0	14	4	17	58
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams	23	1	14	4	41	54
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams	21	1	13	19	32	126

END Subpart 2 Reporting Form

2.5   COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)

2.5.1   Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2004-2005 school year. __33.0__

2.5.2   Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2004-2005 school year. __36.0__

2.5.3   How many schools in the State have or have been awarded a CSR grant since 1998? __172__

2.5.1 Schools were operating in two CSR cohorts (3 and 4) during the 2004-05 year. Cohort 3 schools were ending the third year of their CSR grant initiatives. 17 of those 49 (35%) met AYP standards in reading/language arts. Cohort 4 schools were completing the second year of their initiatives. Four of these 15 (27%) met AYP standards in reading/language arts. 2.5.2 18 of 49 in Cohort 3 (37%) and 5 of 15 in Cohort 4 (33%) 2.5.3 (Cohort 5 funded in 2005-2006).

2.6   ENHANCING EDUCATION THROUGH TECHNOLOGY (TITLE II, PART D)

Funding Year: FY 2003
School Years: 2003-2004 AND 2004-2005

2.6.1   FY 2003 Program Information

State (Approved) Technology Plan (YES/NO)	Yes _X_ No __ (circle one)
Year last updated:	__2004__ (year)
Date of State Approval:	__11/04/04__ MM/DD/YY
Web Site Location/URL: http://tps.dpi.state.nc.us/TechPlan0509/TECHPL% 7E3.DOC.pdf	

State Program Goals, Objectives and Performance Indicators

Using the format of the table below, describe the State's progress in meeting its EETT performance indicators based on data sources that the State established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement, as submitted in the Consolidated State Application. Indicate which of the three or combination of the three Title II, Part D goals relates to your State goals.

Title II, Part D -- Enhanced Education Through Technology Goals:

1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.
2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Provide results for each indicator, as well as an assessment and explanation of progress. For targets with no set targets, provide a descriptive assessment of progress. Please indicate where data are not yet available.

For the purpose of completing the table below, please explain how your State defines the following:

2.6.2.1.1   Curriculum Integration

Curriculum integration is teaching in which technology is integrated into all other subject areas.

2.6.2.1.2   Technology literacy

Technology literacy is the ability to use appropriate technology responsibly to communicate; solve problems; and access, manage, integrate, evaluate, and create information to improve learning in all subject areas; and to acquire lifelong knowledge and skills for the 21st century.

2.6.2.2 Goals, Objectives, Targets

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	1. High Student Performance
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1,2
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Rigorous and relevant academic standards and assessment systems [will be provided] for every student.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	All areas of the North Carolina Standard Course of Study will incorporate strategies for technology integration. Teachers, administrators, and support personnel will have access to technology to assess and individualize student instruction.
Target *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA***	There is no evidence of technology integration in other courses of study. ABCTools will be available to 100% of the schools to produce accountability reports. These reports are used for the ABCs results and No Child Left Behind Results. The student information system, NCWISE is being developed.
Target *Indicate status of data in 2003-04 school year*	The following curriculum areas are revised: Math, Social Studies and Science. There is evidence of technology integration in the new Science and Social Studies Curriculum. ABCTools are available to 100% of the schools to produce accountability reports. These reports are used for the ABCs results and No Child Left Behind Results. The student information system, NCWISE is being piloted in 6 LEAs.
Target *Indicate status of data in 2004-05 school year.*	The following new courses of study reflect technology integration: English Language Arts, Information Skills, Second Languages ABCTools are available to 100% of the schools to produce accountability reports. These reports are used for the ABCs results and No Child Left Behind Results. The student information system, NCWISE was implemented in at least 40% of the LEAs.
Target *Target for 2005-06 school year*	The following new courses of study will reflect technology integration: Arts Education, Healthful Living ABCTools will be available to 100% of the schools to produce accountability reports. These reports are used for the ABCs results and No Child Left Behind Results. The student information system, NCWISE will be implemented in at least 85% of the LEAs.
Target *Target for 2006-07 school year.*	At this time, there are no standard courses of study scheduled for revisions. ABCTools will be available to 100% of the schools to produce accountability reports. These reports are used for the ABCs results and No Child Left Behind Results. The student information system, NCWISE will be implemented in at least 95% of the LEAs.
Target *Target for 2007-08 school*	At this time, there are no standard courses of study scheduled for revisions. At this time, there are no standard courses of study scheduled for revisions. ABCTools will be available to 100% of the schools to produce accountability reports. These reports are used for the ABCs results and No Child Left Behind Results. The student information system, NCWISE will be implemented in at least 100% of the LEAs.
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	Progress made NCWISE has been put on hold in NC until later in 2006.
Measurement tool(s) used to assess progress of indicators.	NC Standard Course of Studies NCWISE Implementation

