

**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 2005-2006**



**PART I DUE DECEMBER 1, 2006**  
**PART II DUE FEBRUARY 1, 2007**

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

## INTRODUCTION

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

The Consolidated State Application and Report includes the following ESEA programs:

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

In addition to the programs cited above, the Title X, Part C - *Education for Homeless Children and Youths* program data will be incorporated in the CSPR for 2005-2006.

The NCLB Consolidated State Performance Report for the 2005-2006 school year consists of two information collections. Part I of this report is due to the Department by December 1, 2006 . Part II is due to the Department by February 1, 2007.

## **PART I**

Part I of the Consolidated State Report, which States must submit to the Department by **December 1, 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:

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

## **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 2005-2006 school year. Part II of the Consolidated State Performance Report is due to the Department by **February 1, 2007**. The information requested in Part II of the Consolidated State Performance Report for the 2005-2006 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 2005-2006 school year and beyond.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2005-2006 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **December 1, 2007**. Part II of the Report is due to the Department by **February 1, 2007**. Both Part I and Part II should reflect data from the 2005-2006 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 "2005-06 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 2005-2006 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

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



**CONSOLIDATED STATE PERFORMANCE REPORT: PART II**

For reporting on  
**School Year 2005-2006**



**PART II DUE FEBRUARY 1, 2007**

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

<b>2.1.1 Student Achievement and High-Poverty Schools</b>	
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 <b>reading/language arts</b> as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	722
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 <b>mathematics</b> as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	1208
<b>Comments:</b>	

<b>2.1.2 Title I, Part A Schools by Type of Program</b>	
For the 2005-2006 school year, please provide the following:	
2.1.2.1 Total Number of Title I schools in the State	1165
2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State	222
2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State	943
<b>Comments: C</b>	

### 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 2005-2006 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.

<b>2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2005-2006 School Year</b>	
	Number of Students Served
Students with Disabilities	65036
Limited English Proficient	44032
Homeless	6581
Migrant	4642
<b>Comments:</b> The homeless data are reported to us by LEA Title I Directors, and we are aware that there is a 10% difference from the previous year. The migrant data reflects fewer migrant students due to reinterviews and fewer migrant programs.	

<b>2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2005-2006 School Year</b>	
	Number of Students Served
American Indian/Alaskan Native	13054
Asian/Pacific Islander	6567
Black, non-Hispanic	156400
Hispanic	59798
White, non-Hispanic	188576
<b>Comments:</b> There were 17358 students reported as "Other" ethnicity.	

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 2005-2006 school year.

<b>Student Participation in Title I, Part A by Grade Level 2005-2006 School Year</b>						
	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>	<b>Percent of Total</b>
<b>Age 0 to 2</b>	26	1061	0	0	1087	0.24
<b>Age 3 to 5</b>	1276	19070	0	0	20346	4.58
<b>K</b>	3178	59482	30	6	62696	14.13
<b>1</b>	5010	50448	45	19	63522	14.31
<b>2</b>	3653	55624	32	13	59322	13.37
<b>3</b>	3874	55081	14	27	58996	13.29
<b>4</b>	2374	53045	15	23	55457	12.49
<b>5</b>	2028	48600	13	37	50678	11.42
<b>6</b>	641	23318	11	83	24053	5.42
<b>7</b>	690	21051	7	138	21886	4.93
<b>8</b>	433	19952	13	195	20593	4.64
<b>9</b>	119	1412	0	258	1789	0.40
<b>10</b>	87	1185	0	138	1410	0.32
<b>11</b>	41	946	0	67	1054	0.24
<b>12</b>	39	876	0	31	946	0.21
<b>Ungraded</b>	0	0	0	15	15	0.00
<b>TOTALS</b>	23469	419151	180	1050	443850	100.00
<b>Comments:</b>						

**2.1.3.3 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services - 2005-2006 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 2005-2006 school year.

<b>Instructional Services</b>	
	Number of Students Served
Mathematics	3389
Reading/Language Arts	21408
Science	105
Social Studies	92
Vocational/Career	11
Other (specify)	1148
<b>Support Services</b>	
Health, Dental, and Eye Care	342
Supporting Guidance/Advocacy	385
Other (specify)	161

**Comments:** These data are reported by LEA Title I Directors. Preschool and resource were reported as "Other" instructional services.

**2.1.4 Staff Information for Title I, Part A Targeted Assistance Programs - 2005-2006 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 2005-2006 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.

	<b>Number of Title I Targeted Assistance Program FTE Staff</b>
Administrators (non-clerical)	70
Instructional Support Paraprofessionals	476
Non-Instructional Support Paraprofessionals	19
Teachers	1120
Support Staff (clerical and non-clerical)	201
Other (specify)	38

**Comments:** We are aware of the discrepancies with the previous year's data. It is possible that both schoolwide and targeted assistance data are submitted in the previous year.

