

**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 2006-07**

**NEW YORK**



**PART I DUE FRIDAY, DECEMBER 28, 2007  
PART II DUE FRIDAY, FEBRUARY 22, 2008**

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

## INTRODUCTION

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

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

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

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2006-07 consists of two information collections.

**PART I**

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

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

Starting with SY 2005-06, collection of data for the Education of Homeless Children and Youths was added to Part I in order to provide timely data for the program's performance measures. This change allowed ED to retire OMB collection 1810-0650. For SY 2006-07, Migrant Education Program child count information that is used for funding purposes is now collected via Part I. This change allowed ED to retire OMB collection 1810-0519

**PART II**

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

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The CSPR is the best vehicle for collection of the data.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2006-07 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 28, 2007**. Part II of the Report is due to the Department by **Friday, February 22, 2008**. Both Part I and Part II should reflect data from the SY 2006-07, unless otherwise noted.

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

## TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2006-07 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2006-07 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

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

|   |  |                                   |
|---|--|-----------------------------------|
|   |  | OMB Number: 1810-0614             |
|   |  | Expiration Date: 10/31/2010       |
| <p>Consolidated State Performance Report<br/>         For<br/>         State Formula Grant Programs<br/>         under the<br/>         Elementary And Secondary Education Act<br/>         as amended by the<br/>         No Child Left Behind Act of 2001</p> |  |                                   |
| Check the one that indicates the report you are submitting:<br><input checked="" type="checkbox"/> Part I, 2006-07 <input type="checkbox"/> Part II, 2006-07  |  |                                   |
| Name of State Educational Agency (SEA) Submitting This Report:<br>New York State Education Department   |  |                                   |
| Address:<br>89 Washington Avenue<br>Albany, New York 12234  |  |                                   |
| Person to contact about this report:  |  |                                   |
| Name: Raymond H. Kesper   |  |                                   |
| Telephone: (518) 474-8076   |  |                                   |
| Fax: (518) 473-2860   |  |                                   |
| e-mail: rkesper@mail.nysed.gov  |  |                                   |
| Name of Authorizing State Official: (Print or Type):<br>Johanna Duncan-Poitier  |  |                                   |
|   |  | Friday, March 7, 2008, 1:54:54 PM |
| Signature   |  | Date                              |

**CONSOLIDATED STATE PERFORMANCE REPORT:  
PART I**

For reporting on  
**School Year 2006-07**



**PART I DUE DECEMBER 28, 2007**

## 1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

This section requests descriptions of the State's implementation of the *NCLB* academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of *ESEA*.

### 1.1.1 Academic Content Standards

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to content standards taken or planned."

The response is limited to 8,000 characters.

There are no changes planned for the mathematics learning standards. New York State is currently starting a formal standard revisitation process; the English Language Arts learning standards are slated to undergo formal review this academic year with the review to be concluded by summer 2008. Pending the outcome of the review, the standards may be revised or may remain unchanged. If the review recommends revising the ELA learning standards, that work would commence immediately. We cannot submit a timeline for that at this time.

Source – Manual input by the SEA using the online collection tool.

**Note:** Mathematics and Reading/Language Arts has been added to this data collection for the SY 2006-07 CSPR.

**1.1.2 Assessments in Mathematics and Reading/Language Arts**

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's assessments in mathematics or reading/language arts required under Section 1111(b)(3) of *ESEA*. As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of *ESEA*. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to assessments made or planned."

The response is limited to 8,000 characters.

No changes were made to the State's assessments in Mathematics and Reading/Language Arts.

Source – Manual input by the SEA using the online collection tool.

**Note:** The subject of science has been removed from this data element.

**1.1.3 Academic Achievement Standards in Mathematics and Reading/Language Arts**

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic achievement standards in mathematics or reading/language arts implemented to meet the requirements under Section 1111(b)(3) of *ESEA*. As applicable, include alternate achievement standards for students with significant cognitive disabilities and modified academic achievement standards implemented to meet the requirements of Section 1111(b)(3) of *ESEA*. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to content standards taken or planned."

The response is limited to 8,000 characters.

|  |
|--|
| No changes were made to the State's academic achievement standards in Mathematics and Reading/Language Arts. |
|--|

Source – Manual input by the SEA using the online collection tool.

**Note:** The subject of science has been removed from this data element.

#### 1.1.4 Assessments in Science

In the space below, provide a description of the State's progress in developing and implementing assessments in science that meet the requirements of Section 1111(b)(3) of ESEA in the required grade levels, including remaining major milestones (e.g., field testing) and a timeline for them. As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of *ESEA*.

The response is limited to 8,000 characters.

New York State has already designed and implemented Science assessments for elementary, intermediate, and secondary levels. These assessments have been operational for over a decade at the elementary and intermediate level, and operational since the late 19th century for the secondary level. Furthermore, the State has recently redesigned its Alternate Assessment and Science was included in this redesign; this redesigned assessment has been operational for two years.

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly part of Section 1.1.2 of the SY 2005-06 CSPR.

**1.1.5 Academic Achievement Standards in Science**

In the space below, provide a description of the State's progress in developing and implementing academic achievement standards in science that meet the requirements of Section 1111(b)(3) in the required grade levels, including remaining major milestones and a timeline for them. As applicable, include alternate achievement standards for students with significant cognitive disabilities implemented to meet the requirements of Section 1111(b)(3) of *ESEA*.

The response is limited to 8,000 characters.

No changes were made to the State's academic achievement standards in Science.

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly part of Section 1.1.3 of the SY 2005-06 CSPR.

**1.2 PARTICIPATION IN STATE ASSESSMENTS**

This section collects data on the participation of students in the State *NCLB* assessments.

**1.2.1 Participation of All Students in Mathematics Assessment**

In the table below, provide the number of students enrolled during the State's testing window for *NCLB* mathematics assessments required under Section 1111(b)(3) of ESEA (regardless of whether the students were present for a full academic year) and the number of students who were tested in mathematics. The percentage of students who were tested for mathematics will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who were tested using regular assessments with or without accommodations and alternate assessments.

The student group "limited English proficient students (LEP)" includes recently arrived students who have attended schools in the United States for fewer than 12 months; and it does not include former LEP students.

| <b>Student Group</b>                       | <b># Students Enrolled</b> | <b># Students Tested</b> | <b>Percent of Students Tested</b> |
|--|----------------------------|--------------------------|-----------------------------------|
| All students                               | 1443428                    | 1429163                  | 99.0                              |
| American Indian or Alaska Native           | 6658                       | 6560                     | 98.5                              |
| Asian or Pacific Islander                  | 102712                     | 102174                   | 99.5                              |
| Black, non-Hispanic                        | 278255                     | 273549                   | 98.3                              |
| Hispanic                                   | 285994                     | 282038                   | 98.6                              |
| White, non-Hispanic                        | 768876                     | 763922                   | 99.4                              |
| Children with disabilities ( <i>IDEA</i> ) | 214038                     | 207700                   | 97.0                              |
| Limited English proficient (LEP) students  | 89748                      | 88583                    | 98.7                              |
| Economically disadvantaged students        | 675678                     | 668033                   | 98.9                              |
| Migratory students                         | 825                        | 817                      | 99.0                              |
| Male                                       | 738970                     | 730200                   | 98.8                              |
| Female                                     | 704458                     | 698963                   | 99.2                              |
| <b>Comments:</b>                           |                            |                          |                                   |

Source – The table above is produced through EDFacts. The SEA submits the data in file N/X081 that includes data group 588, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** This table was formerly Section 1.2.1.1 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the total number of students enrolled has been added to this data collection.

### 1.2.2 Participation of Students with Disabilities in Mathematics Assessment

In the table below, provide the number of children with disabilities (IDEA) tested during the State's testing window for mathematics assessments required under Section 1111(b)(3) of ESEA (regardless of whether the children were present for a full academic year) by the type of assessment. The percentage of children with disabilities (IDEA) who were tested in mathematics for each type of assessment will be calculated automatically. The total number of children with disabilities (IDEA) tested will also be calculated automatically.

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

| Type of Assessment   | # Children with Disabilities (IDEA) Tested | Percentage of Children with Disabilities (IDEA) Tested, Who Took the Specified Assessment |
|--|--|---|
| Regular Assessment without Accommodations  | 37332                                      | 18.0  |
| Regular Assessment with Accommodations   | 157612                                     | 75.9  |
| Alternate Assessment Based on Grade-Level Achievement Standards  | 0  | 0.0   |
| Alternate Assessment Based on Modified Achievement Standards   | 0  | 0.0   |
| Alternate Assessment Based on Alternate Achievement Standards  | 12756                                      | 6.1   |
| Total  | 207700                                     |   |
| <b>Comments:</b> We do not have alternate assessment based on either grade-level or modified achievement standards |  |   |

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly Section 1.2.2.1 of the SY 2005-06 CSPR.

**1.2.3 Participation of All Students in the Reading/Language Arts Assessment**

This section is similar to 1.2.1 and collects data on the State's *NCLB* reading/language arts assessment.

| <b>Student Group</b>                       | <b># Students Enrolled</b> | <b># Students Tested</b> | <b>Percent of Students Tested</b> |
|--|----------------------------|--------------------------|-----------------------------------|
| All students                               | 1442822                    | 1427738                  | 99.0                              |
| American Indian or Alaska Native           | 6662                       | 6549                     | 98.3                              |
| Asian or Pacific Islander                  | 102333                     | 101622                   | 99.3                              |
| Black, non-Hispanic                        | 278313                     | 273458                   | 98.3                              |
| Hispanic                                   | 285482                     | 281112                   | 98.5                              |
| White, non-Hispanic                        | 769103                     | 764077                   | 99.4                              |
| Children with disabilities ( <i>IDEA</i> ) | 214218                     | 207392                   | 96.8                              |
| Limited English proficient (LEP) students  | 88716                      | 86710                    | 97.7                              |
| Economically disadvantaged students        | 675717                     | 667544                   | 98.8                              |
| Migratory students                         | 825                        | 806                      | 97.7                              |
| Male                                       | 738521                     | 729124                   | 98.7                              |
| Female                                     | 704301                     | 698614                   | 99.2                              |
| <b>Comments:</b>                           |                            |                          |                                   |

Source – The same file specification as 1.2.1 is used, but with data group 589 instead of 588.

**Note:** This table was formerly Section 1.2.1.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the total number of students enrolled has been added to this data collection.

#### 1.2.4 Participation of Students with Disabilities in Reading/Language Arts Assessment

This section is similar to 1.2.2 and collects data on the State's *NCLB* reading/language arts assessment.

The data provided should include reading/language arts 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.

| Type of Assessment   | # Children with Disabilities (IDEA) Tested | Percentage of Children with Disabilities (IDEA) Tested, Who Took the Specified Assessment |
|--|--|---|
| Regular Assessment without Accommodations  | 38228                                      | 18.4  |
| Regular Assessment with Accommodations   | 156421                                     | 75.4  |
| Alternate Assessment Based on Grade-Level Achievement Standards  | 0  | 0.0   |
| Alternate Assessment Based on Modified Achievement Standards   | 0  | 0.0   |
| Alternate Assessment Based on Alternate Achievement Standards  | 12743                                      | 6.1   |
| Total  | 207392                                     |   |
| <b>Comments:</b> We do not have alternate assessment based on either grade-level or modified achievement standards |  |   |

Source – Manual input by the SEA using the online collection tool.

**Note:** This table was formerly Section 1.2.2.2 of the SY 2005-06 CSPR.

### **1.3 STUDENT ACADEMIC ACHIEVEMENT**

This section collects data on student academic achievement on the State *NCLB* assessments.

#### **1.3.1 Student Academic Achievement in Mathematics**

In the format of the table below, provide the number of students who completed the State *NCLB* assessment(s) in mathematics implemented to meet the requirements of Section 1111(b)(3) of ESEA (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who were tested using regular assessments with or without accommodations and alternate assessments.

The student group "limited English proficient students (LEP)" does not include recently arrived students who have attended schools in the United States for fewer than 12 months; and does not include monitored former LEP (MFLEP) students.

#### **1.3.2 Student Academic Achievement in Reading/Language Arts**

This section is similar to 1.3.1. The only difference is that this section collects data on the State's *NCLB* reading/language arts assessment.