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	1. High Student Performance
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1,2
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Every student masters essential knowledge and skills.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Ninety percent of North Carolina students will pass the eighth grade computer skills test. Media centers and technology labs will have flexibly accessed schedules. All students will have equitable access to educational opportunities and resources 24/7.
Target *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA***	80.4 % of NC 8th graders passed the Computer Skills Test Computer Labs 27.3% Media Centers 38.9% NCWise Owl is available free of charge to students 24/7.
Target *Indicate status of data in 2003-04 school year*	80.8% of NC 8th graders passed the Computer Skills Test. Scores have not been validated at the time of this report. Computer Labs 29.6% Media Centers 40% NCWise Owl is available free of charge to students 24/7.
Target *Indicate status of data in 2004-05 school year.*	80.9 % of NC 8th graders will pass the Computer Skills Test Computer Labs 29.79% Media Centers 40% NCWise Owl is available free of charge to students 24/7.
Target *Target for 2005-06 school year*	85 % of NC 8th graders will pass the Computer Skills Test Computer Labs 33% Media Centers 44% NCWise Owl is available free of charge to students 24/7.
Target *Target for 2006-07 school year.*	88 % of NC 8th graders will pass the Computer Skills Test Computer Labs 35% Media Centers 46% NCWise Owl is available free of charge to students 24/7.
Target *Target for 2007-08 school*	90 % of NC 8th graders will pass the Computer Skills Test Computer Labs 37% Media Centers 48% NCWise Owl is available free of charge to students 24/7.
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	Progress made Progress made Target met
Measurement tool(s) used to assess progress of indicators.	NC 8th Grade Computer Skills Test results AMTR NCWise Owl Website

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	2. Safe, Orderly, and Caring Schools
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Adequate, safe education facilities that support high student performance.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	All classrooms will have telephones.
Target *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA***	Classrooms with Telephones 63.5%
Target *Indicate status of data in 2003-04 school year*	Classrooms with Telephones 66.8%
Target *Indicate status of data in 2004-05 school year.*	Classrooms with Telephones 72%
Target *Target for 2005-06 school year*	Classrooms with Telephones 70%
Target *Target for 2006-07 school year.*	Classrooms with Telephones 72%
Target *Target for 2007-08 school*	Classrooms with Telephones 75%
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	Target exceeded
Measurement tool(s) used to assess progress of indicators.	AMTR