**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 2005-2006 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	22
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**Comments:**

**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	570
2. Total number of adults participating ("Adults" includes teen parents.)	576
3. Total number of adults participating who are limited English proficient	348
4. Total number of children participating	713

**Comments:** comments

**2.2.1.3 Characteristics of newly enrolled families at the time of enrollment**

(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	350
2. Number of newly enrolled adult participants	356
3. Percent of newly enrolled families at or below the Federal poverty level	89.00
4. Percent of newly enrolled adult participants without a high school diploma or GED	89.00
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	57.00

**Comments:** comments

**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	10.00
2. From 4 to 6 months	22.00
3. From 7 to 12 months	40.00
4. More than 12 months	28.00

**Comments:** We are contacting the EVEN START data manager to correct the errors in cells indicated in earlier error messages.

## 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 indicators 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.

### Instructions:

Indicators 1 and 2: The definition of significant learning gains for adult education is determined by each state. Use the definition determined by your state's adult education program in conjunction with the Department of Education's Office of Adult and Vocational Education (OVAE).

Indicators 3 and 4: School-age adults are defined as any parent attending elementary or secondary school. This term also includes those parents within the State's compulsory attendance range who are being served in an alternative school setting such as directly through the Even Start program. For the "Cohort", please include only those adult participants who had a goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by state, so you should include only those adult participants for whom a GED or high school diploma is a possibility.

Indicator 5: A standard score increase of 4 or more points between pre- and post-test is considered to be a significant learning gain. For the "Cohort", please describe the number of age-eligible children who took both a pre-test and post-test with at least six months of services in between. In the "Explanation" box please note the number of students exempted from participation due to severe disability or inability to understand the directions in English.

Indicator 6: In the "Result" box for this indicator, please describe the average score for the children in your state who participated in this assessment. Do not describe the number of participants who met the achievement goal. The "Cohort" is the total number of students who participated in the assessment.

Indicator 7: The source of data for this indicator is usually determined by the state, and in some cases by school district. Please indicate the source of the data you provide.

Indicator 8: While most states are using the PEP, other assessments of parenting education are acceptable. Please provide non-PEP data in the "Explanation of Progress" column.

<b>2.2.2 Federal Even Start Performance Indicators</b>				
<b>Indicator</b>	<b>Measure</b> <i>Measurement tool used to assess progress for indicator</i>	<b>Cohort</b> <i>Number of participants to whom the indicator applies</i>	<b>Result</b> <i>Number of participants who met the achievement goal</i>	<b>Explanation of Progress</b>
1. Percentage of adults showing significant learning gains on measures of reading	TABE:	TABE:	TABE:	N/A
	CASAS: XX	CASAS: 244	CASAS: 114	47% of adults showed significant learning gains as measured by reading scores on 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 National Reporting System for Adult Education)
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE:	TABE:	TABE:	54% of LEP adults showed significant learning gains as measured by reading and/or listening scores on the CASAS.
	CASAS: XX CASAS Reading	CASAS: 175	CASAS: 95	("Significant learning gains" is identified as those LEP adults, enrolled one or more months, who completed at least one educational functioning level (as defined by the National Reporting System for Adult Education). Not applicable.
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	
4. Percentage of non- school age adults who earn a high school diploma or GED		65	51	79% of non-school age adults who had a goal of earning a GED and who exited the adult education component received a GED.
	*Please indicate diploma or GED GED	*Please indicate diploma or GED GED	*Please indicate diploma or GED 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: 148	Peabody Picture Vocabulary Test (PPVT) receptive: 122	82% of children entering kindergarten are achieving significant language development gains as measured by the PPVT-III.
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: XX	PAL Pre-K Upper Case Letter Naming Subtask: 134.00	PAL Pre-K Upper Case Letter Naming Subtask: 14.80 *Please indicate average score, not number of participants.	14.8 was the weighted average upper case score on post assessment.

7. Percentage of school-aged children who are reading on grade level	Please indicate source. K-2 Literacy Assessment and North Carolina End-of-Grade Tests.	Please indicate source. 120	Please indicate source. 102	85% of school-aged children were reading on grade level as measured by their K-2 Literacy Assessment scores or North Carolina's End-of-Grade test scores.
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 Scales II and III	Parent Education Profile (PEP) 333	Parent Education Profile (PEP) 278	84% of parents showed improvement on measures of parental support for children as measured by the PEP scales II and III.
<b>Comments:</b>				

**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 2005-2006.
2. Instructions for each table are provided just before the table.

**Table 2.3.1.1 Population Data**

Instructions: Table 2.3.1.1 (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 2005-2006 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.