**1.3.1 Student Academic Achievement in Mathematics - Grade 3**

| <b>Grade 3</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 201516   | 172055   | 85.4   |
| American Indian or Alaska Native                   | 964  | 766  | 79.5   |
| Asian or Pacific Islander                          | 14569  | 13781  | 94.6   |
| Black, non-Hispanic                                | 39314  | 29412  | 74.8   |
| Hispanic   | 42760  | 33673  | 78.8   |
| White, non-Hispanic                                | 103802   | 94329  | 90.9   |
| Children with disabilities ( <i>IDEA</i> )         | 29822  | 17701  | 59.4   |
| Limited English proficient (LEP) students          | 19437  | 13527  | 69.6   |
| Economically disadvantaged students                | 102143   | 80444  | 78.8   |
| Migratory students                                 | 118  | 75   | 63.6   |
| Male   | 103306   | 87878  | 85.1   |
| Female   | 98210  | 84177  | 85.7   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.2 Student Academic Achievement in Reading/Language Arts - Grade 3**

| <b>Grade 3</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 201270   | 135409   | 67.3   |
| American Indian or Alaska Native                   | 967  | 548  | 56.7   |
| Asian or Pacific Islander                          | 14506  | 11370  | 78.4   |
| Black, non-Hispanic                                | 39293  | 20329  | 51.7   |
| Hispanic   | 42587  | 21676  | 50.9   |
| White, non-Hispanic                                | 103815   | 81417  | 78.4   |
| Children with disabilities ( <i>IDEA</i> )         | 29763  | 9433   | 31.7   |
| Limited English proficient (LEP) students          | 19184  | 6359   | 33.1   |
| Economically disadvantaged students                | 102068   | 54979  | 53.9   |
| Migratory students                                 | 115  | 48   | 41.7   |
| Male   | 103138   | 65819  | 63.8   |
| Female   | 98132  | 69590  | 70.9   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.3 Student Academic Achievement in Mathematics - Grade 4**

| <b>Grade 4</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 200699   | 160764   | 80.1   |
| American Indian or Alaska Native                   | 911  | 641  | 70.4   |
| Asian or Pacific Islander                          | 14814  | 13723  | 92.6   |
| Black, non-Hispanic                                | 38726  | 25292  | 65.3   |
| Hispanic   | 41688  | 29401  | 70.5   |
| White, non-Hispanic                                | 104484   | 91644  | 87.7   |
| Children with disabilities ( <i>IDEA</i> )         | 31194  | 15532  | 49.8   |
| Limited English proficient (LEP) students          | 16348  | 8989   | 55.0   |
| Economically disadvantaged students                | 99828  | 70770  | 70.9   |
| Migratory students                                 | 132  | 78   | 59.1   |
| Male   | 102966   | 82908  | 80.5   |
| Female   | 97733  | 77856  | 79.7   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.4 Student Academic Achievement in Reading/Language Arts - Grade 4**

| <b>Grade 4</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 200298   | 136264   | 68.0   |
| American Indian or Alaska Native                   | 909  | 509  | 56.0   |
| Asian or Pacific Islander                          | 14716  | 11630  | 79.0   |
| Black, non-Hispanic                                | 38677  | 20045  | 51.8   |
| Hispanic   | 41478  | 21124  | 50.9   |
| White, non-Hispanic                                | 104441   | 82900  | 79.4   |
| Children with disabilities ( <i>IDEA</i> )         | 31162  | 9617   | 30.9   |
| Limited English proficient (LEP) students          | 16017  | 4301   | 26.9   |
| Economically disadvantaged students                | 99649  | 53733  | 53.9   |
| Migratory students                                 | 131  | 61   | 46.6   |
| Male   | 102717   | 66594  | 64.8   |
| Female   | 97581  | 69670  | 71.4   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.5 Student Academic Achievement in Mathematics - Grade 5**

| <b>Grade 5</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 205309   | 156818   | 76.4   |
| American Indian or Alaska Native                   | 934  | 605  | 64.8   |
| Asian or Pacific Islander                          | 14999  | 13735  | 91.6   |
| Black, non-Hispanic                                | 39358  | 24049  | 61.1   |
| Hispanic   | 42344  | 28009  | 66.2   |
| White, non-Hispanic                                | 107590   | 90349  | 84.0   |
| Children with disabilities ( <i>IDEA</i> )         | 32861  | 14729  | 44.8   |
| Limited English proficient (LEP) students          | 13433  | 6312   | 47.0   |
| Economically disadvantaged students                | 101135   | 67394  | 66.6   |
| Migratory students                                 | 126  | 71   | 56.4   |
| Male   | 105585   | 80445  | 76.2   |
| Female   | 99724  | 76373  | 76.6   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.6 Student Academic Achievement in Reading/Language Arts - Grade 5**

| <b>Grade 5</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 205055   | 140079   | 68.3   |
| American Indian or Alaska Native                   | 933  | 535  | 57.3   |
| Asian or Pacific Islander                          | 14939  | 11673  | 78.1   |
| Black, non-Hispanic                                | 39342  | 20415  | 51.9   |
| Hispanic   | 42122  | 21104  | 50.1   |
| White, non-Hispanic                                | 107636   | 86295  | 80.2   |
| Children with disabilities ( <i>IDEA</i> )         | 32839  | 10852  | 33.0   |
| Limited English proficient (LEP) students          | 13165  | 3050   | 23.2   |
| Economically disadvantaged students                | 100996   | 54641  | 54.1   |
| Migratory students                                 | 126  | 58   | 46.0   |
| Male   | 105417   | 70019  | 66.4   |
| Female   | 99638  | 70060  | 70.3   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.7 Student Academic Achievement in Mathematics - Grade 6**

| <b>Grade 6</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 207857   | 148689   | 71.5   |
| American Indian or Alaska Native                   | 985  | 593  | 60.2   |
| Asian or Pacific Islander                          | 14870  | 13222  | 88.9   |
| Black, non-Hispanic                                | 39840  | 21412  | 53.7   |
| Hispanic   | 41781  | 24626  | 58.9   |
| White, non-Hispanic                                | 110290   | 88776  | 80.5   |
| Children with disabilities ( <i>IDEA</i> )         | 32416  | 11491  | 35.4   |
| Limited English proficient (LEP) students          | 11827  | 4431   | 37.5   |
| Economically disadvantaged students                | 101605   | 60525  | 59.6   |
| Migratory students                                 | 136  | 71   | 52.2   |
| Male   | 106476   | 75491  | 70.9   |
| Female   | 101381   | 73198  | 72.2   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.8 Student Academic Achievement in Reading/Language Arts - Grade 6**

| <b>Grade 6</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 207521   | 131551   | 63.4   |
| American Indian or Alaska Native                   | 983  | 511  | 52.0   |
| Asian or Pacific Islander                          | 14768  | 11038  | 74.7   |
| Black, non-Hispanic                                | 39769  | 18004  | 45.3   |
| Hispanic   | 41606  | 18668  | 44.9   |
| White, non-Hispanic                                | 110304   | 83270  | 75.5   |
| Children with disabilities ( <i>IDEA</i> )         | 32336  | 7848   | 24.3   |
| Limited English proficient (LEP) students          | 11501  | 1763   | 15.3   |
| Economically disadvantaged students                | 101366   | 48093  | 47.4   |
| Migratory students                                 | 133  | 49   | 36.8   |
| Male   | 106208   | 63648  | 59.9   |
| Female   | 101313   | 67903  | 67.0   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.9 Student Academic Achievement in Mathematics - Grade 7**

| <b>Grade 7</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 215149   | 143709   | 66.8   |
| American Indian or Alaska Native                   | 1100   | 612  | 55.6   |
| Asian or Pacific Islander                          | 14615  | 12505  | 85.6   |
| Black, non-Hispanic                                | 42354  | 18542  | 43.8   |
| Hispanic   | 42848  | 21842  | 51.0   |
| White, non-Hispanic                                | 114158   | 90156  | 79.0   |
| Children with disabilities ( <i>IDEA</i> )         | 33219  | 10330  | 31.1   |
| Limited English proficient (LEP) students          | 11252  | 3363   | 29.9   |
| Economically disadvantaged students                | 104319   | 54402  | 52.1   |
| Migratory students                                 | 144  | 50   | 34.7   |
| Male   | 110951   | 72143  | 65.0   |
| Female   | 104198   | 71566  | 68.7   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.10 Student Academic Achievement in Reading/Language Arts - Grade 7**

| <b>Grade 7</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 215028   | 125027   | 58.1   |
| American Indian or Alaska Native                   | 1086   | 481  | 44.3   |
| Asian or Pacific Islander                          | 14510  | 10221  | 70.4   |
| Black, non-Hispanic                                | 42363  | 16479  | 38.9   |
| Hispanic   | 42772  | 17221  | 40.3   |
| White, non-Hispanic                                | 114220   | 80577  | 70.5   |
| Children with disabilities ( <i>IDEA</i> )         | 33266  | 7410   | 22.3   |
| Limited English proficient (LEP) students          | 10943  | 1519   | 13.9   |
| Economically disadvantaged students                | 104420   | 44082  | 42.2   |
| Migratory students                                 | 142  | 34   | 23.9   |
| Male   | 110886   | 59033  | 53.2   |
| Female   | 104142   | 65994  | 63.4   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.11 Student Academic Achievement in Mathematics - Grade 8**

| <b>Grade 8</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 217286   | 128706   | 59.2   |
| American Indian or Alaska Native                   | 1048   | 490  | 46.8   |
| Asian or Pacific Islander                          | 14469  | 11785  | 81.5   |
| Black, non-Hispanic                                | 42772  | 15099  | 35.3   |
| Hispanic   | 42909  | 17632  | 41.1   |
| White, non-Hispanic                                | 116026   | 83668  | 72.1   |
| Children with disabilities ( <i>IDEA</i> )         | 32757  | 8340   | 25.5   |
| Limited English proficient (LEP) students          | 12035  | 3424   | 28.5   |
| Economically disadvantaged students                | 101838   | 43899  | 43.1   |
| Migratory students                                 | 126  | 35   | 27.8   |
| Male   | 112021   | 64782  | 57.8   |
| Female   | 105265   | 63924  | 60.7   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.12 Student Academic Achievement in Reading/Language Arts - Grade 8**

| <b>Grade 8</b>                                     | <b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b> | <b># Students Scoring at or Above Proficient</b> | <b>Percentage of Students Scoring at or Above Proficient</b> |
|--|--|--|--|
| All students                                       | 217328   | 124582   | 57.3   |
| American Indian or Alaska Native                   | 1054   | 482  | 45.7   |
| Asian or Pacific Islander                          | 14369  | 9878   | 68.7   |
| Black, non-Hispanic                                | 42838  | 16092  | 37.6   |
| Hispanic   | 42797  | 16226  | 37.9   |
| White, non-Hispanic                                | 116207   | 81879  | 70.5   |
| Children with disabilities ( <i>IDEA</i> )         | 32813  | 6811   | 20.8   |
| Limited English proficient (LEP) students          | 11725  | 1380   | 11.8   |
| Economically disadvantaged students                | 101898   | 40527  | 39.8   |
| Migratory students                                 | 124  | 33   | 26.6   |
| Male   | 111969   | 58349  | 52.1   |
| Female   | 105359   | 66233  | 62.9   |
| <b>Comments:</b> These numbers have been validated |  |  |  |

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.13 Student Academic Achievement in Mathematics - High School**

| High School  | # Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned | # Students Scoring at or Above Proficient | Percentage of Students Scoring at or Above Proficient |
|--|---|---|---|
| All students                                       | 178648  | 157057                                    | 87.9  |
| American Indian or Alaska Native                   | 649   | 558                                       | 86.0  |
| Asian or Pacific Islander                          | 13482   | 12827                                     | 95.1  |
| Black, non-Hispanic                                | 30232   | 22370                                     | 74.0  |
| Hispanic   | 27045   | 20707                                     | 76.6  |
| White, non-Hispanic                                | 106788  | 100210                                    | 93.8  |
| Children with disabilities ( <i>IDEA</i> )         | 17975   | 10220                                     | 56.9  |
| Limited English proficient (LEP) students          | 5029  | 3191                                      | 63.5  |
| Economically disadvantaged students                | 58525   | 45761                                     | 78.2  |
| Migratory students                                 | 39  | 30  | 76.9  |
| Male   | 87983   | 76761                                     | 87.2  |
| Female   | 90665   | 80296                                     | 88.6  |
| <b>Comments:</b> These numbers have been validated |   |   |   |

Source – Initially prepopulated by ED*Facts* in file N/X075 that is data group 583, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.3.14 Student Academic Achievement in Reading/Language Arts - High School**

| High School  | # Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned | # Students Scoring at or Above Proficient | Percentage of Students Scoring at or Above Proficient |
|--|---|---|---|
| All students                                       | 176840  | 154898                                    | 87.6  |
| American Indian or Alaska Native                   | 629   | 520                                       | 82.7  |
| Asian or Pacific Islander                          | 13227   | 12054                                     | 91.1  |
| Black, non-Hispanic                                | 29955   | 22875                                     | 76.4  |
| Hispanic   | 26452   | 20321                                     | 76.8  |
| White, non-Hispanic                                | 106123  | 98729                                     | 93.0  |
| Children with disabilities ( <i>IDEA</i> )         | 17339   | 9611                                      | 55.4  |
| Limited English proficient (LEP) students          | 4510  | 1898                                      | 42.1  |
| Economically disadvantaged students                | 57523   | 44614                                     | 77.6  |
| Migratory students                                 | 37  | 24  | 64.9  |
| Male   | 86797   | 74261                                     | 85.6  |
| Female   | 90043   | 80637                                     | 89.6  |
| <b>Comments:</b> These numbers have been validated |   |   |   |

Source – Initially prepopulated by ED*Facts* in file N/X076, N/X077, or N/X078 that are data group 584, category sets A, B, C, D, E, and F. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

**Note:** The addition of the total number of students with an assigned proficiency level is a new data collection for the SY 2006-07 CSPR.

**1.4 SCHOOL AND DISTRICT ACCOUNTABILITY**

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

**1.4.1 All Schools and Districts Accountability**

In the table below, provide the total number of public elementary and secondary schools and districts in the State and the total number of those schools and districts that made AYP based on data for the SY 2006-07 school year. The percentage that made AYP will be calculated automatically.

| Entity           | Total # | # That Made AYP in SY 2006-07 | Percentage That Made AYP in SY 2006-07 |
|------------------|---------|-------------------------------|--|
| Schools          | 4470    | 3595                          | 80.4                                   |
| Districts        | 821     | 596                           | 72.6                                   |
| <b>Comments:</b> |         |                               |  |

Source – The table above is produced through *EDFacts*. The SEA submits the data in N/X103 for data group 32.