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	3. Quality Teachers, Administrators, and Staff
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	3
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Professional preparation aligned with state priorities.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	All administrators, certified personnel, and non-certified personnel will participate in high-quality technology staff development opportunities.
Target *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA***	All LEAs receiving EETT funds are using 25% of their budget for professional development unless they have been granted a waiver. A waiver is only granted to systems that have had instructional technology facilitators in place for two years.
Target *Indicate status of data in 2003-04 school year*	All LEAs receiving EETT funds are using 25% of their budget for professional development unless they have been granted a waiver. A waiver is only granted to systems that have had instructional technology facilitators in place for two years.
Target *Indicate status of data in 2004-05 school year.*	All LEAs receiving EETT funds are using 25% of their budget for professional development unless they have been granted a waiver. A waiver is only granted to systems that have had instructional technology facilitators in place for two years.
Target *Target for 2005-06 school year*	All LEAs receiving EETT funds are using 25% of their budget for professional development unless they have been granted a waiver. A waiver is only granted to systems that have had instructional technology facilitators in place for two years.
Target *Target for 2006-07 school year.*	All LEAs receiving EETT funds are using 25% of their budget for professional development unless they have been granted a waiver. A waiver is only granted to systems that have had instructional technology facilitators in place for two years.
Target *Target for 2007-08 school*	All LEAs receiving EETT funds are using 25% of their budget for professional development unless they have been granted a waiver. A waiver is only granted to systems that have had instructional technology facilitators in place for two years.
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	Target met
Measurement tool(s) used to assess progress of indicators.	EETT Budget Records

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	4. Strong Family, Community, and Business Support
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	State education priorities responsive to the needs of the family, community, and business customers.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	North Carolina educators will deploy technology-based communications methods to increase and improve communications among students, staff, parents, and members of the community.
Target *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA***	Schools with websites 90.3%
Target *Indicate status of data in 2003-04 school year*	Schools with websites 92.7%
Target *Indicate status of data in 2004-05 school year.*	Schools with websites 95%
Target *Target for 2005-06 school year*	Schools with websites 97%
Target *Target for 2006-07 school year.*	Schools with websites 98%
Target *Target for 2007-08 school*	Schools with websites 100%
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	Target Met
Measurement tool(s) used to assess progress of indicators.	AMTR

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	5. Effective and Efficient Operation
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	A funding system that provides adequate and aligned financial and personnel resources will be available to maximize educational achievement.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	The Total Cost of Ownership model will be used to evaluate and implement budgets.
Target *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA***	All LEAs submitted a TCO based budget
Target *Indicate status of data in 2003-04 school year*	All LEAs submitted a TCO based budget
Target *Indicate status of data in 2004-05 school year.*	All LEAs submitted a TCO based budget
Target *Target for 2005-06 school year*	All LEAs will submit a TCO based budget
Target *Target for 2006-07 school year.*	All LEAs will submit a TCO based budget
Target *Target for 2007-08 school*	All LEAs will submit a TCO based budget
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	Target met
Measurement tool(s) used to assess progress of indicators.	TCO

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	5. Effective and Efficient Operation
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	1
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Components of the education system will be aligned to achieve high performance.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	All students will have access to multimedia computers that support high-quality educational technology. All teachers will have access to a multimedia computer with projection capability. All sites should have WAN connectivity at T-1 (DS-1 or 1.54 Mbps) connection or better, which is suitable for simultaneous instructional, accountability and administrative applications, with connections to the Internet for all sites. Local Education agencies will strive to employ technology support personnel for the proper implementation of their overall technology program. One to two certified instructional technology facilitator (s) will be employed in every school, in addition to a certified media coordinator.
Target *Indicate status of data in 2002-03 school year (SY).* ***BASELINE DATA***	3.647 Students per computer Classrooms with Projection Capabilities 3.43% WAN Connectivity at TI or better 73.95% LEAs with recommended Support Personnel 25.32% Schools with certified TF 16.47%
Target *Indicate status of data in 2003-04 school year*	3.483 Students per computer Classrooms with Projection Capabilities 4.34% WAN Connectivity at TI or better 78.81% LEAs with recommended Support Personnel 25.71% Schools with certified TF 15.83%
Target *Indicate status of data in 2004-05 school year.*	3.327 Students per computer Classrooms with Projection Capabilities 17.22% WAN Connectivity at TI or better 94% LEAs with recommended Support Personnel 26.57% Schools with certified TF 15%
Target *Target for 2005-06 school year*	3.0 Students per computer Classrooms with Projection Capabilities 6% WAN Connectivity at TI or better 90% LEAs with recommended Support Personnel 28% Schools with certified TF 18%
Target *Target for 2006-07 school year.*	2.8 Students per computer Classrooms with Projection Capabilities 7% WAN Connectivity at TI or better 95% LEAs with recommended Support Personnel 29% Schools with certified TF 19%
Target *Target for 2007-08 school*	2.6 Students per computer Classrooms with Projection Capabilities 8% WAN Connectivity at TI or better 100% LEAs with recommended Support Personnel 30% Schools with certified TF 20%
Assessment of Progress *Status of progress on indicator* *(1) Target met* *(2) Target not met*	Target met Target met Target met Target met Target me
Measurement tool(s) used to assess progress of indicators.	AMTR AMTR AMTR AMTR AMTR

