

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 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 – *21st 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*

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.

PART I

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:

- **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.
- **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 2005-2006, 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 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 "2004-05 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 182 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

Part II, 2004-2005

Name of State Educational Agency (SEA) Submitting This Report:

Address:

Person to contact about this report:

Name:

Telephone:

Fax:

e-mail:

Name of Authorizing State Official: (Print or Type):

Signature

Date

CONSOLIDATED STATE PERFORMANCE REPORT: PART I

For reporting on
School Year 2004-2005



PART I DUE MARCH 6, 2006

1.1. STANDARDS AND ASSESSMENT DEVELOPMENT

Section 1111(b)(1) of ESEA requires States to adopt challenging academic content and achievement standards in mathematics, reading/language arts, and science and to develop assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. In the following sections, States are asked to provide a detailed description of their progress in meeting the NCLB standards and assessments requirements.

1.1.1. Please provide a detailed description of the State's progress in adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

STATE RESPONSE

1.1.2 Please provide a detailed description of the State's progress in developing and implementing, in consultation with LEAs, assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. Please provide in your response a description of the State's progress in developing alternate assessments for students with disabilities, including alternate assessments aligned to alternate achievement standards and those aligned to grade-level achievement standards.

STATE RESPONSE

1.1.3 Please provide a detailed description of the State's progress in setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1). If applicable, please provide in your response a description of the State's progress in developing alternate achievement standards for students with the most significant cognitive disabilities.

STATE RESPONSE

1.2 PARTICIPATION IN STATE ASSESSMENTS

Participation of All Students in 2004-2005 State Assessments

In the following tables, please provide the total number and percentage for each of the listed subgroups of students who participated in the State's 2004-2005 school year academic assessments.

The data provided below for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Individuals with Disabilities Education Act of 1973.

1.2.1 Student Participation in 2004-2005 School Year Test Administration

1.2.1.1 2004-2005 School Year Mathematics Assessment

	Total Number of Students Tested	Percent of Students Tested
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.2.1.2 2004-2005 School Year Reading/Language Arts Assessment

	Total Number of Students Tested	Percent of Students Tested
All Students		
American Indian/ Alaska Native		
Asian/ Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.2.2 Participation of Students with Disabilities in State Assessment System

Students with disabilities (as defined under IDEA) participate in the State’s assessment system either by taking the regular State assessment, with or without accommodations, by taking an alternate assessment aligned to grade-level standards, or by taking an alternate assessment aligned to alternate achievement standards. In the following table, please provide the total number and percentage of students with disabilities who participated in these various assessments.

The data provided below should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

1.2.2.1 Participation of Students with Disabilities the in 2004-2005 School Year Test Administration – Math Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations		
Alternate Assessment Aligned to Grade-Level Achievement Standards		
Alternate Assessment Aligned to Alternate Achievement Standards		

1.2.2.2 Participation of Students with Disabilities the in 2004-2005 School Year Test Administration – Reading/Language Arts Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations		
Alternate Assessment Aligned to Grade-Level Achievement Standards		
Alternate Assessment Aligned to Alternate Achievement Standards		

1.3 STUDENT ACADEMIC ACHIEVEMENT

In the following charts, please provide student achievement data from the 2004-2005 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2004-2005 school year. States should provide data on the total number of students tested as well as the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during the 2004-2005 school year.

The data for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act, including results from alternate assessments, and do not include results from students covered under Section 504 of the Individuals with Disabilities Education Act of 1973.

1.3.1 Grade 3 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.2 Grade 3 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.3 Grade 4 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.4 Grade 4 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.5 Grade 5 – Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.6 Grade 5 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.7 Grade 6 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.8 Grade 6 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.9 Grade 7 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.10 Grade 7 -Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.11 Grade 8 -Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.12 Grade 8 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.13 High School - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.3.14 High School - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 04-05
All Students		
American Indian/Alaska Native		
Asian/Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		

- 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.

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

1.4.1 For all public elementary and secondary schools and districts in the State (Title I and non-Title I), please provide the total number and percentage of all schools and districts that made adequate yearly progress (AYP), based on data from the 2004-2005 school year.