**1.4.2 Title I School Accountability**

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for the SY 2006-07 school year. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

| Title I School                            | # Title I Schools | # Title I Schools That Made AYP in SY 2006-07 | Percentage of Title I Schools That Made AYP in SY 2006-07 |
|---|-------------------|---|---|
| All Title I schools                       | 3218              | 2472  | 76.8  |
| Schoolwide (SWP) Title I schools          | 1515              | 936   | 61.8  |
| Targeted assistance (TAS) Title I schools | 1703              | 1536  | 90.2  |
| <b>Comments:</b>                          |                   |   |   |

Source – The table above is produced through *EDFacts*. The SEA submits the data in N/X101 for data group 22 and N/X103 for data group 32.

**Note:** New for the SY 2006-07 CSPR is the data collection requirement to report for public schools and to include data for schoolwide (SWP) and targeted assistance (TAS) Title I Schools.

**1.4.3 Accountability of Districts That Received Title I Funds**

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2006-07. The percentage that made AYP will be calculated automatically.

| # Districts That Received Title I Funds | # Districts That Received Title I Funds and Made AYP in SY 2006-07 | Percentage of Districts That Received Title I Funds and Made AYP in SY 2006-07 |
|---|--|--|
| 661                                     | 488  | 73.8   |
| <b>Comments:</b>                        |  |  |

Source – Initially, pre-populated by *EDFacts* file N/X103 that is data group 32 and 582. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** This table was formerly part of Section 1.4.2 of the SY 2005-06 CSPR.

#### 1.4.4 Title I Schools Identified for Improvement

##### 1.4.4.1 List of Title I Schools Identified for Improvement

In the following table, provide a list of Title I schools identified for improvement, corrective action, or restructuring under Section 1116 for the SY 2007-08 based on the data from SY 2006-07. For each school on the list, provide the following:

- District Name and NCES ID Code
- School Name and NCES ID Code
- Whether the school missed the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the reading/language arts assessment
- Whether the school missed the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the school missed the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the school missed the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2007-08 (Use one of the following improvement status designations: School Improvement – Year 1, School Improvement – Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing))<sup>1</sup>
- Whether the school is a Title I school (This column is optional and is used only by States that choose to list all schools in improvement.)

See attached for blank template that can be used to enter School Data.

Download template: [Question 1.4.4.1\\_0607.xls](#) ([Get MS Excel Viewer](#))

Source – Manual entry by SEA into the online collection tool.

**Note:** Identification as Title I school is a new data collection for the SY 2006-07 CSPR.

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

#### 1.4.4.2 Actions Taken for Title I Schools Identified for Improvement

In the space below, describe the measures being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring. Include a discussion of the technical assistance provided by and supported by the State, including a description of the statewide systems of support under *NCLB* (e.g., the number of schools served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

The following strategies are being implemented to address the achievement problems of 512 schools in need of improvement, corrective action and restructuring:

• New York State has a statewide system of ongoing support for providing resources and assistance to schools identified for improvement, corrective action and restructuring. At the center of the support system are seven Regional School Support Centers (RSSCs). The RSSCs operate for the sole purpose of working with the State's lowest performing districts and schools.

Regional School Support (RSSC) Teams provide technical assistance at the school level. The RSSC services are directed to the identification and/or diagnosis of root causes of problems inhibiting student performance, and the development of appropriate interventions through comprehensive planning, coordination of network resources, technical assistance and professional development. They provide technical assistance for each of the following initiatives:

- Technical assistance on No Child Left Behind, e.g. accountability requirements, parent initiatives, using scientifically-based research for program improvement
- Districts in Need of Improvement
- Districts in Corrective Action including technical assistance with curriculum audits
- Corrective Action Schools and Planning for Restructuring Schools
- Restructuring Schools (Years 1, 2 and 3)
- Title I School Improvement Grant Applications
- Comprehensive Education Plan and District Comprehensive Educational Plan development and implementation
- Plan development and review for Corrective Action Year- 2 schools and Restructuring Schools

• assigning an SED Liaison to support schools farthest from state standards;

• providing school improvement grants to support district school improvement efforts;

• ensuring the alignment of curriculum and instruction through curriculum audits. Corrective Action Districts in Need of Improvement undergo a comprehensive Audit of Curriculum and Instruction. This comprehensive K-12 audit by a third party contractor leads to the compilation of instructional knowledge and proven practices that can be used to support achievement problems;

• using consultants to target the specific content area of identification, including the specific subgroup(s) not making Adequate Yearly Progress (AYP);

• targeting professional development through Reading and Mathematic Institutes and Summer Science Discovery Institutes; and

• providing Urban Forums for districts to focus on increasing graduation rates.

Source – Manual entry by SEA into the online collection tool.

**Note:** The inclusion of the discussion of technical assistance provided by and supported by the State is a new data collection for the SY 2006-07 CSPR.

**1.4.4.3 Corrective Action**

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *NCLB* are being implemented.

| <b>Corrective Action</b>  | <b># of Schools in Corrective Action in Which the Corrective Action Is Being Implemented</b> |
|---|--|
| Required implementation of a new research-based curriculum or instructional program | 60   |
| Extension of the school year or school day  | 28   |
| Replacement of staff members relevant to the school's low performance               | 3  |
| Significant decrease in management authority at the school level                    | 8  |
| Replacement of the principal  | 12   |
| Restructuring the internal organization of the school                               | 11   |
| Appointment of an outside expert to advise the school                               | 2  |
| <b>Comments:</b>  |  |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.4.4 Restructuring – Year 2**

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *NCLB* are being implemented.

| <b>Restructuring Action</b>  | <b># of Schools in Restructuring in Which Restructuring Action Is Being Implemented</b> |
|--|---|
| Replacement of all or most of the school staff (which may include the principal)   | 10  |
| Reopening the school as a public charter school  | 0   |
| Entering into a contract with a private entity to operate the school   | 0   |
| Take over the school by the State  | 0   |
| Other major restructuring of the school governance   | 37  |
| <b>Comments:</b> Our response to "Replacement of all or most of the school staff" is 10. This refers to "phase-out/closure schools." |   |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

## 1.4.5 Districts That Received Title I Funds Identified for Improvement

### 1.4.5.1 List of Districts That Received Title I Funds and Were Identified for Improvement

In the following table, provide a list of districts that received Title I funds and were identified for improvement or corrective action under Section 1116 for the SY 2007-08 based on the data from SY 2006-07. For each district on the list, provide the following:

- District Name and NCES ID Code
- Whether the district missed the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district missed the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2007-08 (Use one of the following improvement status designations: Improvement or Corrective Action<sup>2</sup>)
- Whether the district is a district that received Title I funds (This column is optional and is used only by States that choose to list all districts in improvement.)

See attached for blank template that can be used to enter School Data.

Download template: [Question 1.4.5.1\\_0607.xls](#) ([Get MS Excel Viewer](#))

Source – Manual entry by SEA into the online collection tool.

**Note:** Identification of a district as receiving Title I funds is a new data collection for the SY 2006-07 CSPR.

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

### 1.4.5.2 Actions Taken for Districts That Received Title I Funds Identified for Improvement

In the space below, describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

Districts identified for improvement and/or corrective action are formally notified of their designation and invited to attend a technical assistance session during which time they are provided information about the state's accountability system, how and why they were designated and what requirements they will have to fulfill as a designated district. During this meeting information is also provided regarding School Improvement funds and the application process. LEAs that have been identified for corrective action are mandated to conduct an audit of their written, tested, and taught curriculum. Information obtained through this process has been used by the LEAs to engage critical stakeholders in a co-interpretation of the data and development of an Action Plan detailing needed improvement efforts. Districts involved in this process are collaborating with each other and sharing products generated as a result of this process. We as the state agency are assisting these LEAs throughout the process and monitoring them for implementation of the Action Plans. As a result of this process districts will institute and fully implement new curriculum components that are based on State academic and achievement standards. A key focus of the process is to ensure appropriate professional development in the curriculum for all staff.

Finally, all designated LEAs in our state are assigned a Department liaison who works closely with them to complete plans and access the services of our regionally school support services centers and networks.

Source – Manual entry by SEA into the online collection tool.

**Note:** The inclusion of the discussion of technical assistance provided by the State is a new data collection for the SY 2006-07 CSPR.

**1.4.5.3 Corrective Action**

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *NCLB* are being implemented.

| <b>Corrective Action</b>   | <b># of Districts in Corrective Action in Which Corrective Action Is Being Implemented</b> |
|--|--|
| Implementing a new curriculum based on State standards   | 12   |
| Authorized students to transfer from district schools to higher performing schools in a neighboring district               | 0  |
| Deferred programmatic funds or reduced administrative funds  | 0  |
| Replaced district personnel who are relevant to the failure to make AYP  | 0  |
| Removed one or more schools from the jurisdiction of the district  | 0  |
| Appointed a receiver or trustee to administer the affairs of the district  | 0  |
| Restructured the district  | 0  |
| Abolished the district (list the number of districts abolished between the SYs 2005-06 and 2006-07 as a corrective action) | 0  |
| <b>Comments:</b>   |  |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

#### 1.4.6 Dates of AYP and Identification Determinations

In the table below, provide the dates (MM/DD/YY) when your State provided final school and district AYP and identification for improvement, corrective action, or restructuring to schools and districts based on SY 2006-07 assessments. If applicable, also provide the dates for preliminary determinations provided to schools and districts.

|   | Districts | Schools  |
|---|-----------|----------|
| Final AYP and identification determinations   | 02/20/08  | 12/20/07 |
| Preliminary school AYP and identification determinations (if applicable)  | 12/21/07  | 08/21/07 |
| <b>Comments:</b> Final AYP and identification determination for districts will be made public by the end of March 2008. |           |          |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

#### 1.4.7 Appeal of AYP and Identification Determinations

In the table below, provide the number of districts and schools that appealed their AYP designations based on 2006-07 data and the results of those appeals.

|                  | # Appealed Their AYP Designations | # Appeals Resulted in a Change in the AYP Designation |
|------------------|-----------------------------------|---|
| Districts        | 1                                 | 1   |
| Schools          | 23                                | 18  |
| <b>Comments:</b> |                                   |   |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

|   |         |
|---|---------|
| Date (MM/DD/YY) that processing appeals based on SY 2006-07 data was complete | 2/27/08 |
|---|---------|

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.8 Section 1003(a) Funds**

In the space below, describe your State's use of Section 1003(a) of ESEA funds. Specifically, address the following:

- Describe briefly any priorities the State uses in allocating these funds to schools.
- Describe briefly the State's methods for distributing these funds (e.g., formula, competitive, etc.).
- Describe briefly the types of activities supported by the Section 1003(a) funds.

The response is limited to 8,000 characters.

- 1) The State's priorities for allocating these funds are as follows.
  - a) LEA's that serve the lowest achieving schools
  - b) LEA's that demonstrate the greatest need for such funding
  - c) LEA's that demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest achieving schools meet the progress goals in their school improvement plans
  - d) LEA's that have been identified for improvement based on the State's accountability system.
- 2) NYSED method for distributing these funds is by the formula method.
- 3) The type of activities supported by the Section 1003(a) funds are as follows.
  - a) Professional development
  - b) Additional Academic Intervention Services (Summer, after school, and weekend-may not supplant Title I program currently in place)-Supplemental Educational Services
  - c) Choice Transportation
  - d) Supplies & materials to support improvement activities & services.

Source – Manual input by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.4.9 Public School Choice and Supplemental Educational Services

This section collects data on public school choice and supplemental educational services.

#### 1.4.9.1 Public School Choice

This section collects data on public school choice. FAQs related to the public school choice provisions are at the end of this section.

##### 1.4.9.1.1 Schools Using Public School Choice

In the table below, provide the number of public schools *from which* and *to which* students transferred under the provisions for public school choice in Section 1116 of ESEA.

|   | # Schools |
|---|-----------|
| Title I schools <i>from which</i> students transferred for public school choice | 343       |
| Public Schools <i>to which</i> students transferred for public school choice    | 704       |
| <b>Comments:</b>  |           |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 1.4.5.1 of the SY 2005-06 CSPR.

##### 1.4.9.1.2 Public School Choice – Students

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied for public school choice, and the number who transferred under the provisions for public school choice in Section 1116 of ESEA.