If for any reason you have modified or added Goal(s), objectives, indicators, and/or targets since submitting the State Consolidated Application, please indicate in the chart below.

Original Goal(s), objectives, indicators, and/or targets (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Modification or Additions
Page 86-97 Objectives have been added to reflect Objectives in the new 2005-2009 North Carolina Educational Technology Plan	Objectives added: Rigorous and relevant academic standards and assessment systems [will be provided] for every student. Every student masters essential knowledge and skills. Adequate, safe education facilities that support high student performance. Professional preparation aligned with state priorities. State education priorities responsive to the needs of the family, community, and business customers. A funding system that provides adequate and aligned financial and personnel resources will be available to maximize educational achievement. Components of the education system will be aligned to achieve high performance.
Page 86 The following Performance Indicator has been moved from Goal 1 to Goal 5,"One to two certified instructional technology facilitator(s) will be employed in every school, in addition to a certified media coordinator." to reflect the new 2005-2009 North Carolina Educational Technology Plan	Indicator moved from Goal 1 to Goal 5. "One to two certified instructional technology facilitator(s) will be employed in every school, in addition to a certified media coordinator."
Page 86 The following indicator has been deleted from Goal 2, "Each principal and assistant principal will be equipped with PDA's and software to allow the download of a database of students showing address, phone number, emergency information, schedule, discipline record, academic record, etc." The Annual Media and Technology Report tracks the number of PDAs available in an LEA. However, it is not part of this state mandated data collection to track the use of these PDAs.	Deleted the following indicator from Goal 2, "Each principal and assistant principal will be equipped with PDA's and software to allow the download of a database of students showing address, phone number, emergency information, schedule, discipline record, academic record, etc."
Page 87 The following Indicator has been deleted from Goal 3, "All certified personnel will earn 3-5 continuing education units (CEUs) in the area of technology during their licensure renewal cycle." This is no longer a State Board Policy for NC.	Deleted the following Indicator from Goal 3, "All certified personnel will earn 3-5 continuing education units (CEUs) in the area of technology during their licensure renewal cycle."
Page 86 Changed the following indicator in Goal 1: "All North Carolina students will pass the eighth grade computer skills test." to read, "Ninety percent of North Carolina students will pass the eighth grade computer skills test." After reviewing the test scores, it was determined that this is an unrealistic goal by 2008.	Changed indicator in Goal 1 to read, "Ninety percent of North Carolina students will pass the eighth grade computer skills test."

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

2.7.1   Performance Measures

Instructions: In the following chart, please identify:
- Each of your State indicators as submitted in the June 2002 Consolidated State Application;
- The instrument or data source used to measure the indicator;
- The frequency with which the data are collected (annually, semi-annually, biennially) and year of the most recent collection;
- The baseline data and year the baseline was established; and
- Targets for the years in which your State has established targets.