School Accountability	Total number of public elementary and secondary schools (Title I and non-Title I) in State	Total number of public elementary and secondary schools (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary schools (Title I and non-Title I) in State that made AYP
Based on 2004-2005 School Year Data			

District Accountability	Total number of public elementary and secondary districts (Title I and non-Title I) in State	Total number of public elementary and secondary districts (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary districts (Title I and non-Title I) in State that made AYP
Based on 2004-2005 School Year Data			

1.4.2 For all Title I schools and districts in the State, please provide the total number and percentage of all Title I schools and districts that made AYP, based on data from the 2004-2005 school year.

Title I School Accountability	Total number of Title I schools in State	Total number of Title I schools in State that made AYP	Percentage of Title I schools in State that made AYP
Based on 2004-2005 School Year Data			

Title I District Accountability	Total number of Title I districts in State	Total number of Title I districts in State that made AYP	Percentage of Title I districts in State that made AYP
Based on 2004-2005 School Year Data			

1.4.3 Title I Schools Identified for Improvement

1.4.3.1 In the following chart, please provide a list of Title I schools identified for improvement, corrective action, or restructuring under section 1116 for the 2005-2006 school year, based upon data from the 2004-2005 school year. For each school listed, please provide the name of the school's district, the areas in which the school missed AYP (e.g., missing reading proficiency target, reading participation rate, other academic indicator), and the school improvement status for the 2005-2006 school year (e.g., school in need of improvement year 1, school in need of improvement year 2, corrective action, restructuring - planning, restructuring - implementation). Additionally, for any Title I school identified for improvement, corrective action, or restructuring for the 2005-2006 school year, that made AYP based upon data from the 2004-2005 school year, please add "Made AYP 2004-2005."

1.4.3.2 Briefly describe the measures being taken to address the achievement problems of **schools** identified for improvement, corrective action, and restructuring.

1.4.4 Title I Districts Identified for Improvement.

1.4.4.1 In the following chart, please provide a list of Title I districts identified for improvement or corrective action under section 1116 for the 2005-2006 school year, based upon data from the 2004-2005 school year. For each district listed, please provide the areas in which the district missed AYP (e.g., missing reading proficiency target, reading participation rate, other academic indicator), and the district improvement status for the 2005-2006 school year (e.g., district in need of improvement year 1, district in need of improvement year 2, corrective action). Additionally for any Title I district identified for improvement or corrective action for the 2005-06 school year that made AYP based on data from the 2004-05 school year, please add "Made AYP for 2004-05."

1.4.4.2 Briefly describe the measures being taken to address the achievement problems of districts identified for improvement and corrective action.

1.4.5 Public School Choice and Supplemental Educational Services

1.4.5.1 Public School Choice

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2004-2005 school year.

2. Please provide the number of public schools to which students transferred under the provisions for public school choice under section 1116 of Title I during the 2004-2005 school year. _____ How many of these schools were charter schools?

3. Please provide the number of students who transferred to another public school under the provisions for public school choice under section 1116 of Title I during the 2004-2005 school year. _____

4. Please provide the number of students who were eligible to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2004-2005 school year. _____

Optional Information:

5. If the State has the following data, the Department would be interested in knowing the following:

6. The number of students who applied to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2004-2005 school year. _____

7. The number of students, among those who applied to transfer to another public school under the Title I public school choice provisions, who were actually offered the opportunity to transfer by their LEAs, during the 2004-2005 school year. _____

1.4.5.2 Supplemental Educational Services

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring whose students received supplemental educational services under section 1116 of Title I during the 2004-2005 school year. _____

2. Please provide the number of students who received supplemental educational services under section 1116 of Title I during the 2004-2005 school year. _____

3. Please provide the number of students who were eligible to receive supplemental educational services under section 1116 of Title I during the 2004-2005 school year.

Optional Information:

If the State has the following data, the Department would be interested in knowing the following:

4. The number of students who applied to receive supplemental educational services under section 1116 of Title I during the 2004-2005 school year. _____

1.5 TEACHER AND PARAPROFESIONAL QUALITY

1.5.1 In the following table, please provide data from the 2004-05 school year for classes in the core academic subjects being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate for all schools and in “high-poverty” and “low-poverty” elementary schools (as the terms are defined in Section 1111(h)(1)(C)(viii) of the ESEA). Section 1111(h)(1)(C)(viii) defines “high-poverty” schools as schools in the top quartile of poverty in the State and “low-poverty” schools as schools in the bottom quartile of poverty in the State. Additionally, please provide information on classes being taught by highly qualified teachers by the elementary and secondary school level.