Students who are eligible for public school choice includes:

- (1) Students currently enrolled in a school identified for improvement
- (2) Students who transferred in the current school year under the public school choice provisions of section 1116, and
- (3) Students who previously transferred under section 1116 and are continuing to transfer for the current school year under section 1116.

|   | # Students |
|---|------------|
| Eligible for public school choice   | 315326     |
| Who applied to transfer   | 11469      |
| Who transferred to another school under Title I public school choice provisions | 3692       |

Indicate in the table below the categories of students that are included in the count of eligible students.

|  | Yes/No                  |
|--|-------------------------|
| 1. Enrolled in a school identified for improvement   | Yes <u>    </u>         |
| 2. Transferred in the current school year, only  | No Response <u>    </u> |
| 3. Transferred in a prior year and in the current year   | No Response <u>    </u> |
| <b>Comments:</b> 2. & 3.) The data are not available at this time. Because this is a new question, we did not ask for this data on our survey of LEAs. We have since requested it and expect to have it available by March 2008. |                         |

Source – Initially, pre-populated by ED Facts file N/X010 that includes data groups 579, 574 and 544. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

**Note:** This table was formerly part of section 1.4.5.1 of the SY 2005-06 CSPR.

**1.4.9.1.3 Funds Spent on Public School Choice**

In the table below, provide the total dollar amount spent by LEAs on transportation for public school choice in Section 1116 of ESEA.

|  | <b>Amount</b> |
|--|---------------|
| Dollars spent by LEAs on transportation for public school choice   | \$ 12122328   |
| <b>Comments:</b> This represents New York City data only. Rest of State data are not available at this time. Because this is a new question, we did not ask for these data on our survey of LEAs. We have since requested it, and expect to have it available by March 2008. |               |

Source – Initially, pre-populated by ED*Facts* file N/X102 that includes data group 652. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.4.9.1.4 Availability of Public School Choice Options**

In the table below provide the number of LEAs in your State that are unable to provide public school choice options to eligible students due to any of the following reasons:

1. All schools at a grade level are in school improvement, corrective action, or restructuring.
2. LEA only has a single school at the grade level of the school at which students are eligible for public school choice
3. LEA's schools are so remote from one another that choice is impracticable.

|   | <b># LEAs</b> |
|---|---------------|
| LEAs Unable to Provide Public School Choice | 57            |
| <b>Comments:</b>                            |               |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**FAQs about public school choice:**

- a. *How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs? An LEA may consider a student as eligible for and participating in Title I public school choice, and may consider costs for transporting that student towards its funds spent on transportation for public school choice, if the student meets the following conditions:*
  - Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
  - Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
  - Is using district transportation services to attend such a school.<sup>3</sup>
- b. *How do States report on public school choice for those LEAs that are not able to offer public school choice (e.g., LEAs in which all schools in a grade level are in school improvement, LEAs that have only a single school at that grade level, or LEAs whose schools are so remote from one another that choice is impracticable)? For those LEAs, States should count as eligible all students who attend identified Title I schools. States should report that no eligible schools or students were provided the option to transfer and should provide an explanation why choice is not possible within the LEA in the Comment Section.*

<sup>3</sup> Adapted from OESE/OII policy letter of August 2004. The policy letter may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804.html>.

### 1.4.9.2 Supplemental Educational Services

This section collects data on supplemental educational services.

#### 1.4.9.2.1 Schools with Students Eligible for Supplemental Educational Services

In the table below, provide the number of Title I schools identified as in need of improvement, corrective action, or restructuring whose students received supplemental educational services under Section 1116 of ESEA. A Frequently Asked Questions (FAQ) section related to supplemental educational services is below the table.

|   | # Schools |
|---|-----------|
| Title I schools whose students received supplemental educational services | 413       |
| <b>Comments:</b>  |           |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 1.4.5.2 of the SY 2005-06 CSPR.

#### FAQ about supplemental education services

*How should a State define the phrase "students who received supplemental educational services"?* States should consider students who "received" supplemental educational services as those students who enrolled and participated in some hours of services. States have the discretion to determine the minimum number of hours of participation necessary for a student to have "received" services.

#### 1.4.9.2.2 Supplemental Educational Services - Students

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of ESEA.

|   | # Students |
|---|------------|
| Eligible for supplemental educational services    | 274114     |
| Who applied for supplemental educational services | 81073      |
| Who received supplemental educational services    | 64906      |
| <b>Comments:</b>                                  |            |

Source – Initially, pre-populated by ED*Facts* file N/X102 that includes data groups 578, 575, and 546. If necessary, it is updated through manual entry by the SEA into the online CSPR collection tool.

**Note:** This table was formerly part of Section 1.4.5.2 of the SY 2005-06 CSPR.

#### 1.4.9.2.3 Funds Spent on Supplemental Educational Services

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of ESEA.

|  | Amount      |
|--|-------------|
| Dollars spent by LEAs on supplemental educational services | \$ 91845491 |
| <b>Comments:</b>   |             |

Source – Initially, pre-populated by ED*Facts* file N/X102, which includes data group 651. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.5 TEACHER QUALITY**

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of the *ESEA*.

**1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified**

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified (as the term is defined in section 9101(23) of the *ESEA*) and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in 1.5.3.

| School Type            | # of Core Academic Classes (Total) | # of Core Academic Classes Taught by Teachers Who Are Highly Qualified | Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified | # of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified | Percentage of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified |
|------------------------|------------------------------------|--|---|--|---|
| All schools            | 765571                             | 727579   | 95.0  | 37992  | 5.0   |
| Elementary level       |                                    |  |   |  |   |
| High-poverty schools   | 105751                             | 100375   | 94.9  | 5376   | 5.1   |
| Low-poverty schools    | 81462                              | 80765  | 99.1  | 697  | 0.9   |
| All elementary schools | 334553                             | 325870   | 97.4  | 8683   | 2.6   |
| Secondary level        |                                    |  |   |  |   |
| High-poverty schools   | 63695                              | 53448  | 83.9  | 10247  | 16.1  |
| Low-poverty schools    | 131691                             | 127877   | 97.1  | 3814   | 2.9   |
| All secondary schools  | 431018                             | 401709   | 93.2  | 29309  | 6.8   |
| <b>Comments:</b>       |                                    |  |   |  |   |

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

|   |            |
|---|------------|
| Data table includes classes taught by special education teachers who provide direct instruction core academic subjects. | <u>Yes</u> |
|---|------------|

If the answer above is no, please explain:

|  |
|--|
|  |
|--|

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

|   |
|---|
| An elementary teaching assignment can be reported as either one self-contained full-day class or as multiple departmentalized classes. To ensure that these options are equivalent, the State applies a weight to each self-contained full-day elementary class assignment to equate it to an equivalent number of departmentalized elementary class assignments. |
|---|

Source – Manual entry by SEA into the online collection tool.

**Note:** The data collection requirement to submit data for core classes taught by teachers who are NOT highly qualified has been added for the SY 2006-07 CSPR.

**FAQs about highly qualified teachers and core academic subjects:**

- a. *What are the core academic subjects?* English, reading/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.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded 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]
- c. *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].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the 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, 2006, 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 of whether their schools are configured as elementary or middle schools.
- e. *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.
- f. *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 the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher were Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State. The poverty quartile breaks are reported later in this section.
- h. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State. The poverty quartile breaks are reported later in this section.

### 1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the table below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

**Note:** Use the numbers of core academic classes taught by teachers who are **NOT** highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

|  | Percentage |
|--|------------|
| Elementary School Classes  |            |
| 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 | 4.9        |
| 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               | 0.9        |
| Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)  | 94.2       |
| Other (please explain)   |            |
| Total  | 100.0      |

Source – Manual entry by SEA into the online collection tool.

|  | Percentage |
|--|------------|
| Secondary School Classes   |            |
| 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) | 4.7        |
| Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects                              | 1.1        |
| Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)   | 94.2       |
| Other (please explain)   |            |
| Total  | 100.0      |
| <b>Comments:</b>   |            |

Source – Manual entry by SEA into the online collection tool.

### 1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

|   | <b>High-Poverty Schools</b><br>(more than what %) | <b>Low-Poverty Schools</b><br>(less than what %) |
|---|---|--|
| Elementary schools  | 77.1  | 17.0   |
| Poverty metric used   |   |  |
| Secondary schools   | 77.1  | 17.0   |
| Poverty metric used   | Percent K12 Free/Reduced-price Lunch              |  |
| <b>Comments:</b> These data are the best we have at this point. We will take EDEN's comments into account for next years reporting. |   |  |

Source – Manual entry by SEA into the online collection tool.

#### FAQs on poverty quartiles and metrics used to determine poverty

- a. *How are the poverty quartiles determined?* Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four 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.
- b. *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 through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

**1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS**

This section collects annual performance and accountability data on the implementation of Title III programs.

Throughout this section:

- "AYP grades" is sometimes used to reference grades used for accountability determinations (grades 3 through 8 and one year of high school)
- "Non-AYP grades" is used to reference grades not used for accountability determinations.

**1.6.1 Language Instruction Educational Programs** (formerly 1.1. of the Title III Biennial Collection)

In the table below, provide the number of Title III subgrantees that use each type of language instruction educational program, as defined in Section 3301(8).

**Note:** Numbers reflected in 1.6.1 can be duplicative due to subgrantees' use of more than one type of program. The number for each type of program should be equal to or less than the total number of subgrantees in 1.6.4.1.

**Table 1.6.1 Definitions:**

1. **# Using Program** = Number of subgrantees that reported using a specific type of language instruction educational program. Subgrantees may use multiple programs. **(a.)** If multiple programs are used, count one for each program type used. **(b.)** Consortium is always counted as **one if all members used the same type of program**. If consortium members used different types of programs, count all members using the same type of program as one for each type. Do not count the members of the consortium individually as one, unless each member used a different type of program (e.g., use the same method of counting as one subgrantee using multiple types of programs in **(a.)**)
2. **Type of Program** = Type of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in <http://www.ncela.gwu.edu/expert/glossary.html>.
3. **Other Language** = Name of the language of instruction, other than English, used in the program.
4. **% Language of Instruction** = Average percentages of English and the other language used as a language of instruction in the program or use the percentage of the most common practice in the State (applies **only** to the first five bilingual program types).
5. **OLOI** = Other Language of Instruction used in the bilingual language instruction educational program.

| # Using Program  | Type of Program  | Other Language  | % Language of Instruction |       |
|------------------|--|---|---------------------------|-------|
|                  |  |   | English                   | OLOI  |
| 41               | Dual language  | Spanish, Haitian Creole, French, Chinese                                  | 50.0                      | 50.0  |
| 18               | Two-way immersion  | Spanish, Haitian Creole, French, Chinese, Korean                          | 50.0                      | 50.0  |
| 67               | Transitional bilingual   | Spanish, Haitian Creole, Korean, Russian, Yiddish                         | 70.0                      | 30.0  |
| 0                | Developmental bilingual  |   |                           |       |
| 49               | Heritage language  | Spanish, Haitian Creole, Korean, French, Arabic, Chinese, Russian, Polish |                           | 100.0 |
| 69               | Sheltered English instruction  |   |                           |       |
| 1                | Structured English immersion   |   |                           |       |
| 30               | Specially designed academic instruction delivered in English (SDAIE) |   |                           |       |
| 241              | Content-based ESL  |   |                           |       |
| 271              | Pull-out ESL   |   |                           |       |
| 137              | Other (explain)  |   |                           |       |
| <b>Comments:</b> |  |   |                           |       |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.2 Student Demographic Data****1.6.2.1 Number of LEP Students Who Received Title III Language Instruction Educational Program Services**

In the table below, provide the unduplicated number of the number of LEP students who received services in Title III language instructional education programs.

|  | #      |
|--|--------|
| LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year. | 106375 |
| <b>Comments:</b>   |        |

Source – The SEA submits the data in file N/X116 that contains data group 648, category set A.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.2.2 Most Commonly Spoken Languages in the State**

In the table below, provide the five most commonly spoken languages, other than English, in the State. The top five languages should be determined by the highest number of students speaking each of those languages listed.

| Language | # LEP Students |
|----------|----------------|
| Spanish  | 119383         |
| Chinese  | 4980           |
| Arabic   | 4296           |
| Bengali  | 4014           |
| Russian  | 3348           |

For additional significant languages please use comment box.

|   |
|---|
| <b>Comments:</b> Urdu - 3,211<br>Haitian Creole - 3,188 |
|---|

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly in Section 1.6.3.2 of the SY 2005-06 CSPR.

### 1.6.3 Student Performance Data

This section collects data on LEP student English language proficiency and LEP academic content performance data (e.g., LEP tested in native language tables and MFLEP/AYP Grades results table).

#### 1.6.3.1 Student English Language Proficiency Testing Status

This section collects data on the number of ALL LEP students and Title III-served LEP students in the State by testing status for English language proficiency.

##### 1.6.3.1.1 ALL LEP Student English Language Proficiency Testing Status

In the table below, provide the unduplicated number of ALL LEP students in the State by testing status for English language proficiency. ALL LEP students includes the following students:

- Newly enrolled and continually enrolled LEP students in the State for the year of this report, whether or not they receive services in a Title III language Instruction educational program;
- All students assessed for English language proficiency (ELP) using an annual State English Language proficiency (ELP) assessment as required under Section 1111(b)(7) of the ESEA in the reporting year and who meet the LEP definition in Section 9101 (25).

##### Table 1.6.3.1.1. Definitions:

- **Tested/State Annual ELP** = Number of LEP students who took the annual State English language proficiency assessment as required under Section 1111(b)(7) of the *ESEA* in this reporting year.
- **Not Tested/State Annual ELP** = Number of LEP students enrolled at the time of testing but did not take the annual State English language proficiency assessment.
- **Subtotal** = Sum of "Tested/State Annual ELP" and "Not Tested/State Annual ELP" (i.e., the number of LEP students enrolled at the time of testing).
- **LEP/One Data Point** = Number of LEP students who took the annual State English language proficiency assessment as required under Section 1111(b)(7) for the first time in this reporting year. Note that "LEP/One Data Point" is a subset of those students reported as Tested on the annual State English Language proficiency assessment.

| ALL LEP Testing Status      | #      |
|-----------------------------|--------|
| Tested/State annual ELP     | 185645 |
| Not tested/State annual ELP | 2347   |
| Subtotal                    | 187992 |
|                             |        |
| LEP/One Data Point          | 58413  |
| <b>Comments:</b>            |        |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.1.2 Title III Student English Language Proficiency Testing Status**

In the table below, provide the unduplicated number of Title III-served LEP students in the State by testing status for English language proficiency.