<b>2.3.1.1 Population Data</b>																										
	Ages		Ages	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total							
	0-2	3-5																								
<b>1. ELIGIBLE MIGRANT CHILDREN</b>																										
1. All Migrant Children Eligible for the MEP	278	653		414	584	571	498	414	394	343	351	314	345				237	125	91	28	2718	8358				
<b>2. PRIORITY FOR SERVICES</b>																										
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		0		135	127																0	907				
<b>3. LIMITED ENGLISH PROFICIENT (LEP)</b>																										
1. Migrant Children who are LEP		36		363	472	384	324	287	266	248	239	222	228				150	81	42	15	26	3385				
<b>4. CHILDREN ENROLLED IN SPECIAL EDUCATION</b>																										
1. Migrant Children Enrolled in Special Education	0	0		6	3	6	10	6	3	8	7	2	4	1	2	0	0				0	58				
<b>5. MOBILITY</b>																										
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	172	242		120	116																	1507	2833			
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	81	194		109	159	110	110						100				46	19	11	9		712	2088			
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	25	132		123	164	186	141	111	125								98	86	97	92	78	47	29	7	303	1844
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)	171	371		224	283	274	224	198	192	161	143	151	186				110	58	34	12		1377	4169			
<b>Comments:</b> We are aware of discrepancies in these data and those reported in 2005-06.																										

**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 2005-2006 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages													Ungraded	School	Out of	Total	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10					11
<b>1. HIGH SCHOOL COMPLETION</b> -- (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. <b>Dropped out of school</b>											0	1	8	6	3	1	0	19
2. Obtained GED																		1
<b>2. ACADEMIC ACHIEVEMENT</b> -- (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)						345	297	274	252	273	222	241		152	83	51	25	2215
2. Number of Migrant Students Tested in Reading/Language Arts (State Assessment)						201	180	157	139	155	129		62	15	9	2	0	1049
3. Number of Migrant Students Enrolled During State Testing Window (State Assessment – Mathematics)						345	297	274	252	273	222	241		152	83	51	25	2215
4. Number of Migrant Students Tested in Mathematics (State Assessment)						42	41	36	21	31	25	41	46	22	4	0		309

**Comments:** We are aware of discrepancies between these data and accountability data reported in Part I. We are working to improve the reconciliation of those data.

**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 2005-2006 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 schoolwide program (SWP) where MEP funds were combined, in any 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.*

Served in a Regular School Year Project. Enter the number of children who participated 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 1305 (e) (2) – (3). Do not report in row 3 the children served in Sections 1305 (e) (1), children whose eligibility expired during the regular school year.

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. (Do not count the number of service interventions per child).

2.3.1.3.1 MEP Participation – Regular School Year																						
	Ages		Ages	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total			
	0-2	3-5																				
<b>PARTICIPATION—REGULAR SCHOOL YEAR</b>																						
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)	109	552	389	528	440	392	349	310	297	310	275	298					182	95	60	27	1613	6226
2. Priority for Service		0	135	127		99	76	69	57	70	76	69	60	44	19	6	0		0		0	907
3. Continuation of Service		21	15	22	25	17	25	15	26	13	25	25	23	12	14	1					29	308
4. Any Instructional Service	8	154	346	474	360	342	304	267	245	260	229	252					148	81	47	15	335	3867
5. Reading Instruction	0	15	112	162	134	158	121	111	108	114			81	70	56	23	15	0			16	1296
6. Mathematics Instruction	0	14	111	149	116	159	110	103	105	114			83	60	52	23	15	0			16	1230
7. High School Credit Accrual													124				62	33	17	0	3	297
8. Any Support Service	109	538	379	512	432	388	343	296	291	300	269	292					178	93	60	26	1611	6117
9. Counseling Service	98	486	344	444	363	346	286	266	251	246	241	252					152	84	51	16	1474	5400
10. Any Referred Service	6	40	26	20	16	14	9	22	10	15	13	12	4	0	1	0					96	304
<b>Comments:</b> We are aware of differences between these numbers and those reported in 2005-06																						

**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 participated 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/Interession Term																		
	Ages	Ages															Out of	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total
<b>PARTICIPATION—SUMMER TERM OR INTERSESSION</b>																		
1. Served in MEP Summer of Interession Project (with an Instructional or Supportive Service Only	130	458	120	182	131	123	112	89	72	81	47	28	19	6	0	15	2332	3945
2. Priority for Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Continuation of Service	5	2	6	7	4	8	3	6	1	1	2	5	1	1	1	1	17	70
4. Any Instructional Service	10	133	92	138	94	100	95	68	51	65	33	25	16	5	1	6	356	1288
5. Reading Instruction	1	36	75	111	70	73	70	55	42	48	25	12	13	3	3	1	42	680
6. Mathematics Instruction	1	17	51	62	40	45	38	35	26	32	16	10	11	3	3	4	40	430
7. High School Credit Accrual												5	2	0	0	0	2	9
8. Any Support Service	130	451	112	169	112	108	101	72	63	61	40	23	18	4	0	15	2327	3806
9. Counseling Service	119	423	96	133	95	86	76	59	52	51	33	19	11	3	0	15	2064	3335
10. Any Referred Service	7	32	0	0	0	0	1	0	0	1	0	5	1	0	0	0	136	183
<b>Comments:</b> All priorities for service is "0". This is accurate.																		