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State			
Elementary Level			
High-Poverty Schools			
Low-Poverty Schools			
All Elementary Schools			
Secondary Level			
High-Poverty Schools			
Low-Poverty Schools			
All Secondary Schools			

Definitions and Instructions

What are the core academic subjects?

English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.

How is a teacher defined?

An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or un-graded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]

How is a class defined?

A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class). Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].

Should 6th, 7th, and 8th grade classes be reported in the elementary or secondary category?

States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. See Question A-14 in the August 3, 2005, Non-Regulatory Guidance for additional information. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless if their schools are configured as elementary or middle schools.

How should States count teachers (including specialists or resource teachers) in elementary classes?

States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class.

On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.

How should States count teachers in self-contained multiple-subject secondary classes?

Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator.

For example, if English, calculus, history, and science are taught in a self-contained classroom by the same teacher, count these as four classes in the denominator. If the teacher is Highly Qualified in English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.

1.5.2 For those classes in core academic subjects being taught by teachers who are **not highly qualified** as reported in Question 1.5.1, estimate the percentages of those classes in the following categories (note: percentages should add to 100 percent of the classes taught by not highly qualified teachers).

Reason For Being Classified as Not Highly Qualified	Percentage
a) Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	
b) Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	
c) Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
d) Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	
e) Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	
f) Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
g) Other (please explain)	

1.5.3 Please report the State poverty quartile breaks for high- and low-poverty *elementary and secondary* schools used in the table in Question 1.5.1.

	High-Poverty Schools	Low-Poverty Schools
Elementary Schools	More than _____%	Less than _____%
Poverty Metric Used		
Secondary Schools	More than _____%	Less than _____%
Poverty Metric Used		

Definitions and Instructions

How are the poverty quartiles determined?

Separately rank order elementary and secondary schools from highest to lowest on your percent poverty measure. Divide the list into 4 equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, states use the percentage of students who qualify for the free or reduced price lunch program for this calculation.

Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?

States may include as elementary schools all schools that serve children in grades K-5 (including K-8 or K-12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

1.5.4 Paraprofessional Quality. NCLB defines a qualified paraprofessional as an employee who provides instructional support in a program supported by Title I, Part A funds who has (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

In the following chart, please provide data from the 2004-2005 school year for the percentage of Title I paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

School Year	Percentage of Qualified Title I Paraprofessionals
2004-2005 School Year	

1.6 English Language Proficiency

1.6.1.1 English Language Proficiency (ELP) Standards

Has the State developed ELP standards (k-12) as required under Section 3113(b)(2) and are these ELP standards fully approved, adopted, or sanctioned by the State governing body?

Developed _____ Yes _____ No

Approved, adopted, sanctioned _____ Yes _____ No

Operationalized _____ Yes _____ No (e.g., Are standards being used by district and school teachers?)

Please provide a detailed description of the State's progress in establishing, implementing, and operationalizing English Language Proficiency (ELP) standards for raising the level of ELP, that are derived from the four domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1).

STATE RESPONSE

1.6.1.2 Alignment of Standards

Please provide a detailed description of the State's progress for linking/aligning the State English Proficiency Standards to the State academic content and student academic achievement standards in English language arts/reading and mathematics.

STATE RESPONSE

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1.6.2 English Language Proficiency (ELP) Assessments

1. The expectation for the full administration of the new or enhanced ELP assessment(s) that are aligned with the State's English language proficiency (ELP) standards as required under Section 3113(b)(2) is spring 2006. Please indicate if the State has conducted any of the following:

- An independent alignment study _____
- Other evidence of alignment _____

2. Provide an updated description of the State's progress in developing and implementing the new or enhanced ELP assessments. Specifically describe how the State ensures:

1. The annual assessment of all LEP students in the State in grades k-12;
2. The ELP assessment(s) which address the five domains of listening, speaking, reading, writing, and comprehension;
3. ELP assessments are based on ELP standards;
4. Technical quality (validity, reliability, etc.)

STATE RESPONSE

1.6.3 English Language Proficiency Data

In the following tables, please provide English language proficiency (ELP) data from the **2004-2005** school year test administration. The ELP data should be aggregated at the State level.

States may use the sample format below or another format to report the requested information. The information following the chart is meant to explain what is being requested under each column.