**Table 1.6.3.1.2. Definitions:**

- **Tested/State Annual ELP** = Number of LEP students in Title III language instruction educational programs who took the annual State English language proficiency assessment.
- **Not Tested/State Annual ELP** = Number of LEP students in Title III language instruction educational programs enrolled at the time of testing but did not take the annual State English language proficiency assessment.
- **Subtotal** = Sum of "Tested/State Annual ELP" and "Not Tested/State Annual ELP" (i.e., the number of LEP students in Title III language instruction educational programs enrolled at the time of testing).
- **LEP/One Data Point** = Number of LEP students in Title III language instructional programs who took the annual State English language proficiency assessment for the first time in this reporting year. Note that "LEP/One Data Point" is a subset of those students reported as Tested on the annual State English Language proficiency assessment.

| <b>Title III LEP Testing Status</b> | <b>#</b> |
|-------------------------------------|----------|
| Tested/State annual ELP             | 140043   |
| Not tested/State annual ELP         | 1694     |
| Subtotal                            | 141737   |
|                                     |          |
| LEP/One Data Point                  | 56742    |
| <b>Comments:</b>                    |          |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.2 Student English Language Proficiency Results**

This section collects data on the results from the annual State English language proficiency assessment(s) for LEP students. Before completing Table 1.6.3.2.2 or 1.6.3.2.3, please indicate your State's use of the flexibility to apply annual measurable achievement objectives (AMAOs) to all LEP students.

**1.6.3.2.1 Application of Title III English Language Proficiency Annual Assessment and AMAOs** (formerly 1.6.8 of the Title III Biennial Collection, reformatted)

In the table below, indicate the State application of the following:

|  |                    |
|--|--------------------|
| State applied the Title III English language proficiency annual assessment to all LEP students in LEAs receiving Title III funds.  | <u>No Response</u> |
| State applied the annual measurable achievement objectives (AMAOs) to ALL LEP students in LEAs receiving Title III funds.  | <u>No Response</u> |
| <b>Comments:</b> NYSED is in the process of revising the Title III AMAO criteria and targets and will be able to complete this work based on recently finalized HS accountability data, as Title III is a district level accountability determination. NYSED will complete this section when the system reopens next year. A conference call with USED OELA is scheduled for January 11th to go over NYSED's proposed method for modifying existing title III AMAOs. Calculations of the Title III AMAO status for the State and the Title III districts will begin as soon as the USED's approval and NYSED policy decisions regarding the new AMAO targets are made. |                    |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.2.2 All LEP English Language Proficiency Results**

Please report information in this section **ONLY** if the State checked "Yes" in section 1.6.3.2.1 (row 2), that annual measurable achievement objectives are applied to all LEP students in LEAs receiving Title III funds.

Report the results from the annual State English language proficiency assessment(s) for ALL LEP students in grades K through 12.

**Table 1.6.3.2.2 Definitions:**

1. **Making Progress** = Number of LEP students who met the definition of "Making Progress" as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **No Progress** = Number of LEP students who did not meet the State definition of "Making Progress."
3. **ELP Attainment** = Number of LEP students who attained English language proficiency as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **Target** = AMAO target for the year as established by the State and submitted to OELA in the CSA (September 2003 submission), or as amended, for each of "Making Progress" and "Attainment" of ELP.
5. **Results** = Number and percent of LEP students who met the State definition of "Making Progress" and the definition of "Attainment" of English language proficiency.
6. **Met/Y** = Met the annual target, "Met/N" = did not meet annual target. This cell will be automatically populated, based on the Target % and the Results %.

|                 | Target | Results |   | Met |
|-----------------|--------|---------|---|-----|
|                 | %      | #       | % | Y/N |
| Making progress |        |         |   |     |
| No progress     |        |         |   |     |
| ELP attainment  |        |         |   |     |

**Comments:** NYSED is in the process of revising the Title III AMAO criteria and targets and will be able to complete this work based on recently finalized HS accountability data, as Title III is a district level accountability determination. NYSED will complete this section when the system reopens next year. A conference call with USED OELA is scheduled for January 11th to go over NYSED's proposed method for modifying existing title III AMAOs. Calculations of the Title III AMAO status for the State and the Title III districts will begin as soon as the USED's approval and NYSED policy decisions regarding the new AMAO targets are made.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

If a State does not count "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.1 minus the number "Making Progress" and "Attainment." If a State counts "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.1 minus "Making Progress".

**1.6.3.2.3 Title III LEP English Language Proficiency Results**

Please report information in this section **ONLY** if the State checked "No" in section in 1.6.3.2.1 (row 2), reporting that annual measurable achievement objectives (AMAOs) are applied to LEP students served by Title III.

In the table below, provide the results from the annual State English language proficiency assessment for Title III LEP students who participated in a Title III language instruction educational program in grades K through 12.

**Table 1.6.3.2.3 Definitions:**

1. **Making Progress** = Number of Title III LEP students who met the definition of "Making Progress" as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **No Progress** = Number of Title III LEP students who did not meet the State definition of "Making Progress."
3. **ELP Attainment** = Number of Title III LEP students who attained English language proficiency as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **Target** = AMAO target for the year as established by the State and submitted to OELA in the CSA (September 2003 submission), or as amended, for each of "Making Progress" and "Attainment" of ELP.
5. **Results** = Number and percent of Title III LEP students who met the State definition of "Making Progress" and the definition of "Attainment" of English language proficiency.
6. **Met/Y** = Met the annual target, "Met/N" = did not meet annual target. This cell will be automatically populated, based on the Target % and the Results %.

|  | Target | Results |   | Met    |
|--|--------|---------|---|--------|
|  | %      | #       | % | Yes/No |
| Making progress  |        |         |   |        |
| No progress  |        |         |   |        |
| ELP attainment   |        |         |   |        |
| <b>Comments:</b> New York State is in the process of redefining its AMAO targets starting with the 2006-2007 school year. Data will be submitted when final consensus is reached by both USDOE and NYSED. Both Title I and III USDOE offices have been notified about this State initiative. |        |         |   |        |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

If a State does not count "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.2 minus the number "Making Progress" and "Attainment." If a State counts "ELP attainment" students as also "Making Progress", the number for "No Progress" should be the "Subtotal" in 1.6.3.1.2 minus "Making Progress".

**1.6.3.4 LEP Subgroup Academic Content Assessment Results** (formerly 3.2.3/MFLEP of the Title III Biennial Collection)

This section collects data on the academic content assessment results for LEP students.

**1.6.3.4.1 LEP Subgroup Flexibility**

In the table below, report whether the State exercises the LEP flexibility afforded States through the new regulation for monitored former LEP (MFLEP), in AYP determination.

|                  |            |
|------------------|------------|
| MFLEP            | <u>Yes</u> |
| <b>Comments:</b> |            |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.4.3 Status of Monitored Former LEP Students (MFLEP)** (formerly 3.1 of the Title III Biennial Collection, modified)

In the table below, report the unduplicated count of MFLEP students in K-12 for each of the two years monitored during the SY 2006-07, which includes both MFLEP students in AYP grades and in non-AYP grades in row 1 and MFLEP students only in AYP grades in row 2.

**Table 1.6.3.4.3 Definitions:****1. Monitored Former LEP (MFLEP) includes:**

- Students that have transitioned into classrooms that are not designed for LEP students;
- Students that are no longer receiving LEP services; and who are being monitored for academic content achievement for 2 years after transition.

**2. Total MFLEP =** State aggregated number of all MFLEP students in grades K through 12.**3. MFLEP/AYP Grades =** State aggregated number of MFLEP students in grades used for accountability determinations (3 through 8 and once in high school). These students may be included in the LEP subgroup AYP calculations.

|                  | #     |
|------------------|-------|
| Total MFLEP      | 46841 |
| MFLEP/AYP grades | 29347 |
| <b>Comments:</b> |       |

Source – Initially, pre-populated by ED Facts file N/X126, which contains data group 668, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.4.4 LEP Students in Non-AYP Grades** (formerly 2.3 of the Title III Biennial Collection)

In the table below, report the total number of LEP students in grade ranges that were not tested for AYP in SY 2006-07.

**Table 1.6.3.4.4 Definitions:****1. LEP K-2 =** All LEP students in these grades. Do not include pre-K students.**2. LEP HS/Non-AYP =** High school students (grades 9 through 12 or 10 through 12 [State specific]) who are in the high school grades that are not tested for AYP in the State (e.g., if the State tested grade 10 for AYP, then the State should provide the aggregated number of LEP students in grades 9, 11 and 12).**3. LEP Other Grades =** Number of LEP students enrolled in public schools but not in grades K through 12. Students in non-graded grades or grade spans. Do not report LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) in this row.

| Grade            | #     |
|------------------|-------|
| LEP K-2          | 50117 |
| LEP HS/Non-AYP   | 43635 |
| LEP other grades | 2472  |
| <b>Comments:</b> |       |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.5 Native Language Assessments**

This section collects data on LEP students assessed in their native language.

**1.6.3.5.1 LEP Students Assessed in Native Language** (formerly 2.4.1 of the Title III Biennial Collection)

|  |     |
|--|-----|
| State offers the State mathematics or reading/language arts content tests in the students' native language(s).     | Yes |
| <b>Comments:</b> The State offers native language assessments in Mathematics only as per the question in 1.6.3.5.1 |     |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

\* If "No", proceed to 1.6.3.6.

**1.6.3.5.2 Native Language of Mathematics Tests Given** (formerly 2.4.2 of the Title III Biennial Collection)

In the table below, report the language(s) in which native language assessments are given at each grade used for NCLB accountability determinations for mathematics.

| Grade            | Language  |
|------------------|---|
| 3                | Chinese, Haitian Creole, Korean, Russian, Spanish |
| 4                | Chinese, Haitian Creole, Korean, Russian, Spanish |
| 5                | Chinese, Haitian Creole, Korean, Russian, Spanish |
| 6                | Chinese, Haitian Creole, Korean, Russian, Spanish |
| 7                | Chinese, Haitian Creole, Korean, Russian, Spanish |
| 8                | Chinese, Haitian Creole, Korean, Russian, Spanish |
| HS               | Chinese, Haitian Creole, Korean, Russian, Spanish |
| <b>Comments:</b> |   |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.5.3 Native Language of Reading/Language Arts Tests Given** (formerly 2.4.2 of the Title III Biennial Collection)

In the table below, report the language(s) in which native language assessments are given at each grade used for NCLB accountability determinations for reading/language arts.

| Grade   | Language           |
|---|--------------------|
| 3   | None: English only |
| 4   | None: English only |
| 5   | None: English only |
| 6   | None: English only |
| 7   | None: English only |
| 8   | None: English only |
| HS  | None; English only |
| <b>Comments:</b> Native language exams are not offered in Reading/Language Arts |                    |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.6.3.5.4 Native Language Version of State NCLB Mathematics Assessment Results (formerly 2.4.3 of the Title III Biennial Collection)

In the table below, report the number of LEP students who took a mathematics assessment in their native language across all grades used for NCLB accountability determinations (3 through 8 and once in high school).

#### Table 1.6.3.5.4 Definitions:

1. **# Tested** = Number of LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who took the native language version of the mathematics assessment.
2. **# At or Above Proficient** = Number of students tested through the native language version of the mathematics assessment who scored at or above proficient.
3. **% Results** = Automatically calculated based on the number who scored at or above proficient divided by the number tested.

| # Tested  | # At or Above Proficient | % Results |
|---|--------------------------|-----------|
| 18920   | 7896                     | 41.7      |
| <b>Comments:</b> These are the counts for grades 3-8 only. High School data is not available at present time as it is not currently captured but will be for future reporting |                          |           |

Source – Initially pre-populated by ED*Facts* file N/X049 that is data group 272, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.6.3.5.5 Native Language Version of State NCLB Reading/Language Arts Assessment Results (formerly 2.4.3 of the Title III Biennial Collection)

In the table below, report the number of LEP students who took a reading/language arts assessment in their native language across all grades used for NCLB accountability determinations (3 through 8 and once in high school).

#### Table 1.6.3.5.5 Definitions:

1. **# Tested** = Number of LEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who took the native language version of the reading/language arts assessment.
2. **# At or Above Proficient** = Number of students tested through the native language version of the reading/language arts assessment who scored at or above proficient.
3. **% Results** = Automatically calculated based on the number who scored at or above proficient divided by the number tested.

| # Tested  | # At or Above Proficient | % Results |
|---|--------------------------|-----------|
|   |                          |           |
| <b>Comments:</b> Native language exams are not offered in Reading/Language Arts |                          |           |

Source – Initially pre-populated by ED*Facts* file N/X049 that is data group 272, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.6 Title III Served Monitored Former LEP Students**

This section collects data on the performance of former LEP students.

**1.6.3.6.1 Title III Served MFLEP Students by Year Monitored** (formerly 3.1 of the Title III Biennial Collection)

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in AYP grades and in non-AYP grades.