2.7.1 Performance Measures

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
1. Percentage of persistently dangerous schools	(ARSV) Annual Report on School Crime & Violence	Frequency: __Annually - June 30th__ Year of most recent collection: __2004-2005__	2003-2004__0__ 2004-2005__2__ 2005-2006__1__ 2006-2007__0__ 2007-2008__NA__	2003-2004__0__ 2004-2005__0__ Baseline:__0__ Year established: __2002-2003__
2. Number of possession of a controlled substance	(ARSV) Annual Report on School Crime & Violence	Frequency: __Annually - June 30th__ Year of most recent collection: __2004-2005__	2003-2004__3219__ 2004-2005__3155__ 2005-2006__3092__ 2006-2007__3030__ 2007-2008__0__	2003-2004__3848__ 2004-2005__3991__ Baseline:__3285__ Year established: __2002-03__
3. Number of assault on school personnel	(ARSV) Annual Report on School Crime & Violence	Frequency: __Annually - June 30th__ Year of most recent collection: __2004-2005__	2003-2004__873__ 2004-2005__856__ 2005-2006__839__ 2006-2007__822__ 2007-2008__0__	2003-2004__834__ 2004-2005__848__ Baseline:__891__ Year established: __2002-03__
4. Number of possession of a weapon	(ARSV) Annual Report on School Crime & Violence	Frequency: __Annually - June 30th__ Year of most recent collection: __2004-2005__	2003-2004__111__ 2004-2005__109__ 2005-2006__107__ 2006-2007__105__ 2007-2008__0__	2003-2004__116__ 2004-2005__130__ Baseline:__113__ Year established: __2002-03__

2.7.2   Suspension and Expulsion Data

Instructions: In the following charts, indicate the number of out-of-school suspensions and expulsions for elementary, middle, and high school students for each of the underlined incidents.

Please also provide the State's definition of an elementary, middle, and high school, as well as the State's definition of each of the incidents underlined below.

(If your State does not collect data in the same format as requested by this form, the State may provide data from a similar question, provided the State includes a footnote explaining the differences between the data requested and the data the State is able to supply.)

School Type	State Definition
Elementary School	PK-5Grade
Middle School	6-8 Grade
High School	9-12 Grade

2.7.2.2   The number of out-of-school suspensions and expulsions for physical fighting.

State definition of physical fighting: Assault resulting in serious injury, assault with weapon, assault on school personnel.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	247	55
Middle	300	50
High School	404	60

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	0	0
High School	4	4

2.7.2.3   The number of out-of-school suspensions and expulsions for weapons possession

State definition of <u>weapons</u>:   <u>Possession of firearm or powerful explosive; possession of a weapon (excluding firerms and explosives). </u>

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	690	81
Middle	1091	85
High School	1479	102

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	0	0
High School	12	8

2.7.2.4   The number of alcohol-related out-of-school suspensions and expulsions.

State definition of <u>alcohol-related</u>:   <u>Possession of alcoholic beverage. </u>

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	21	10
Middle	158	48
High School	581	80

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	1	1
Middle	0	0
High School	1	1

2.7.2.5   The number of illicit drug-related out-of-school suspensions and expulsions.

State definition of illicit-drug related: Controlled substance in violation of law.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	105	27
Middle	752	81
High School	2597	105

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	1	1
Middle	2	1
High School	29	5

2.7.3   Parent Involvement

Instructions: Section 4116 of ESEA requires that each State provide information pertaining to the State's efforts to inform parents of and include parents in drug and violence prevention efforts. Please describe your State's efforts to include parents in these activities.

1. Information disbursed through Parent-Advisory Councils on the school level. Other activities include:
   Counselors meeting with parents
   Parents as members of the School Improvement and Safe Schools Planning Committees
   Parent forums to discuss drug-use prevention and anti-violence
   Public Service announcements with gang awareness/violence prevention themes
    Parents are members of the School Health Advisory Committees.