1.6.3.1 English Language Proficiency (ELP) Assessment Data

2004-2005 Data for ALL LEP Students in the State											
Name of ELP Assessment(s) (1)	Total number of ALL Students assessed for ELP (2)	Total number and percentage of ALL students identified as LEP (3)		Total number and percentage of ALL students identified as LEP at each level of English language proficiency							
				Number and Percentage at Basic or Level 1 (4)		Number and Percentage at Intermediate or Level 2 (5)		Number and Percentage at Advanced or Level 3 (6)		Number and Percentage at Proficient or Level 4 (7)	
	#	#	%	#	%	#	%	#	%	#	%
	#	#	%	#	%	#	%	#	%	#	%

- (1) In column one, provide the name(s) of the English Language Proficiency Assessment(s) used by the State.
- (2) In column two, provide the total number of **all** students assessed for limited English proficiency (“assessed” refers to the number of students evaluated using State-selected ELP assessment(s)).
- (3) In column three, provide the total number and percentage of **all** students identified as LEP by each State-selected ELP assessment(s) (“identified” refers to the number of students determined to be LEP on State-selected ELP assessments).
- (4-7) In columns four-seven, provide the total number and percentage of **all** students identified as LEP at each level of English language proficiency as defined by State-selected ELP assessment(s). The number (#) and percentage (%) of columns 4-7 should equate to the number (#) and percentage (%) of **all** students identified as limited English proficient in column 3.

1.6.3.2 Data Reflecting the Most Common Languages Spoken in the State

2004-2005 Data of the Most Common Languages Spoken by LEPs		
Language	Number and Percentage of ALL LEP Students in the State	
	#	%
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

- In the above chart, list the ten most commonly spoken languages in your State. Indicate the number and percentage of LEP students that speak each of the languages listed in table 1.6.3.2.

1.6.3.3 English Language Proficiency (ELP) Assessment Data

2004-2005 Data for LEP Students in the State Served under Title III												
Name of ELP Assessment(s) (1)	Total number and percentage of students identified as LEP who participated in Title III programs (2)		Total number and percentage of Title III students identified at each level of English language proficiency								Total number and percentage of Title III LEP students transitioned for 2 year monitoring (7)	
			Number and Percentage at Basic or Level 1 (3)		Number and Percentage at Intermediate or Level 2 (4)		Number and Percentage at Advanced or Level 3 (5)		Number and Percentage at Proficient or Level 4 (6)			
	#	%	#	%	#	%	#	%	#	%	#	%
	#	%	#	%	#	%	#	%	#	%	#	%

- (1) In column one, provide the name of the English Language Proficiency Assessment used by the State.
- (2) In column two, provide the total number and percentage of LEP students who participated in a Title III language instruction educational program during the 2004-2005 school year.
- (3-6) In columns three-six, provide the total number and percentage of LEP students at each level of English language proficiency who received Title III services during the 2004-2005 school year. The number (#) and percentage (%) of columns 3-6 should equate to the number (#) and percentage (%) of **all** students identified as limited English proficient in column 2.
- (7) In column seven, provide the total number and percentage of LEP students who participated in a Title III language instruction educational program during the 2004-2005 school year and who were transitioned into a classroom not tailored for LEP children and are no longer receiving services under Title III.

1.6.4 Immigrant Children and Youth Data

Please provide the following information required under Section 3111©:

1.6.4.1 Number of immigrant children and youth reported in 2004-2005

1.6.4.2 Number of immigrant children and youth served in 2004-2005

1.6.4.3 Number of subgrants awarded to LEAs for immigrant children and youth programs for 2004-2005

1.6.5 Definition of Proficient

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2003-2004), please provide the State's definition of "proficient" in English as defined by the State's English language proficiency standards and assessments under Section 3122(a)(3). Please include the following in your response:

1. The test score range or cut scores for each of the State's ELP assessments;
2. A description of how the five domains of listening, speaking, reading, writing, and comprehension are incorporated or weighted in the State's definition of "proficient" in English;
3. Other criteria used to determine attaining proficiency in English.

STATE RESPONSE

1.6.6 Definition of Making Progress

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2003-2004), please provide the State's definition of "making progress" in learning English as defined by the State's English language proficiency standards and assessment(s) in Section 3122(a)(3). Please include the following in your response:

1. A description of the English language proficiency levels and any sub-levels as defined by the State's English language proficiency standards and assessments;
2. A description of the criteria students must meet to progress from one proficiency level to the next (e.g., narrative descriptions, cut scores, formula, data from multiple sources).

STATE RESPONSE

1.6.7 Definition of Cohort

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2003-2004), please provide the State's definition of "cohort." Include a description of the specific characteristics of the cohort(s) in the State, e.g., grade/grade span or other characteristics.