**Table 1.6.3.6.1 Definitions:**

1. **# Year One** = Number of former LEP students in their first year of being monitored.
2. **# Year Two** = Number of former LEP students in their second year of being monitored.
3. **Total** = Number of monitored former LEP students in year one and year two. This is automatically calculated.

| # Year One       | # Year Two | Total |
|------------------|------------|-------|
| 29375            | 17470      | 46845 |
| <b>Comments:</b> |            |       |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.6.2 Monitored Former LEP (MFLEP) Students in AYP Grades Results for Mathematics** (formerly 3.2 of the Title III Biennial Collection)

In the table below, report the number of monitored former LEP (MFLEP) students who took the annual mathematics assessment.

**Table 1.6.3.6.2 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in mathematics for AYP.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient** = State-aggregated number of MFLEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who did not score proficient on the State *NCLB* mathematics assessment. This will be automatically calculated.

| # Tested | # At or Above Proficient | % Results | # Below Proficient |
|----------|--------------------------|-----------|--------------------|
| 28973    | 23567                    | 81.3      | 5406               |

The number tested should be the same or near the total in 1.6.3.4.3 row 2, if not explain the difference in the comment box below.

**Comments:** The number tested differs from the total count in question 1.6.3.4.3 because not all MFLEP students were tested however the majority of MFLEP students in AYP Grades were tested

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.3.6.3 Monitored Former LEP (MFLEP) Students in AYP Grades Results for Reading/Language Arts** (formerly 3.2 of the Title III Biennial Collection)

In the table below, provide the number of monitored former LEP (MFLEP) students who took the annual reading/language arts assessment.

**Table 1.6.3.6.3 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in reading/language arts for AYP.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested.
4. **# Below proficient** = State-aggregated number MFLEP students in grades used for NCLB accountability determinations (3 through 8 and once in high school) who did not score proficient on the State annual reading/language arts assessment. This will be automatically calculated.

| # Tested | # At or Above Proficient | % Results | # Below Proficient |
|----------|--------------------------|-----------|--------------------|
| 29060    | 18898                    | 65.0      | 10162              |

The number tested should be the same or near the total in 1.6.3.4.3 row 2, if not explain the difference in the comment box below.

**Comments:** The number tested differs from the total count in question 1.6.3.4.3 because not all MFLEP students were tested however the majority of MFLEP students in AYP Grades were tested

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.4 Title III Subgrantees**

This section collects data on the performance of Title III subgrantees.

**1.6.4.1 Title III Subgrantee Performance** (formerly 4.1 of the Title III Biennial Collection)

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Use the same method of counting consortia as in 1.6.1 (consortia regardless of number of members is only counted as one). Do not leave items blank. If there are zero subgrantees, who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category. The total of the # met all three AMAOs + # met 2 AMAOs only + # Met one AMAO + # Met zero AMAOs=total # of subgrantees for the year.

**Note:** Do not include number of subgrants made under Section 3114(d)(1) reserved funds for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

|  | # |
|--|---|
| Total number of subgrantees for the year   |   |
| Number of subgrantees that met all three Title III AMAOs   |   |
| Number of subgrantees that met only 2 AMAOs  |   |
| Number of subgrantees that met AMAOs of Making Progress and ELP Attainment   |   |
| Number of subgrantees that met AMAOs of Making Progress and AYP  |   |
| Number of subgrantees that met AMAOs of ELP Attainment and AYP   |   |
| Number of subgrantees that met only 1 AMAO   |   |
| Number of subgrantees that met AMAO of Making Progress   |   |
| Number of subgrantees that met AMAO of Attainment of ELP   |   |
| Number of subgrantees that met AMAO AYP  |   |
| Number of subgrantees that did not meet any AMAOs  |   |
| Number of subgrantees that did not meet AMAOs for two consecutive years  |   |
| Number of subgrantees with an improvement plan for not meeting Title III AMAOs   |   |
| Number of subgrantees who have not met Title III AMAOs for four consecutive years (beginning in SY 2007-08)  |   |
| <b>Comments:</b> New York State is in the process of redefining its AMAO targets starting with the 2006-2007 school year. Data will be submitted when final consensus is reached by both USDOE and NYSED. Both Title I and III USDOE offices have been notified about this State initiative. |   |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly in section 1.6.10 of the SY 2005-06 CSPR.

**1.6.4.2 State Accountability** (formerly 4.2 of the Title III Biennial Collection)

In the table below, indicate whether the State met all three Title III AMAOs.

**Note:** Meeting all three Title III AMAOs means meeting each State-set target for each objective: Making Progress, Attaining Proficiency, and Making AYP for the LEP subgroup.

|  |                    |
|--|--------------------|
| State met <u>all</u> three Title III AMAOs   | <u>No Response</u> |
| <b>Comments:</b> New York State is in the process of redefining its AMAO targets starting with the 2006-2007 school year. Data will be submitted when final consensus is reached by both USDOE and NYSED. Both Title I and III USDOE offices have been notified about this State initiative. |                    |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly in Section 1.6.10 of the SY 2005-06 CSPR.

**1.6.4.3 Termination of Title III Language Instruction Educational Programs** (formerly 6.1 of the Title III Biennial Collection)

|   |           |
|---|-----------|
| Any Title III language instruction educational programs <u>or</u> programs and activities for immigrant children and youth terminated for failure to reach program goals. | <u>No</u> |
| If yes, provide the number of language instruction educational programs <u>or</u> programs and activities for immigrant children and youth terminated.                    |           |
| <b>Comments:</b>  |           |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.6.5 Education Programs and Activities for Immigrant Students** (formerly 5.1 of the Title III Biennial Collection)

This section collects data on education programs and activities for immigrant students.

**1.6.5.1 Immigrant Students**

In the table below, report the unduplicated number of immigrant students enrolled in the State and in qualifying educational programs under Section 3114(d)(1).

**Table 1.6.5.1 Definitions:**

- 1. Immigrant Students Enrolled** = Number of students who meet the definition of immigrant children and youth in Section 3301 (6) and enrolled in the elementary or secondary schools in the State.
- 2. Students in 3114(d)(1) Program** = Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who receive services in Title III LIEPs under Sections 3114(a) & 3115(a) ONLY.
- 3. 3114(d)(1) Subgrants** = Number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities. Do not include Title III LIEP subgrants made under Sections 3114(a) & 3115(a) that have immigrant students enrolled in them.

| # Immigrant Students Enrolled | # Students in 3114(d)(1) Program | # of 3114(d)(1) Subgrants |
|-------------------------------|----------------------------------|---------------------------|
| 106830                        | 106830                           | 53                        |

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

**Comments:**

Source – Initially, the first column of the table is pre-populated by ED*Facts* file N/X045 that contains data group 519, grand total. The second and third columns are manual entry by the SEA.

**Note:** This table was formerly in section 1.6.4 of the SY 2005-06 CSPR.

**1.6.5.2 Distribution of Immigrant Funds** (formerly 5.3 of the Title III Biennial Collection, reformatted)

In the table below, report how the State distributes the funds reserved for the education of immigrant children and youth to subgrantees.

| Subgrant award cycle     |            |            |            |
|--------------------------|------------|------------|------------|
| Annual                   | <u>Yes</u> | Multi-year | <u>No</u>  |
| Type of subgrant awarded |            |            |            |
| Competitive              | <u>No</u>  | Formula    | <u>Yes</u> |

If the State checked more than one item in each category, explain in the comment box.

**Comments:**

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.6.6 Teacher Information and Professional Development

This section collects data on teachers in Title III language instruction education programs.

#### 1.6.6.1 Teacher Information (formerly 7.1 of the Title III Biennial Collection, modified)

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined in Section 3301(8) and reported in table 1.6.1 (Types of language instruction educational programs).

**Note:** Section 3301(8) – The term 'Language instruction educational program' means an instruction course – (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

|  | #    |
|--|------|
| Number of all certified/licensed teachers currently working in Title III language instruction educational programs.  | 2009 |
| Number of certified/licensed/endorsed ESL/BE teachers in the state currently working with LEP students (e.g., ESL/BE teachers for ALL LEP students), if the State has such requirements. <u>Or</u> number of teachers with professional development points or course work in ESL/BE, if the State does not require such certification/licensure/endorsement. | 5155 |
| Estimate number of <b>additional</b> certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.   | 500  |

Explain in the comment box below if there is a zero for any item in the table above.

**Comments:**

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

\* This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

### 1.6.6.2 Professional Development (PD) Activities of Subgrantees Related to the Teaching and Learning of LEP Students (formerly 7.4 of the Title III Biennial Collection)

In the table below, provide the number of professional development activities that specifically address only the teaching of LEP students or are related to the learning of LEP students. These professional development activities must meet the requirements of the Title III subgrantee required activities.

#### Table 1.6.6.2 Definitions:

1. **Types of Professional Development Activity** = Subgrantee activities for professional development required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1.1 and 1.6.4.1.)
3. **Total Number of Participants** = Number of teachers, administrators and other personnel who participated in each type of the professional development (PD) activities reported.
4. **Total** = Number of all participants in PD activities.

| Type of Professional Development Activity  | # Subgrantees |                |
|--|---------------|----------------|
| Instructional strategies for LEP students  | 427           |                |
| Understanding and implementation of assessment of LEP students   | 343           |                |
| Understanding and implementation of ELP standards and academic content standards for LEP students  | 290           |                |
| Alignment of the curriculum in language instruction educational programs to ELP standards  | 243           |                |
| Subject matter knowledge for teachers  | 296           |                |
| Other (Explain in comment box)   | 159           |                |
| Participant Information  | # Subgrantees | # Participants |
| PD provided to content classroom teachers  | 471           | 6025           |
| PD provided to LEP classroom teachers  | 731           | 15921          |
| PD provided to principals  | 309           | 9373           |
| PD provided to administrators/other than principals  | 515           | 2351           |
| PD provided to other school personnel/non-administrative   | 376           | 1952           |
| PD provided to community-based organization personnel  | 275           | 1054           |
| Total  |               | 36676          |
| <p><b>Comments:</b> Please note that most sub-grantees provided more than one PD activity in their districts. That is why the number of sub-grantees is larger than the total number of Title III funded district. This also included some of the consortium leads that repeated a PD activity 2 or 3 times during the year to accommodate all districts in the consortium.</p> <p>Other PD activities include the Using the native language as a support to learn English, Understanding State and Federal Policy, Getting ready for the NYSESLAT, How to complete the yearly Title III application, etc.</p> |               |                |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.6.7 State Subgrant Activities

This section collects data on State grant activities.

#### 1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from ED, normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be in the format MM/DD/YY.

##### Table 1.6.7.1 Definitions:

1. **Date State Received Allocation** = Annual date the State receives the Title III allocation from US Department of Education (ED).
2. **Date Funds Available to Subgrantees** = Annual date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Example: State received SY 2006-07 funds July 1, 2006, and then made these funds available to subgrantees on August 1, 2006, for SY 2006-07 programs. Then the "# of days/\$\$ Distribution" is 30 days.

| Date State Received Allocation | Date Funds Available to Subgrantees | # of Days/\$\$ Distribution |
|--------------------------------|-------------------------------------|-----------------------------|
| 07/01/06                       | 09/01/06                            | 61                          |
| <b>Comments:</b>               |                                     |                             |

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

#### 1.6.7.2 Steps To Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

Traditionally, distribution of Title III funds to New York State's largest, highest-poverty LEAs may have been delayed because of the long timeframes required by NYSED staff to fully review the complex Title III grant applications.

For 2006-07 Title III grants, NYSED implemented a new review process where these LEAs - allocated the majority of the State's Title III funds - that submitted a substantially approved budgets received automatic, initial payments of 20% of their budgeted amounts. (The substantially approvable requirements are a properly signed application and budget, required general and program specific assurances, and budget narratives that described the activities to be supported supported by Title III funds.) This new initial step provided LEAs with initial payments more quickly than in previous years, while NYSED staff could continue with a full review of each application. LEAs could continue to request additional funds of up to 50% of their allocations/budgets prior to full approval by NYSED.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.7 PERSISTENTLY DANGEROUS SCHOOLS**

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

|   |    |
|---|----|
| Persistently Dangerous Schools  | 27 |
| <b>Comments:</b> 17 of the schools are designated for the first time and 10 of the schools have been carried over from last year. |    |

Source – Manual entry by SEA into the online collection tool.

## 1.8 GRADUATION RATES AND DROPOUT RATES

This section collects graduation and dropout rates.

### 1.8.1 Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **previous school year** (SY 2005-06). Below the table are FAQs about the data collected in this table.

| Student Group  | Graduation Rate |
|--|-----------------|
| All Students   | 77.0            |
| American Indian or Alaska Native   | 65.0            |
| Asian or Pacific Islander  | 80.0            |
| Black, non-Hispanic  | 60.0            |
| Hispanic   | 57.0            |
| White, non-Hispanic  | 86.0            |
| Children with disabilities ( <i>IDEA</i> )                               | 49.0            |
| Limited English proficient   | 44.0            |
| Economically disadvantaged   | 64.0            |
| Migratory students   |                 |
| Male   |                 |
| Female   |                 |
| <b>Comments:</b> We do not have a breakout by gender or Migratory status |                 |

Source – Initially, pre-populated by EDFacts file N/X041 that is data group 563, category sets A, B, C, D, E, and F. If necessary, it is updated through manual entry by the SEA into the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under *NCLB*, the SEA will report the above data for those groups through the online CSPR collection tool.