**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 schools 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

<b>2.3.1.4. STUDENT ENROLLMENT</b>	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 596	b. 5579
2. Schools in Which MEP Funds are Combined in SWP	a. 0	b. 0

**Comments:** Figures are correct.

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

<b>2.3.1.5.1. TYPE OF MEP PROJECT</b>	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. 2	b. 37
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 1	b. 14
3. MEP Projects: Summer/Intersession Only	a. 0	b. 0
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 40	b. 8387

**Comments:** In cells 1b and 2b the duplicated count is equal to the unduplicated count. The unduplicated count for cell b4 is 8307 children.

**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 actual numbers (columns a and c), 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 FTE number (columns b and d), enter the number of FTEs generated by the individuals who worked in the specific job classification. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.

Alternatively, calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one *FTE* for each job classification in your state for each term. (For example, one regular term FTE may equal 180 full-time (8 hour) work days, one summer term FTE may equal 30 full-time work days, or one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

Use only the percentage of days worked by an individual that were 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.

<b>2.3.1.5.2. KEY MEP PERSONNEL</b>	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION (d)
1. State Director	1	1.00	1	1.00
2. Teachers	21	11.40	97	83.70
3. Counselors	3	1.60	1	0.30
4. All Paraprofessionals	54	38.30	123	108.80
5. Qualified Paraprofessionals	38	27.80	90	80.30
6. Recruiters	47	37.20	46	37.10
7. Records Transfer Staff	34	19.30	28	16.80

**Comments:** Correct.

## **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 2005-2006, defined as July 1, 2005 through June 30, 2006.

#### **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.

#### **Program Definitions: (Definitions New)**

**Neglected Programs (N):** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

**NOTE:** Do not include programs funded solely through Title I, Part A in these tables.

**Juvenile Detention Facilities (JD):** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

**Juvenile Corrections (JC):** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

**NOTE:** States should include any programs serving adjudicated youth (including non secure facilities and group homes) in the JC category.

**Adult Corrections (AC):** An adult correctional institution is a facility in which persons, including persons under 21 years of age, are confined as a result of conviction for a criminal offense.

**Other (O):** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

**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. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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, juvenile detention facilities, juvenile correction facilities, adult correction centers, or other programs.

In the second column, enter the yearly average length of stay (in days) for students in each type of facility/program. The average should be weighted by number of students and should include the number of days, per visit each student was enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included.

In the third column, indicate the 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.

Throughout the table, count facilities based on how the facility/program was classified to ED for funding purposes. Indicate the number of multipurpose facilities in row 6.

<b>2.4.1.1 State Agency Title I, Part D, Facilities</b>			
<b>Note:</b> The unduplicated number of students reported in the far right column in this table should match the figures in the "All Students" row in Table 2.4.1.2.			
Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	0	0	0
2. Juvenile Detention	9	1187	5361
3. Juvenile Corrections	5	365	448
4. Adult Corrections	5	100	1049
5. Other	0	0	0
6. Number of facilities that served more than one purpose:			0
<b>Comments:</b>			

**2.4.1.2 Student Demographics**

**Instructions: Student Demographics**

Report demographic data on students who were served under Title I, Part D, Subpart 1. Report the number of students by program type and by race/ethnicity, gender, and age. This should be an unduplicated count of students. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

**NOTE:** The unduplicated number of students on the "All Students" row in this table should match the figures reported in the far right column in Table 2.4.1.1. unduplicated count = all students row = race total = gender total = age total.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction	Number in other programs
All Students		5361	448	1049	
<b>RACE/ETHNICITY</b>					
American Indian or Alaska Native		146	9	60	
Asian or Pacific Islander		30	0	4	
Black, non-Hispanic		3102	313	814	
Hispanic		222	11	32	
White, non-Hispanic		1714	105	139	
<b>GENDER</b>					
Male		3916	399	974	
Female		1445	49	75	
<b>AGE</b>					
5-10 years old		23	0	0	
11-15 years old		4324	311	1	
16-18 years old		1012	137	150	
19-21 years old		2	0	898	

**Comments:** Figures are correct.

### 2.4.1.3 Academic/Vocational Outcomes

Indicate 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 unduplicated counts of students; report only information on a student's most recent enrollment (e.g., do not double-count a student who 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). Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

For Section 1, items 1-3, report on the number of programs (not students) that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, Adult Corrections, or Other). These numbers should not exceed those reported earlier in the facility counts.

For Section 2.1, 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, Adult Corrections, or Other).

For Section 2.1, 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, Adult Corrections, or Other).

For Section 2.2, 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, Adult Corrections, or Other).

For Section 2.2, 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, Adult Corrections, or Other).