STATE RESPONSE

1.6.8 Information on the Acquisition of English Language Proficiency for ALL Limited English Proficient Students in the State.

Please provide information on the progress made by **ALL LEP students in your State** in learning English and attaining English language proficiency.

Did your State apply the Title III English language proficiency annual measurable achievement objectives (AMAOs) to **ALL LEP** students in the State?

_____Yes _____No

If yes, you may use the format provided below to report the requested information.

English Language Proficiency	Percent and Number of ALL LEP Students in the State Who Made Progress in Learning English				Percent and Number of ALL LEP Students in the State Who Attained English Proficiency			
	Projected AMAO Target		Actual		Projected AMAO Target		Actual	
2004-2005 School Year	%	#	%	#	%	#	%	#

If no, please describe the different evaluation mechanism used by the State to measure both the progress of ALL LEP students in learning English and in attaining English language proficiency and provide the data from that evaluation.

1.6.9 Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency for Title III Participants

Please provide the State's progress in meeting performance targets/annual measurable achievement objectives in LEAs served by Title III.

States may use the sample format below or another format to report the requested information.

English Language Proficiency	Percent and Number of Title III LEP Students in the State Who Made Progress in Learning English				Percent and Number of Title III LEP Students in the State Who Attained English Proficiency			
	Projected AMAO Target		Actual		Projected AMAO Target		Actual	
	%	#	%	#	%	#	%	#
2004-2005 School Year								

1.6.10 Please provide the following data on Title III Programs for the 2004-2005 School Year

	Number:
Number of Title III subgrantees	
Number of Title III subgrantees that met all three components of Title III annual measurable achievement objectives (making progress, attainment, and AYP)	
Number of Title III subgrantees that did not meet all three components of Title III annual measurable achievement objectives	

1.6.11 On the following tables for 2004-05, please provide data regarding the academic achievement of monitored LEP students who transitioned into classrooms not designated for LEP students and who are no longer receiving services under Title III. Please provide data only for those students who transitioned in 2004-2005 school year.

1.6.11.1 Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State reading language arts assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3		
4		
5		
6		
7		
8		
H.S.		

1.6.11.2 Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3		
4		
5		
6		
7		
8		
H.S.		

1.7 Persistently Dangerous Schools

In the following chart, please provide data for the number of schools identified as persistently dangerous as determined by the State by the start of the 2005-2006 school year. For further guidance on persistently dangerous schools, please refer to the Unsafe School Choice Option Non-Regulatory Guidance, available at:

	Number of Persistently Dangerous Schools
2005-2006 School Year	

1.8 Graduation and Dropout Rates

1.8.1 Graduation Rates

Section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:

- The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
- Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
- Avoids counting a dropout as a transfer.

1. The Secretary approved each State's definition of the graduation rate, consistent with section 200.19 of the Title I regulations, as part of each State's accountability plan. Using the definition of the graduation rate that was approved as part of your State's accountability plan, in the following chart please provide graduation rate data for the 2003-2004 school year.

2. For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

High School Graduates	Graduation Rate
Student Group	03-04 School Year
All Students	
American Indian/Alaska Native	
Asian/Pacific Islander	
Black, non-Hispanic	
Hispanic	
White, non-Hispanic	
Students with Disabilities	
Limited English Proficient	
Economically Disadvantaged	
Migrant	
Male	
Female	

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.

1.8.2 Dropout Rate

For purposes of calculating and reporting a dropout rate for this performance indicator, States should use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data.

Consistent with this requirement, States must use NCES' definition of "high school dropout," An individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

In the following chart, please provide data for the 2003-2004 school year for the percentage of students who drop out of high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

Dropouts	Dropout Rate
Student Group	03-04 School Year
All Students	
American Indian/Alaska Native	
Asian/Pacific Islander	
Black, non-Hispanic	
Hispanic	
White, non-Hispanic	
Students with Disabilities	
Limited English Proficient	
Economically Disadvantaged	
Migrant	
Male	
Female	

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.