#### FAQs on graduation rates:

- a. *What is the graduation rate?* 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.
- b. *What if the data collection system is not in place for the collection of graduate rates?* 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.

**1.8.2 Dropout Rates**

In the table below, provide the dropout rates calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's (NCES) Common Core of Data (CCD) for the **previous school year** (SY 2005-06). Below the table is an FAQ about the data collected in this table.

| <b>Student Group</b>                       | <b>Dropout Rate</b> |
|--|---------------------|
| All Students                               | 4.4                 |
| American Indian or Alaska Native           | 6.9                 |
| Asian or Pacific Islander                  | 3.5                 |
| Black, non-Hispanic                        | 7.2                 |
| Hispanic                                   | 7.8                 |
| White, non-Hispanic                        | 2.3                 |
| Children with disabilities ( <i>IDEA</i> ) | 6.3                 |
| Limited English proficient                 | 10.0                |
| Economically disadvantaged                 | 5.3                 |
| Migratory students                         | 15.0                |
| Male                                       | 5.0                 |
| Female                                     | 3.8                 |
| <b>Comments:</b>                           |                     |

Source – Manual entry by SEA into the online collection tool.

**FAQ on dropout rates:**

*What is a dropout?* A dropout is 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.

**1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM**

This section collects data on homeless children and youths and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youths and the McKinney-Vento program. The totals will be will be automatically calculated.

|  | #   | # LEAs Reporting Data |
|--|-----|-----------------------|
| LEAs without subgrants   | 732 | 0                     |
| LEAs with subgrants  | 79  | 76                    |
| Total  | 811 | 76                    |
| <b>Comments:</b> Data on LEAs without subgrants are not available as of 12/20/07. We expect to resolve the technical difficulties associated with access to these data by mid-February 2008. |     |                       |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly Section 1.9.1.2 of the SY 2005-06 CSPR.

**1.9.1 All LEAs (with and without McKinney-Vento subgrants)**

The following questions collect data on homeless children and youths in the State.

**1.9.1.1 Homeless Children And Youths**

In the table below, provide the number of homeless children and youths by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

| <b>Age/Grade</b>                   | <b># of Homeless Children/Youths Enrolled in Public School in LEAs <u>Without</u> Subgrants</b> | <b># of Homeless Children/Youths Enrolled in Public School in LEAs <u>With</u> Subgrants</b> |
|------------------------------------|---|--|
| Age 3 through 5 (not Kindergarten) | 216   | 1835   |
| K                                  | 550   | 2783   |
| 1                                  | 602   | 3179   |
| 2                                  | 544   | 2983   |
| 3                                  | 536   | 2840   |
| 4                                  | 506   | 2674   |
| 5                                  | 527   | 2428   |
| 6                                  | 528   | 2335   |
| 7                                  | 533   | 2407   |
| 8                                  | 519   | 2461   |
| 9                                  | 1098  | 3950   |
| 10                                 | 709   | 3367   |
| 11                                 | 502   | 1571   |
| 12                                 | 482   | 1288   |
| Ungraded                           | 27  | 38   |
| Total                              | 7879  | 36139  |

**Comments:** Data for Ungraded in New York City not available. Charter Schools without subgrants not included.

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly section 1.9.1.3 of the SY 2005-06 CSPR.

**1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths**

In the table below, provide the number of homeless children and youths by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

|   | <b># of Homeless Children/Youths - LEAs <u>Without</u> Subgrants</b> | <b># of Homeless Children/Youths - LEAs <u>With</u> Subgrants</b> |
|---|--|---|
| Shelters, transitional housing, awaiting foster care                                    | 3046   | 19727   |
| Doubled-up (e.g., living with another family)   | 2210   | 5520  |
| Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings) | 1307   | 7064  |
| Hotels/Motels   | 1316   | 3828  |
| Total   | 7879   | 36139   |

**Comments:** NYC Data for "Other Temp. Living Situation" placed in "Hotels/Motels"; "Unaccompanied Youth" placed in "Unsheltered". Data from outside NYC for "Unknown" placed in "Unsheltered". Charter Schools without subgrants not included.

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly section 1.9.1.4 of the SY 2005-06 CSPR.

## 1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

### 1.9.2.1 Homeless Children and Youths Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

| Age/Grade                          | # Homeless Children/Youths Served by Subgrants |
|------------------------------------|--|
| Age 3 through 5 (not Kindergarten) | 1583   |
| K                                  | 1830   |
| 1                                  | 2242   |
| 2                                  | 2189   |
| 3                                  | 2040   |
| 4                                  | 1580   |
| 5                                  | 1664   |
| 6                                  | 1518   |
| 7                                  | 1655   |
| 8                                  | 1531   |
| 9                                  | 2031   |
| 10                                 | 1349   |
| 11                                 | 719  |
| 12                                 | 729  |
| Ungraded                           | 60   |
| Total                              | 22720  |
| <b>Comments:</b>                   |  |

Source – Initially, pre-populated by EDFacts file N/X043 that is data group 560, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

### 1.9.2.2 Subpopulations of Homeless Students Served

In the table below, please provide the following information about the homeless students served during the regular school year.

|  | # Homeless Students Served |
|--|----------------------------|
| Unaccompanied youth                        | 7114                       |
| Migratory children/youth                   | 239                        |
| Children with disabilities ( <i>IDEA</i> ) | 5322                       |
| Limit English proficient students          | 4107                       |
| <b>Comments:</b>                           |                            |

Source – Initially, pre-populated by EDFacts file N/X043 that is data group 560, category sets B, C, D, and E. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** This table was formerly Sections 1.9.2.3, 1.9.2.4, and 1.9.2.5 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the data collection has been changed to show the total number of students served.

**1.9.2.3 Educational Support Services Provided by Subgrantees**

In the table below, provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

|   | <b># McKinney-Vento Subgrantees That Offer</b> |
|---|--|
| 1. Tutoring or other instructional support                        | 21   |
| 2. Expedited evaluations  | 70   |
| 3. Staff professional development and awareness                   | 37   |
| 4. Referrals for medical, dental, and other health services       | 61   |
| 5. Transportation   | 23   |
| 6. Early childhood programs                                       | 67   |
| 7. Assistance with participation in school programs               | 67   |
| 8. Before-, after-school, mentoring, summer programs              | 46   |
| 9. Obtaining or transferring records necessary for enrollment     | 67   |
| 10. Parent education related to rights and resources for children | 48   |
| 11. Coordination between schools and agencies                     | 62   |
| 12. Counseling  | 58   |
| 13. Addressing needs related to domestic violence                 | 40   |
| 14. Clothing to meet a school requirement                         | 68   |
| 15. School supplies   | 48   |
| 16. Referral to other programs and services                       | 63   |
| 17. Emergency assistance related to school attendance             | 27   |
| 18. Other (optional)  | 23   |
| 19. Other (optional)  |  |
| 20. Other (optional)  |  |
| <b>Comments:</b>  |  |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly Section 1.9.2.6 of the SY 2005-06 CSPR.

**1.9.2.4 Barriers To The Education Of Homeless Children And Youth**

In the table below, provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youths.

|                                      | <b># Subgrantees Reporting</b> |
|--------------------------------------|--------------------------------|
| 1. Eligibility for homeless services | 28                             |
| 2. School Selection                  | 22                             |
| 3. Transportation                    | 42                             |
| 4. School records                    | 30                             |
| 5. Immunizations                     | 31                             |
| 6. Other medical records             | 24                             |
| 7. Other Barriers                    | 43                             |
| <b>Comments:</b>                     |                                |

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly Section 1.9.2.7 of the SY 2005-06 CSPR. Immunizations and Other Medical Records have been changed to two separate data collections for the SY 2006-07 CSPR.

### 1.9.2.5 Academic Progress of Homeless Students

The following questions collect data on the academic achievement of homeless children and youths served by McKinney-Vento subgrants.

#### 1.9.2.5.1 Reading Assessment

In the table below, provide the number of homeless children and youths served who were tested on the State *NCLB* reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for *NCLB*.

| Grade            | # Homeless Children/Youths Served by McKinney-Vento Taking Reading Assessment Test | # Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient |
|------------------|--|---|
| 3                | 1753   | 676   |
| 4                | 1651   | 624   |
| 5                | 1559   | 585   |
| 6                | 1367   | 428   |
| 7                | 1436   | 413   |
| 8                | 1269   | 329   |
| High School      | 425  | 293   |
| <b>Comments:</b> |  |   |

Source – Initially, pre-populated by EDFacts file N/X076, N/X077, or N/X078 that are data group 584, category set G. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** This table was formerly part of section 1.9.2.9 of the SY 2005-06 CSPR. Grades 9 through 12 have been changed to High School for the SY 2006-07 CSPR.

#### 1.9.2.5.2 Mathematics Assessment

This section is similar to 1.9.2.5.1. The only difference is that this section collects data on the State *NCLB* mathematics assessment.

| Grade            | # Homeless Children/Youths Served by McKinney-Vento Taking Mathematics Assessment Test | # Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient |
|------------------|--|---|
| 3                | 1791   | 1181  |
| 4                | 1677   | 896   |
| 5                | 1586   | 732   |
| 6                | 1404   | 518   |
| 7                | 1440   | 447   |
| 8                | 1282   | 285   |
| High School      | 437  | 289   |
| <b>Comments:</b> |  |   |

Source – Similar to 1.9.2.5.1 but the file specification is N/X075 that is data group 583, category set G.

**Note:** This table was formerly part of section 1.9.2.9 of the SY 2005-06 CSPR. Grades 9 through 12 have been changed to High School for the SY 2006-07 CSPR.

**1.10 MIGRANT CHILD COUNTS**

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the reporting period of September 1, 2006 through August 31, 2007. This section also collects a report on the procedures used by States to produce true, accurate, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them in Section 1.10.3.4 *Quality Control Processes*.

Please note that in submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the child counts and information contained in the report are true, reliable, and valid and that any false statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

**FAQs on Child Count:**

*How is "out-of-school" defined?* Out-of-school means youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping.

*How is "ungraded" defined?* Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

**1.10.1 Category 1 Child Count**

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1, 2006 through August 31, 2007. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

| <b>Age/Grade</b>                   | <b>12-Month Count of Eligible Migrant Children Who Can be Counted for Funding Purposes</b> |
|------------------------------------|--|
| Age 3 through 5 (not Kindergarten) | 599  |
| K                                  | 265  |
| 1                                  | 228  |
| 2                                  | 238  |
| 3                                  | 160  |
| 4                                  | 165  |
| 5                                  | 147  |
| 6                                  | 155  |
| 7                                  | 135  |
| 8                                  | 149  |
| 9                                  | 134  |
| 10                                 | 90   |
| 11                                 | 52   |
| 12                                 | 26   |
| Ungraded                           | 102  |
| Out-of-school                      | 3475   |
| Total                              | 6120   |
| <b>Comments:</b>                   |  |

Source – Initially, pre-populated by EDFacts file N/X121 that is data group 634, Subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.1.1 Category 1 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10%.

The response is limited to 8,000 characters.

The New York State migrant count has dropped 12.52% from last year. This has occurred for two main reasons. First, agricultural businesses in the State have increased the number of H2A workers hired which in turn decreases the number of eligible migrant families who travel to New York. Most H2A workers are over the age of 22 which makes them ineligible for the migrant education program. A second reason for the decreased numbers is that agribusinesses in New York look to employ single workers as opposed to hiring families which require on-site housing. It is more cost-efficient for the agribusinesses to employ just a single worker as opposed to family units.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.2 Category 2 Child Count**

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the reporting period of September 1, 2006 through August 31, 2007. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

| <b>Age/Grade</b>                   | <b>Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes</b> |
|------------------------------------|--|
| Age 3 through 5 (not Kindergarten) | 427  |
| K                                  | 191  |
| 1                                  | 173  |
| 2                                  | 169  |
| 3                                  | 119  |
| 4                                  | 116  |
| 5                                  | 106  |
| 6                                  | 114  |
| 7                                  | 91   |
| 8                                  | 99   |
| 9                                  | 97   |
| 10                                 | 54   |
| 11                                 | 42   |
| 12                                 | 6  |
| Ungraded                           | 52   |
| Out-of-school                      | 1554   |
| Total                              | 3410   |
| <b>Comments:</b>                   |  |

Source – Initially, pre-populated by EDFacts file N/X122 that is data group 635, Subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.2.1 Category 2 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10%.

The response is limited to 8,000 characters.

The New York State 2006/07 category 2 count was comparable to the figures for the category 2 count for the 2005/2006 school year.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.10.3 Child Count Calculation and Validation Procedures

The following question requests information on the State's MEP child count calculation and validation procedures.

#### 1.10.3.1 Student Information System

In the space below, respond to the following questions: What system(s) did your State use to compile and generate the Category 1 and Category 2 child count for this reporting period (e.g., NGS, MIS 2000, COEStar, manual system)? Were child counts for the last reporting period generated using the same system(s)? If the State's category 2 count was generated using a different system from the category 1 count, please identify each system.

The response is limited to 8,000 characters.