<b>2.4.1.3 Academic/Vocational Outcomes</b>				
<b>1. Facility Academic Offerings</b>	Number of Neglected Programs	<b>Number of Facilities/Programs</b>		
		Number of Juvenile Corrections and/or Detention Facilities	Number of Adult Corrections Facilities	Number of Other Programs
1. Awarded high school course credit(s)		14	0	
2. Awarded high school diploma(s)		1	0	
3. Awarded GED(s)		5	5	
<b>2. Academic &amp; Vocational Outcomes</b>	Number in Neglected Programs	<b>Number of Students</b>		
		Number in Juvenile Corrections and/or Detention	Number of Adult Corrections Facilities	Number of Other Programs
<b>1. Academic</b>				
<i><b>While in the facility, the number of students who...</b></i>				
1. Earned high school course credits		354	0	
2. Were enrolled in a GED program		160	1027	
<i><b>While in the facility or within 30 calendar days after exit, the number of students who...</b></i>				
3. Enrolled in their local district school		243	0	
4. Earned a GED		139	86	
5. Obtained high school diploma		3	0	
6. Were accepted into post-secondary education		32	4	
7. Enrolled in post-secondary education		52	3	
<b>2. Vocational</b>				
<i><b>While in the facility, the number of students who...</b></i>				
1. Enrolled in elective job training courses/programs		320	87	
<i><b>While in the facility or within 30 calendar days after exit, the number of students who...</b></i>				
2. Enrolled in external job training education		47	10	
3. Obtained employment		108	131	
<b>Comments:</b> We are aware of this discrepancy and are checking with our program area to update these data.				

**2.4.1.6. Academic Performance in Reading and Math**

Report the number of long-term Title I, Part D, Subpart 1 students in neglected programs, juvenile corrections and/or detention, adult corrections, or other programs who participated in pre- and post-testing in reading and math. Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2005 to June 30, 2006.

Students who were pre-tested prior to July 1, 2005 may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities together in a single column. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Report the data by the following facility or program type: students in neglected programs (N), students in juvenile corrections and/or detention (JD/JC), students in adult corrections (AC), and students in other programs (O).

For row 1, enter the number of long-term students who were in placement during the reporting year.

For row 2, enter the number of long-term students who tested below grade level in reading or math (respectively) when they entered the facility or program.

For row 3, enter the number of long-term students reported in item 1 who have complete data available for both the pre and the post test exams.

For rows 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to + grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students should be reported in only one of these five change categories. The sum of rows 4-8 should be equal to the number provided in row 3.

2.4.1.6 Academic Performance in Reading and Math								
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students							
	Reading Performance				Math Performance			
	N	JD/JC	AC	O	N	JD/JC	AC	O
1. # students who were in placement from July 1, 2005 to June 30, 2006	448	891			448	0		
2. # students from row 1 who tested below grade level upon entry.	152	838			154	0		
3. # students from row 1 who took both the pre- and post-test exams	173	602			176	0		
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	29	11			35	0		
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	9	13			6	0		
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	11	44			9	0		
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	8	58			5	0		
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	48	518			59	0		
<b>Comments:</b>								

## 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 2005-2006, defined as July 1, 2005 through June 30, 2006.

### 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.

### Program Definitions: (New Definitions)

**Neglected Programs (N):** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

**NOTE:** Do not include programs funded solely through Title I, Part A in these tables.

**Juvenile Detention Facilities (JD):** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

**Juvenile Corrections (JC):** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

**NOTE:** States should include any programs serving adjudicated youth (including non-secure facilities and group homes) in the JC category.

**At-Risk Programs (AR) or Other (O):** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school. Other is any other program, not defined above, which receives Title I, Part D funds and serves non-adjudicated children and youth.

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

**Instructions: Local Education 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 2 funds. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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 neglected programs, juvenile detention facilities, juvenile correction facilities, and at-risk or other programs.

In the second column, enter the yearly average length of stay (in days) for students in each type of facility/program. The average should be weighted by number of students and should include the number of days, per visit each student was enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included.

In the third column, indicate the 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.

Throughout the table, count facilities based on how the facility/program was classified to ED for funding purposes. Indicate the number of multipurpose facilities in row 5.

**Note:** The unduplicated number of students reported in the far right column in this table should match the figures reported in the "All Students" row in Table 2.4.2.2.

Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	21	146	1311
2. Juvenile Detention	2	211	20
3. Juvenile Corrections	3	118	1013
4. At-risk Programs or Other	0	0	0
5. Number of facilities that served more than one purpose:			0

**Comments:**

**2.4.2.2 STUDENT DEMOGRAPHICS**

**Instructions: Student Demographics**

Report demographic data on students who were served under Title I, Part D, Subpart 2. Report the number of students by program type and by race/ethnicity, gender, and age. This should be an unduplicated count of students. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

**NOTE:** The unduplicated number of students on the "All Students" row in this table should match the figures reported in the far right column in Table 2.4.2.1. unduplicated count = all students row = race total = gender total = age total.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in at risk or other programs
All Students	1311	20	1013	0
<b>RACE/ETHNICITY</b>				
American Indian or Alaskan Native	43	0	11	0
Asian or Pacific Islander	6	0	8	0
Black, non-Hispanic	411	15	327	0
Hispanic	47	2	2	0
White, non-Hispanic	768	3	627	0
<b>GENDER</b>				
Male	585	8	191	0
Female	726	12	822	0
<b>AGE</b>				
5-10 years old	77	1	3	0
11-15 years old	481	4	299	0
16-18 years old	614	12	688	0
19-21 years old	139	3	23	0

**Comments:** Include "Other" students in other cells. There are 38 Other/Multi-Racial in Juvenile Correction and 36 in Neglected Programs.