2. The North Carolina Department of Public Instruction believes that Character Education is a
   key component in the mission to maintain safe, orderly, and caring learning environments for
   all of our students. Safe, orderly, and caring learning environments are maintained in part
   through on-going efforts toward drug and violence prevention, and having parent support for
   these efforts. Schools work to keep parents involved in Character Education initiatives that
   support drug and violence prevention in the following ways:
   - web links
   - parent workshops
   - program invitations to parents
   - PTA/PTO
   - Newsletters

3. The 21st Century Community Learning Center (CCLC) grantees must submit a plan to
   promote parent and family involvement of students participating in the 21st CCLC program.
   They are required to provide documentation such as policies, parent contracts,
   advertisements/publicity, communication plans, and other outreach strategies to enlist
   parent and family involvement. In addition, a plan outlining activities that focus on literacy
   and other services to benefit families is required.

4. Community Service Programs provide opportunities for students who have been long-term
   suspended and expelled from school to serve their communities. The Community Service Program involves student and parent
   involvement in programs and activities that include youth development activities, drug and violence prevention programs,
   counseling programs, recreation programs, technical education programs, and character education programs.

2.8   INNOVATIVE PROGRAMS(TITLE V, PART A)

2.8.1   Please describe **major** results to date of State-level Title V, Part A funded activities to improve student achievement and the quality of education for students. Please use quantitative data if available (e.g., increases in the number of highly qualified teachers).

Title V, Part A funds dedicated to increase student achievement and the quality of education for students have contributed to producing the following results. All students in grades 3-8 in the state scored at 84.3% proficient in reading (target goal was 68.9%) and 88.5% proficient in math (target goal was 74.6%) for 2004. Students in grade 10 scored 65.6% proficient in reading (target goal was 52%) and 71.1% in math (target goal was 54.9%). AYP was met in all these areas. Also the graduation rate of 95.7% met the target goal of at least 0.1% improvement.

The number of fully licensed teachers in North Carolina was 88.8% of the total number of classroom teachers in 2004-05. The percent of classes taught by "highly qualified" teachers increased from 85% in 2003-2004 to 87.4% in 2004-2005.

2.8.2 The table below requests data on student achievement outcomes of **Title V, Part A - funded** LEAs that use **20**% or more of Title V, Part A funds and funds transferred from other programs for **strategic priorities including**: **(1)** student achievement in reading and math, **(2)** teacher quality, **(3)** safe and drug free schools, **(4)** access for all students. Complete the table below using aggregated data from all LEA evaluations of school year 2004-2005 activities funded in whole or in part from Title V, Part A - Innovative Programs funds.

Priority Activity/Area [1]	Number of LEAs that used **20**% or more Title V, Part A, including funds transferred into Title V, Part A (see Note) for:	Number of these LEAs that met AYP	Total Number of Students Served
Area 1: **Student Achievement in Reading and Math**	28	9	550211
Area 2: **Teacher Quality**	19	5	38863
Area 3: **Safe and Drug Free Schools**	5	7	12321
Area 4: **Increase Access for all Students**	29	11	54275
Note: Funds from REAP and Local Flex (Section 6152) that are used for Title V, Part A purposes and funds transferred into Title V, Part A under the transferability option under section 6132(b).			

2.8.3 Indicate the number of Title V, Part A funded LEAs that did not use, in school year 2004-2005, 20% or more of Title V, Part A funds including funds transferred from other programs into Title V, Part A, for any of the priority activities/areas listed in the table under B above.   79

2.8.4 Indicate the number of LEAs shown in B.1 that met AYP in school year 2004-2005.   41

2.8.5 Indicate the percentage of Title V funds, including funds transferred from other programs into Title V that LEAs used for the four strategic priorities.   32.0

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[1] In completing this table, States should include activities described in Section 5131 of the ESEA as follows: Area 1 (activities 3, 9,12,16,19,20,22,26,27), Area 2 (activity 1,2), Area 3 (activity 14,25), Area 4 (activities 4,5,7,8,15,17)

2.8.6 Indicate the percentage of LEAs that completed needs assessments that the State determined to be meaningful and credible.   100.0

2.8.7 Describe how decisions were made regarding the local uses of funds.

LEAs, charters and State-operated agencies consult annually with parents, teachers, administrators, private schools and any other appropriate groups regarding the allocation of funds, the planning of the program, the design and implementation of the Title V funds. LEAs, charters and State-operated agencies are asked to keep on file the individuals/groups consulted and the consultation methods used. Decisions are based on locally identified needs from a comprehensive needs assessment and the objectives of the program are geared toward those needs.