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. _____

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. _____

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 _____

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

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

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	
Limited English Proficient	
Homeless	
Migrant	

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	
Asian/Pacific Islander	
Black, non-Hispanic	
Hispanic	
White, non-Hispanic	

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						
Age 3-5						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Ungraded						
TOTALS						

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	
Reading/Language Arts	
Science	
Social Studies	
Vocational/Career	
Other (specify)	
Support Services	
Health, Dental, and Eye Care	
Supporting Guidance/Advocacy	
Other (specify)	

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)	
Teachers	
Teacher Aides	
Support Staff (clerical and non-clerical)	
Other (specify)	

**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 _____

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 _____

2. Total number of adults participating
("Adults" includes teen parents.) _____

3. Total number of adults participating who are limited English proficient _____

4. Total number of children participating _____

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 _____

2. Number of newly enrolled adult participants _____

3. Percent of newly enrolled families at or below the
Federal poverty level _____

4. Percent of newly enrolled adult participants without a
high school diploma or GED _____

5. Percent of newly enrolled adult participants who have
not gone beyond the 9th grade _____

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 _____
- 2. From 4 to 6 months _____
- 3. From 7 to 12 months _____
- 4. More than 12 months _____

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.

Indicator	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort Number of participants to whom the indicator applies	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
1. Percentage if adults showing significant learning gains on measures of reading	TABE:	TABE:	TABE:	TABE:
	CASAS:	CASAS:	CASAS:	CASAS:
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE:	TABE:	TABE:	TABE:
	CASAS:	CASAS:	CASAS:	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:

Indicator	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort Number of participants to whom the indicator applies	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
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)	Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP)

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 2.3.1.1 (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 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- grad- ed	Out-of- school	Total
1. ELIGIBLE MIGRANT CHILDREN																		
1. All Migrant Children Eligible for the MEP																		
2. PRIORITY FOR SERVICES																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"																		
3. LIMITED ENGLISH PROFICIENT (LEP)																		
1. Migrant Children who are LEP																		
4. CHILDREN ENROLLED IN SPECIAL EDUCATON																		
1. Migrant Children Enrolled in Special Education																		
5. MOBILITY																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)																		
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)																		
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)																		
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)																		

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. <i>Dropped out of school</i>																		
2. Obtained GED																		
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)																		
2. Number of Migrant Students Tested in Reading/Language Arts (State Assessment)																		
3. Number of Migrant Students Enrolled During State Testing Window (State Assessment – Mathematics)																		
4. Number of Migrant Students Tested in Mathematics (State Assessment)																		

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 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 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.

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 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
<u>PARTICIPATION—REGULAR SCHOOL YEAR</u>																		
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)																		
2. Priority for Service																		
3. Continuation of Service																		
4. Any Instructional Service																		
5. Reading Instruction																		
6. Mathematics Instruction																		
7. High School Credit Accrual																		
8. Any Support Service																		
9. Counseling Service																		
10. Any Referred Service																		

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/Intersession Term

	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—SUMMER TERM OR INTERSESSION																		
1. Served in MEP Summer or Intersession Project (with an Instructional or Supportive Service Only)																		
2. Priority for Service																		
3. Continuation of Service																		
4. Any Instructional Service																		
5. Reading Instruction																		
6. Mathematics Instruction																		
7. High School Credit Accrual																		
8. Any Support Service																		
9. Counseling Service																		
10. Any Referred Service																		

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

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

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.

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.	b.
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a.	b.
3. MEP Projects: Summer/Intersession Only	a.	b.
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a.	b.

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, 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, 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.

<p>2.3.1.5.2. KEY MEP PERSONNEL</p>	<p>NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)</p>	<p>FTE IN REGULAR SCHOOL YEAR 1 FTE = _____ Days (b)</p>	<p>NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)</p>	<p>FTE IN SUMMER-TERM/ INTERSESSION 1 FTE = _____ Days (d)</p>
1. State Director				
2. Teachers				
3. Counselors				
4. All Paraprofessionals				
5. "Qualified" Paraprofessionals				
6. Recruiters				
7. Records Transfer Staff				

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.

Do not leave any cells blank. If you do not have data available for the requested information, or if the requested information does not apply, please enter “**NA.**”

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, enter "NA."

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 duplicated 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* 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 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 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

<i>Facility/Program type</i>	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				
2. Delinquent (Total)			NA	
2.1. Juvenile Detention				
2.2. Juvenile Corrections				
2.3. Adult Corrections				
3. Number of facilities that served more than one purpose: _____				

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. If no data are available for the requested information, enter "NA."

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction
All Students				
RACE/ETHNICITY				
American Indian or Native Alaskan				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Gender				
Male				
Female				
Age				
5–10 years old				
11-15 years old				
16-18 years old				
19 years and older				

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 unduplicated counts 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. If no data are available for the requested information, enter "NA."