**Instructions: Academic/Vocational Outcomes**

Indicate 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 unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student who 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). Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. At-risk /other program columns are provided for States for reporting outcome data, as available. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

For Section 1, items 1-3, report on the number of programs (not students) that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or At-Risk/Other). These numbers should not exceed those reported earlier in the facility counts.

For Section 2.1, 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 At-Risk/Other).

For Section 2.1, 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 At-Risk/Other).

For Section 2.2, 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 At-Risk/Other).

For Section 2.2, 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 At-Risk/Other).

<b>2.4.2.3 Academic/Vocational Outcomes</b>			
<b>1. Facility Academic Offerings</b>	<b>Number of Facilities/Programs</b>		
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities	Number of At Risk or Other Programs
1. Awarded high school course credit(s)	10	5	0
2. Awarded high school diploma(s)	2	5	0
3. Awarded GED(s)	2	0	0
<b>2. Academic &amp; Vocational Outcomes</b>	<b>Number of Students</b>		
<b>1. Academic</b>	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in At Risk or Other Programs
<b><i>While in the facility, the number of students who...</i></b>			
1. Earned high school course credits	350	447	0
2. Were enrolled in a GED program	14	14	0
<b><i>While in the facility or within 30 calendar days after exit, the number of students who...</i></b>			
3. Enrolled in their local district school	893	706	0
4. Earned a GED	3	7	0
5. Obtained high school diploma	22	2	0
6. Were accepted into post-secondary education	17	13	0
7. Enrolled in post-secondary education	13	13	0
<b>2. Vocational</b>			
<b><i>While in the facility, the number of students who...</i></b>			
1. Enrolled in elective job training courses/programs	26	1	0
<b><i>While in the facility or within 30 calendar days after exit, the number of students who...</i></b>			
2. Enrolled in external job training education	4	0	0
3. Obtained employment	42	54	0
<b>Comments:</b> This number will be verified.			

#### 2.4.2.6. Academic Performance in Reading and Math

**Instructions:**

Report the number of long-term Title I, Part D, Subpart 2 students in neglected programs, juvenile corrections and/or detention, adult corrections, or other programs who participated in pre- and post-testing in reading and math. Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2005 to June 30, 2006.

Students who were pre-tested prior to July 1, 2005 may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities together in a single column. At-risk /other program columns are provided for States for reporting performance data, as available. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Report the data by the following facility or program type: students in neglected programs (N), students in juvenile corrections and/or detention (JD/JC), students in at-risk or other programs (AR/O).

For row 1, enter the number of long-term students who were in placement during the reporting year.

For row 2, enter the number of long-term students who tested below grade level in reading or math (respectively) when they entered the facility or program.

For row 3, enter the number of long-term students reported in item 1 who have complete data available for both the pre and the post test exams.

For rows 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to ½ grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students should be reported in only one of these five change categories. The sum of rows 4-8 should be equal to the number provided in row 3.

<b>2.4.2.6 Academic Performance in Reading and Math</b>						
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students					
	Reading Performance			Math Performance		
	N	JD/JC	AR/O	N	JD/JC	AR/O
1. # students who were in placement from July 1, 2005 to June 30, 2006	746	703	0	746	703	0
2. # students from row 1 who tested below grade level upon entry.	95	497	0	99	508	0
3. # students from row 1 who took both the pre- and post-test exams	176	470	0	172	477	0
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	13	65	0	19	82	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	35	46	0	32	70	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	34	52	0	24	64	0
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	53	46	0	63	50	0
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	41	261	0	34	211	0
<b>Comments:</b>						

**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 2005-2006 school year.

58.00

**Comments:** North Carolina CSR Cohorts 4 and 5 were operating during the 2005-2006 year. The 14 Cohort 4 schools were in their third grant year and the 22 Cohort 5 schools were in their first year. Numbers are too small in Cohort 4 to separate the cohorts for percentages:

â€ 21 of the 36 Cohort 4 and 5 schools (58%) met AYP standards in reading during 2005-2006.

â€ 19 of the 33 Cohort 4 and 5 schools with a Black subgroup (58%) in reading for that subgroup.

â€ 13 of the 20 Cohort 4 and 5 schools with a White subgroup (65%) met AYP standards in reading for that subgroup.

â€ 110 of 158 schools (70%) for all subgroups among all cohorts of CSR schools met AYP standards in reading.

â€ 83 of the 143 schools (61%) with a Black subgroup among all cohorts of CSR schools met AYP standards in reading.

â€ 47 of the 74 schools (64%) with a White subgroup among all cohorts of CSR schools met AYP standards in reading.