2.9   RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B)

2.9.1   Small Rural School Achievement Program (Title VI, Part B, Subpart 1)

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2004-2005 school year.   __23__

2.9.2   Rural and Low-Income School Program (Title VI, Part B, Subpart 2)

2.9.2.1   LEAs that receive Rural and Low-Income School (RLIS) Program grants may use these funds for any of the purposes listed in the following table. Please indicate in the table the total number of eligible LEAs that used funds for each of the listed purposes during the 2004-2005 school year.

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	14
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	23
Educational technology, including software and hardware as described in Title II, Part D	15
Parental involvement activities	8
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	10
Activities authorized under Title I, Part A	7
Activities authorized under Title III (Language instruction for LEP and immigrant students)	2

2.9.2.2   Describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income
Schools Program as described in its June 2002 Consolidated State application. Provide quantitative data where
available.

Among the 33 LEAs receiving RLIS, 15 of them increased performance in reading, as measured
by the percent of students who were proficient on end of grade reading assessments. In the 2002
Consolidated Application, the goal was to increase the percentage performing at or grade level on
state assessments by 5%. While 45% of the LEAs increased the percentage proficient in reading,
none increased by 5%. Only five of the 33 LEAs (15%) increased student performance in
mathematics, as measured by the end of grade assessments.

Another goal was to increase the participating LEAs by 5%. There were 33 traditional LEAs
participating in SRSA and RLIS in 2004-05; this was a 3.2% increase over the number
participating in 2003-04. If charter schools are included, the increase was 4.4%, as three charter
schools were participating as well.

The 2002 Consolidated Application set a goal of increasing by 10% the number of students
having access to technology. Using the State NCLB Report Card, data indicate that there was a
79% decrease in the number of students per computer connected to the internet in classrooms in
the 33 LEAs that were receiving RLIS funding.

Another goal of the Consolidated Application in 2002 was to increase the percent of students
graduating from high school by 5%. Twenty-four of the 33 LEAs (73%) increased their graduation
rate, however none of the LEAs increased the graduation rate by 5%. North Carolina's method of
calculating the graduation rate is a simple ratio denoting the number of students who graduated in
four years compared to all graduates. This method results in very high percentages reported as
graduation rates and an increase of 5% in many cases results in rates greater than 100%. The
method of calculating the ratehas changed to calculate a cohort rate, but results will not be
reported until 2006-07.

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 the 2004-2005 school year?   Yes

2.10.2   Local Educational Agency Transferability of Funds

2.10.2.1   Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2004-2005 school year.   4

2.10.2.2   In the charts below, please indicate below the total number of LEAs that transferred funds TO and FROM each eligible program and the total amount of funds transferred TO and FROM each eligible program.

Program	Total Number of LEAs transferring funds TO eligible program	Total amount of funds transferred TO eligible program
Improving Teacher Quality State Grants (section 2121)	0	0
Educational Technology State Grants (section 2412(a)(2)(A))	2	222416
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	0	0
State Grants for Innovative Programs (section 5112(a))	2	22000
Title I, Part A, Improving Basic Programs Operated by LEAs	0	0

Program	Total Number of LEAs transferring funds FROM eligible program	Total amount of funds transferred FROM eligible program
Improving Teacher Quality State Grants (section 2121)	3	238611
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))	1	5805

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

2.11   21ST CENTURY COMMUNITY LEARNING CENTERS(TITLE IV, PART B)

Performance data needed for this program will be available from another source. The Department will implement a national evaluation and data reporting system to provide essential data needed to measure program performance. States will be notified and are requested to participate in these activities once they are implemented.