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)			
2. Awarded high school diploma(s)			
3. Awarded GED(s)			
2. Academic & Vocational Outcomes	Number of Students		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in Adult Corrections
1. Academic			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits			
2. Were enrolled in a GED program			
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
3. Enrolled in their local district school			
4. Earned a GED			
5. Obtained high school diploma			
6. Were accepted into post-secondary education			
7. Enrolled in post-secondary education			
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs			
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education			
3. Obtained employment			

Instructions: Academic Performance Tables

Report the number of long-term 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. Long-term 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 unduplicated counts 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. If no data are available for the requested information, enter "NA."

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 both 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 ½ 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 than 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)									
2. # students from row 1 who tested below grade level upon entry.									
3. # students from row 1 who took both the pre- and post-test reading exams									
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams									
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams									
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									
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									
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									

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)									
2. # students from row 1 who tested below grade level upon entry.									
3. # students from row 1 who took both the pre- and post-test math exams									
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams									
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams									
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									
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									
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									

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.

Do not leave any cells blank. If you do not have data available for the requested information, or if the requested information does not apply, please enter “**NA.**”

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. If no data are available for the requested information, enter “NA.”

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 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 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

<i>Facility/Program type</i>	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			NA	
2. Neglected Programs				
3. Delinquent (Total)			NA	
4. Juvenile Detention				
5. Juvenile Corrections				
6. Number of facilities that served more than one purpose: _____				

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. If no data are available for the requested information, enter "NA."

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				
RACE/ETHNICITY				
American Indian or Native Alaskan				
Asian or Pacific Islander				
Black, non-Hispanic				
Hispanic				
White, non-Hispanic				
Gender				
Male				
Female				
Age				
5–10 years old				
11-15 years old				
16-18 years old				
19 years and older				

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 unduplicated counts 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. If no data are available for the requested information, enter "NA."

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)		
2. Awarded high school diploma(s)		
3. Awarded GED(s)		
2. Academic & Vocational Outcomes	Number of Students	
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention
1. Academic		
<i>While in the facility, the number of students who...</i>		
1. Earned high school course credits		
2. Were enrolled in a GED program		
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
3. Enrolled in their local district school		
4. Earned a GED		
5. Obtained high school diploma		
6. Were accepted into post-secondary education		
7. Enrolled in post-secondary education		
2. Vocational		
<i>While in the facility, the number of students who...</i>		
1. Enrolled in elective job training courses/programs		
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
2. Enrolled in external job training education		
3. Obtained employment		

Instructions: Academic Performance Tables

Report the number of long-term 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. Long-term 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 unduplicated counts 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. If no data are available for the requested information, enter "NA."

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 both 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 ½ 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 than 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)						
2. # students from row 1 who tested below grade level upon entry.						
3. # students from row 1 who took both the pre- and post-test reading exams						
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams						
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams						
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						
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						
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						

2.4.2.5 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	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)						
2. # students from row 1 who tested below grade level upon entry.						
3. # students from row 1 who took both the pre- and post-test math exams						
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams						
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams						
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						
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						
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						

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. _____

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. _____

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

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 No (circle one)
Year last updated:	_____ (year)
Date of State Approval:	____/____/____ MM/ DD / YY
Web Site Location/URL: _____	

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

2.6.2.1.2 Technology literacy

2.6.2.2 Goals, Objectives, Targets

Goals, Objectives, Targets	Narrative
<p>Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)</p>	
<p>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.</p>	
<p>Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)</p>	
<p>Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)</p>	
<p>Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA</p>	
<p>Target <i>Indicate status of data in 2003-04 school year</i></p>	
<p>Target <i>Indicate status of data in 2004-05 school year.</i></p>	
<p>Target <i>Target for 2005-06 school year</i></p>	
<p>Target <i>Target for 2006-07 school year.</i></p>	
<p>Target <i>Target for 2007-08 school</i></p>	
<p>Assessment of Progress <i>Status of progress on indicator</i> (1) Target met (2) Target not met</p>	
<p>Measurement tool(s) used to assess progress of indicators.</p>	

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

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
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____
		Frequency: _____ _____ Year of most recent collection: _____ _____	2003-2004 _____ 2004-2005 _____ 2005-2006 _____ 2006-2007 _____ 2007-2008 _____	2003-2004 _____ 2004-2005 _____ Baseline: _____ Year established: _____

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	
Middle School	
High School	

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

State definition of physical fighting: _____

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		

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

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

State definition of weapons: _____

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		

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

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

State definition of alcohol-related: _____]

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		

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

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

State definition of illicit-drug related: _____

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary		
Middle		
High School		

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

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.