**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 2005-2006 school year.

64.00

**Comments:** â€ 23 of the 36 Cohort 4 and 5 schools (64%) met AYP standards in math during 2005-2006 for all students.

â€ 22 of the 32 Cohort 4 and 5 schools with a Black subgroup (69%) met AYP standards in math for that subgroup.

â€ 14 of the 20 Cohort 4 and 5 schools with a White subgroup (70%) met AYP standards in math for that subgroup.

â€ 108 of 158 schools met AYP standards in math for all student (70% of all CSR schools with data).

â€ 89 of the 141 schools with a Black a subgroup met AYP standards for math (63%).

40 of the 74 schools with a White subgroup met AYP standards for math (54%).

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

172

**Comments:** 47 of the 158 with data (30%) met AYP standards for all targets

Note regarding number of schools:

172 grants were made to schools

7 of the 172 have closed for various reasons and no longer operate.

7 of the 172 schools are classified as Special Education schools and had no state test data for the year.

Data were available for 158 schools.

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

Performance data for this program will be available from other sources, including State Educational Technology indicators in EDEN.

## **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**

**Note:** The target information submitted for 2003-2004, 2004-2005, and 2005-2006 cannot be changed from the figures established as part of your 2004-2005 CSPR submission. At the completion of the Part II CSPR submission cycle, ED will analyze the figures submitted as part of the 2004-2005 CSPR against those submitted in the 2005-2006 CSPR and ask states to reconcile any differences.

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
1. Percentage of Persistently Dangerous Schools Identified by the State.	Annual Report on School Crime & Violence (ARSV)	Frequency: Yearly June 30  Year of most recent collection: 2006	2003-2004 2	2004-2005 0
			2004-2005 1	2005-2006 0
			2005-2006 0	
			2006-2007 0	Baseline: 0
			2007-2008 0	Year Established: 2002-2003

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
2. Number of Possession of a Controlled Substance.	Annual Report on School Crime & Violence (ARSV)	Frequency: Yearly June 30  Year of most recent collection: 2006	2003-2004 3219	2004-2005 3848
			2004-2005 3155	2005-2006 3991
			2005-2006 3092	
			2006-2007 3030	Baseline: 3285
			2007-2008 2969	Year Established: 2002-2003

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
3. Number of Assault on School Personnel	Annual Report on School Crime & Violence (ARSV)	Frequency: Yearly June 30  Year of most recent collection: 2006	2003-2004 873	2004-2005 834
			2004-2005 856	2005-2006 848
			2005-2006 839	
			2006-2007 822	Baseline: 891
			2007-2008 805	Year Established: 2002-2003

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
4. Number of Possession of a Weapon.	Annual Report on School Crime & Violence (ARSV)	Frequency: Yearly-June 30  Year of most recent collection: 2006	2003-2004 111	2004-2005 116
			2004-2005 109	2005-2006 130
			2005-2006 107	
			2006-2007 105	Baseline: 113
			2007-2008 103	Year Established: 2002-2003

**Comments:**

**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	Grades PK-5
Middle School	Grades 6-8
High School	Grades 9-12
<b>Comments:</b>	

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

State definition of physical fighting: Incidents reported as "fighting" on the DDC (Disciplinary Data Collection) fit the definition.

SUSPENSIONS	Number for 2005-2006 school year	
	Number of LEAs reporting	
Elementary	7345	96
Middle	20489	109
High School	10888	111
EXPULSIONS	Number for 2005-2006 school year	
	Number of LEAs reporting	
Elementary	0	0
Middle	0	0
High School	5	2

**Comments:** Data were submitted differently in previous years. Assaults, which are criminal acts were reported as "fighting" in these categories. This year, however, only incidents reported as "fighting" are included above.

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

State definition of weapons: : Any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine or other powerful explosive, as defined in G.S. 14-284.1; and this does not apply to fireworks. Also, any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades, any sharp pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance.

<b>SUSPENSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	710		83
Middle School	1364		93
High School	1489		100
<b>EXPULSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	0		0
Middle School	3		2
High School	13		3

**Comments:** We are aware of this discrepancy.

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

State definition of alcohol-related: Concerning malt beverages, fortified or unfortified wine, or spirituous liquor. [2.7.2.4.1.]

<b>SUSPENSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	13		5
Middle School	219		54
High School	720		83
<b>EXPULSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	0		0
Middle School	0		0
High School	0		0

**Comments:** These were the data submitted from our annual report. We will submit additional data as requested if three are concerns.

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

State definition of illicit-drug related: Concerning any form of cocaine, marijuana, heroin, LSD, methamphetamine, and all drugs listed in the North Carolina Controlled Substances Act. Unauthorized possession of a prescription drug (e.g., Ritalin) is included in this category.

<b>SUSPENSIONS</b>		
	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	44	22
Middle School	1020	91
High School	2721	111
<b>EXPULSIONS</b>		
	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	0	0
Middle School	0	0
High School	13	6

**Comments:** We are aware of these discrepancies.

**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.

We have not completed this summary at this time.