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).

A large, empty rectangular box with a thin black border, intended for the user to provide detailed information regarding innovative programs under Title V, Part A. The box is currently blank.

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 to a quality education. 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			
Area 2: Teacher Quality			
Area 3: Safe and Drug Free Schools			
Area 4: Increase Access for all Students			
<p>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).</p>			

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. _____

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

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. _____

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. _____

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

**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)

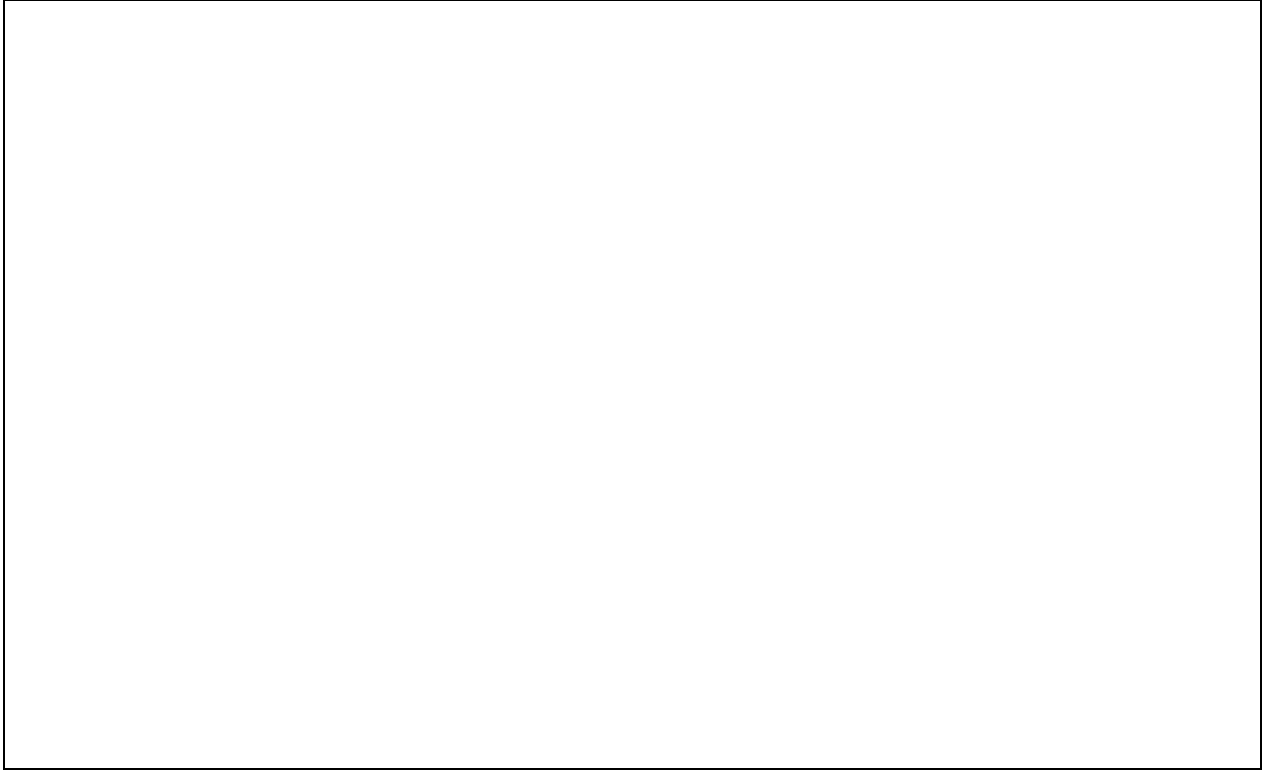
Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2004-2005 school year. _____

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	
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	
Educational technology, including software and hardware as described in Title II, Part D	
Parental involvement activities	
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	
Activities authorized under Title I, Part A	
Activities authorized under Title III (Language instruction for LEP and immigrant students)	

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.



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? _____

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. _____

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)		
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))		
Title I, Part A, Improving Basic Programs Operated by LEAs		

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)		
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))		

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.