**2.8 INNOVATIVE PROGRAMS (TITLE V, PART A)**

**All information should be for the 2005-2006 school year.**

**2.8.8** Section 5122 of the Elementary and Secondary Education Act (ESEA), as amended, requires States to provide an annual statewide summary of how Title V, Part A funds are contributing to improving student academic performance and the quality of education for students. The statute further requires that those summaries be based on evaluations provided to the State by local educational agencies (LEAs) receiving program funds.

**Please attach your statewide summary.** You can upload file by entering the file name and location in the box below or use the browse button to search for the file as you would when attaching a file to an e-mail. The maximum file size for this upload is 4 meg.

**2.8.9** Indicate the NUMBER of LEAs that completed Title V, Part A needs assessments that the State determined to be credible.

214

**Comments:**

**2.8.10** Indicate the AMOUNT of Title V, Part A funds in dollars (including funds transferred from other programs into Title V, Part A under the Transferability authority in Section 6123(b)) that LEAs used for the four strategic priorities listed below. (Include all LEAs, not just LEAs that spent at least 85 percent for the four strategic priorities.)

\$ 1815020

The **4 strategic priorities** are: (1) support student achievement, enhance reading and math, (2) improve the quality of teachers, (3) ensure that schools are safe and drug free, (4) promote access for all students to a quality education.

Activities authorized under Section 5131 of the ESEA that are included in the four strategic priorities are 1-5, 7-9, 12, 14-17, 19-20, 22, and 25-27. Authorized activities that are not included in the four strategic priorities are 6, 10-11, 13, 18, 21, and 23-24.

**Comments:**

**2.8.11** In the table below, please provide the following information for LEAs receiving Title V, Part A funds.

First row:

- The number of LEAs that used at least 85 percent of their Title V, Part A funds (including funds transferred into their Title V allocations from other programs) for the four strategic priorities above, and
- The number of these LEAs that met their State's definition of adequate yearly progress (AYP)

Second row:

- The number of LEAs that did not use at least 85 percent of their Title V, Part A funds (including funds transferred into their Title V allocations from other programs for the four strategic priorities), and
- The number of these LEAs that met their State's definition of AYP

LEAs receiving Title V, Part A funds	NUMBER of these LEAs	NUMBER of these LEAs that met AYP
Number of LEAs that <u>used at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	36	16
Number of LEAs that <u>did not use at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	62	36
	98	52
<b>TOTAL</b>	(total = all LEAS receiving Title V, Part A funds) 214	(total = all LEAS receiving Title V, Part A funds <u>that met</u> AYP) 129

Note: Allocations should include any funds transferred into Title V, Part A under the transferability option under section 6132 (b).

**Comments:**

**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 2005-2006 school year. 24

**Comments:**

**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 2005-2006 school year.

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	11
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	21
Educational technology, including software and hardware as described in Title II, Part D	13
Parental involvement activities	7
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

**Comments:**

**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.

RLIS had the following in the 2005-2006 school year:

? In grades 3-8 Reading only one LEA out of 35 had 5% or better

growth with a 6.9%. Two LEAs had a 3.2% growth.

? In grades 3-8 Math, 32 LEAs had 5% or better growth and one LEA

had 4.2% growth. Of the 32 LEAs, 10 had 10% or better growth in

this area.

? In high school Reading 16 of 35 had 5% or better growth and

another 2 had a 4.3% or better. Of the 16 LEA's who had at least

5%, 6 had over 10% growth with one showing growth in this area of

20.5%.

? In high school Math 7 of the LEAs showed 5% or better growth with

2 well over 10% growth in this area.

? In the area of increased student access to technology, 5 LEAs

used funds toward this goal. As a result, a total of 7234 more

students had access to technology.

? Four LEAs utilized funds for a dedicated dropout prevention

program. Of the four, two experienced decreases in their dropout

rates. One of these LEAs rate drop was substantial going from

5.36% to 2.69% last year. The other two had slight increases

of .5 and .18 percentage points while our state showed higher

numbers this year.

**2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)**

<b>2.10.1 State Transferability of Funds</b>	
Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2005-2006 school year?	<u>Yes</u>
<b>Comments:</b>	

<b>2.10.2 Local Educational Agency Transferability of Funds</b>	
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 2005-2006 school year.	2
<b>Comments:</b>	

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 <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)	1	19839
Educational Technology State Grants (section 2412(a)(2)(A))	1	17009
Safe and Drug-Free Schools and Communities (section 4112(b)(1))		
State Grants for Innovative Programs (section 5112(a))	1	3815
Title I, Part A, Improving Basic Programs Operated by LEAs		
Program	Total Number of LEAs transferring funds <u>FROM</u> eligible program	Total amount of funds transferred <u>FROM</u> eligible program
Improving Teacher Quality State Grants (section 2121)	2	20824
Educational Technology State Grants (section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (section 4112(b)(1))		
State Grants for Innovative Programs (section 5112(a))	1	19839

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

**Comments:**

**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.