The New York State Migrant Education Program has been using the Management Information Systems-2000 (MIS-2000) since 1997. This system tabulates the Category 1 & 2 counts.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.3.2 Data Collection and Management Procedures**

In the space below, respond to the following questions: How was the child count data collected? What data were collected? What activities were conducted to collect the data? When were the data collected for use in the student information system? If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

The category one migrant child count was based solely on COEs completed on migrant children that qualified and arrived in New York State between September 1, 2006 and August 31, 2007 by the migrant education recruiters. Recruiters go to farms, agribusinesses, neighborhoods, rural and schools, human services agencies, local Migrant Education Outreach Program, etc. to obtain leads on individual and families who may be eligible for the New York State Migrant Education Program. They then locate and interview individuals and families to ascertain if they moved for qualifying temporary or seasonal qualifying agricultural/fishing activities within the past 36 months across school district lines, that the move was not for permanent relocation, that the qualifying work obtained was an important part of their livelihood, and that they or their families are between 3 and twenty-two years of age and not high school graduates or have obtained their GED. These interviews by the recruiters are conducted in person, face-to-face, in 99.9 percent of the cases. The exception would be phone interviews if they are not able to meet in person. At that point the recruiter will complete a certificate of eligibility if the family/individual is eligible, obtaining the following information: name, address (current and prior), homebase address, present school district, children's names, sex, date of birth, age, place of birth, present grade, last school attended, (if still in school), their native language, their race code (observed), from what school/town/state they came from/to, where in New York State they arrived, their arrival date in New York State, if their children traveled with them joined them or on their own and on what dates, the name of the qualifying person they traveled with or to join, if they sought temporary or seasonal work in a qualifying activity and the specific activity they applied for or work at, their residency date in the current district, and their signature on the form. The recruiters have been trained to recognize all qualifying activities areas, such as but not limited to fruit and vegetable farms, dairy farms, nurseries, logging (the felling, trimming and skidding of trees/logs on site), food processing (vegetables, fruits, poultry, meat), apiaries, making sure to note specific activities done (e.g. picking and packing hydroponic tomatoes, etc.). Recruiters complete the COEs and send them to the ID/R office as well as a copy to the local MEOP (Migrant Education Outreach Program) as they are completed for the ID/R office to review and certify as eligible. Children who have been identified in a prior year and are still eligible and still reside in New York State must have their residency verified by one of 24 recruiters across New York State using sources

such as the families

themselves, local school personnel and regional MEOPS service records,

by stamping a copy of the family's COE with a date still here, their

signature, what source told them they were still here, and send that

copy to the MEOP's and the Identification/Recruitment office as a

validation copy. This process of verification begins each year in

November and concludes the following November.

The category 2 count was done on the MIS-2000 data system utilizing the

following records COEs -- supplemental services records and summer

enrollment/withdrawal dates/records. The State will determine the dates

of enrollment for the summer program which cannot occur before the last

day of the regular school year. For the 9/1/06-08/31/07 period the

summer start date could be no earlier than 6/23/07 and no later than

8/31/07. Each of the 11 local Migrant Education Programs (MEOP) use a State approved and developed summer enrollment form which must contain the necessary state mandated instructional and support service codes for the summer period as

required by the State Migrant Education Program. Each MEOP conducts an

in-service to train their tutor/advocate on the correct completion of

this form. When the tutor/advocate begins providing services they start

documenting their activities on the student summer enrollment record forms. Forms are submitted throughout the summer period through early September. When the local MEOP data specialist receives the summer enrollment form he/she adds a new school history line for each migrant student receiving services. These

enrollment lines are added as an "S" type of enrollment and have to

contain the supplemental program services that were provided. If no supplemental services are listed for a "S" type of school history line, the migrant student will not count towards the category 2 count. No instructional bag drop off is counted as a supplemental service for the summer term. The summer enrollment forms are kept in hard copy at the local level.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, describe how the child count data are inputted, updated, and then organized by the student information system for child count purposes at the State level

The response is limited to 8,000 characters.

The local MEOPs (eleven) data entry specialists input all information related to regular year and summer services and upload this information to the state computer server located in the State ID/R & MIS-2000 office. The MIS-2000 coordinator monitors the MIS-2000 system weekly throughout the year. All data is checked for completeness and accuracy, and the MIS-2000 coordinator accesses all data inputted on MIS-2000 and compiles the information necessary to obtain the category 2 count. Local sites will notify the State MIS-2000 coordinator of possible duplicate students. The statewide coordinator will merge duplicate records which can only be merged on the state server by the

coordinator.

COE's completed on the MIS-2000 system are compared against COE's that

arrive in the ID/R office by the MIS-2000 coordinator to insure both accurate data entry and that the COE's appear on the State server. The State server computer is responsible for producing the Category 1 and 2 counts. Additionally, local MEOP's receive reports listing eligible migrant children from the State server to compare against their local data counts. Data specialists then insure that eligible migrant children appear on the State lists.

If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

The category 2 numbers were also collected using MIS-2000.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

### 1.10.3.3 Methods Used To Count Children

In the space below, respond to the following question: How was each child count calculated? Please describe the compilation process and edit functions that are built into your student information system(s) specifically to produce an accurate child count. In particular, describe how your system includes and counts only:

- children who were between age 3 through 21;
- children who met the program eligibility criteria (e.g., were within 3 years of a last qualifying move, had a qualifying activity);
- children who were resident in your State for at least 1 day during the eligibility period (September 1 through August 31);
- children who—in the case of Category 2—received a MEP-funded service during the summer or intersession term; and
- children once per age/grade level for each child count category.

The response is limited to 8,000 characters.

Through programming, our system only allows specific Qualifying Arrival Dates, valid age ranges (3-21) as well as a child's eligibility expiration dates. Every time a child is entered on the computer system, a program checks to make sure that the child's age or grade status is eligible to be counted. If not, the computer refuses further data entry by relaying that the information is out of the range of acceptability. This also happens with eligibility expiration dates, residency dates and Qualifying Arrival Dates. Another check to insure an accurate child count is late name/first name matching. When a new Certificate of Eligibility is reviewed for eligibility, that name is then entered as a query of similar last/first names is made to ascertain if the spelling could be different (e.g. Hernandez vs. Hernandes). This activity is

even more intensely engaged in when a child has made a move from another residence in the State to the current residence in New York State.

If there is a close match, the date of birth, parents' names and other data are compared. If the information still continues to match somewhat closely, the recruiter is asked to revisit and determine if the person is the same. If the two separate children are the same person their records are merged to create one unique student. This insures the accuracy of the Category 1 count along with the Category 2 count. Safeguards for valid qualifying activities are taken by the Identification and Recruitment coordinator and assistant coordinator on each and every Certificate of Eligibility received and inputted in New York State. They both individually review each COE for completeness and validity, returning those to the recruiter when not acceptable.

Every child that is entered onto the MIS-2000 database is assigned a unique number. Every time a data entry specialist at any of the MEOP sites enters a child's name, they must do a query based on child's unique number, last and first name and date of birth. If a match is found, then a new number is not created, thus ensuring only unique students are counted. If a match is not found, the child is assigned a unique number. Through programming, our system only allows specific Qualifying Arrival Dates, valid age ranges (ages 3-21) as well as child eligibility expiration dates. If a child graduates or receives their GED the expiration date is manually changed to the date of graduation or the day they receive their GED by the regional data entry specialist. This information is collected by the tutor/advocate. Every time a child's data are entered on MIS-2000, a program checks to make sure that the child's age and grade status is eligible to be counted. If not, the program refuses

further data entry as out of the range of acceptability. This also

happens with eligibility expiration dates, residency dates and

Qualifying Arrival Dates. Safeguards for valid qualifying activities are

taken by the Identification and Recruitment coordinator and assistant coordinator on each and every Certificate of Eligibility received and inputted in New York State. They both individually review each Certificate of Eligibility for completeness and validity, returning those deemed unacceptable to the recruiter why the form was rejected.

If your State's category 2 count was generated using a different system from the category 1 count, please describe each system separately.

The response is limited to 8,000 characters.

The category 2 numbers were also collected using MIS-2000.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

**1.10.3.4 Quality Control Processes**

In the space below, respond to the following question: What steps are taken to ensure your State properly determines and verifies the eligibility of each child included in the child counts for the reporting period of September 1 through August 31 before that child's data are included in the student information system(s)?

The response is limited to 8,000 characters.

The New York State Migrant Education Programs Identification

and Recruitment Project is a separate and independent entity not related

to any local MEOP. All recruiters in New York State are hired, trained,

and monitored by the Identification and Recruitment Program not the

local MEOP. This quality control measure insures objectivity and

impartiality in this process.

The New York State Identification and Recruitment Office reviews every COE completed in the State. If approved the date of approval is entered onto the MIS-2000 computer system. If not acceptable, it is returned to the recruiter to complete, update, correct or to invalidate. If not approved, the local site is notified not to provide service to the migrant children until further information is obtained by the ID/R office. If the COE is not approved after further investigation, no services will be provided and no enrollment lines will be entered into MIS-2000.

The New York State Migrant Identification and Recruitment Program, in 99

percent of all cases, requires all newly identified migrant

children/families census forms to have a parent/guardian signature.

Exceptions are made, for example, for those individuals who cannot write

or who give verbal concurrence over the phone. This process helps

assure that we receive the most accurate information possible on a

child/family to determine eligibility. This combined with over 52 years

of administrative identification and recruitment experience assures our

MEP accuracy and efficiency in all Identification and Recruitment matters.

The New York State Migrant Identification and Recruitment Office

conducts one statewide and two regional trainings for recruiters. All

new recruiters receive extensive Identification and Recruitment training

by the Migrant Identification and Recruitment office staff and then are

individually field trained by an experienced field recruiter for several

weeks (2-4 weeks). The training consists of providing the

Non-Regulatory Guidance to the new recruiter and explaining each point.

The Buckley Act of 1974 (privacy) is explained to them, mock ID/R

interviews conducted and training done on how to fill out all documents

related to eligibility (COEs, etc). Qualifying agricultural industries are described along with qualified activities deemed acceptable. The New York State ID/R training manual is reviewed and explained to new recruiters. All recruiters are regularly visited in the field by the Identification/Recruitment staff (ID/R Coordinator, Associate ID/R Coordinator, Veteran Recruiters) for quality control and recruiter effectiveness. A dedicated migrant recruiter statewide toll free 800 number is available to all recruiters to ask eligibility questions from the field regarding the eligibility of newly located children. E-mail access is also available along with electronic reports which list migrant children by MEOP, county and school districts.

The New York State Migrant Education ID/R Program implemented a recruiter skills self evaluation during 2006/07 based on the CONQIR model. Each recruiter took a test evaluating their knowledge of various eligibility areas (e.g. "to join" issues). Based on their answers, the ID/R Coordinator and Associate Coordinator modified their training content to address these perceived weaknesses. This training was conducted at the New York Statewide recruiter training and in one-on-one meetings with those recruiters during site visits during the year.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, describe specifically the procedures used and the results of any re-interview processes used by the SEA during the reporting period to test the accuracy of the State's MEP eligibility determinations. In this description, please include the number of eligibility determinations sampled, the number for which a test was completed, and the number found eligible.

The response is limited to 8,000 characters.

The New York State Migrant ID/R Program has participated in the 1308 CONQIR grant and is modeling the annual rolling re-interview which checks on the eligibility determinations made by recruiters. This model (see addendum #1) is predominately a phone call re-interview using a standardized questionnaire to ascertain if eligibility of a previously completed COE can be substantiated, although some in person re-interview's took place. The New York State migrant ID/R program spent 9/1/06-08/31/07 pilot testing the rolling re-interview model and pilot testing/modifying the pilot re-interview questionnaire. Because of the length of the annual rolling re-interview model which was piloted, please see the addendum for the overview requested. It should be noted that this pilot testing of a re-interview process did not impact our category 1 child count. It did lead to a re-interview initiative that began in 2007.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, respond to the following question: Throughout the year, what steps are taken by staff to check that child count data are inputted and updated accurately (and—for systems that merge data—consolidated accurately)?

The response is limited to 8,000 characters.

In New York, two statewide staff members are responsible for the quality control and management of the student count. Two annual two-day statewide trainings are hosted for the 11 regional MIS-2000 data entry specialists. The following are some of the topics included in the trainings:

Proper school history enrollment by type (Academic, Summer, Residency Only);

Definition of supplemental services;

Needs assessment documentation/Priority of Service;

Possible duplicate student canned reports;

Reporting for academic and school year programs;

Designing Reports to eliminate data entry errors;

Health screen/Immunizations; and,

Testing information.

In addition, at least one on-site training per data entry specialist is conducted each year. Additional training is available upon request.

The New York MIS-2000 coordinator reviews each site individually to insure accuracy of information that is transferred to the New York State Server which serves as the statewide database. A toll free number is also available to data entry specialists for technical assistance.

In the 2006/07 school year a State specific data entry manual was developed by the MIS-2000 coordinator, 3 MEOP Directors, and 3 data entry specialists. This manual is now available on the New York State Migrant Programs web-site. This manual contains snapshots of different screens to visually provide proper enrollment techniques. This has been well received state wide. This manual is continuously changing to keep up with the ever changing needs of migrant children along with the new Migrant Student Information Exchange(MSIX) initiative.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, respond to the following question: What final steps are taken by State staff to verify the child counts produced by your student information system(s) are accurate counts of children in Category 1 and Category 2 prior to their submission to ED?

The response is limited to 8,000 characters.

One of the final processes to insure a unique student count in New York State is running reports which are generated using Soundex. Soundex reports compare similar names, and dates of birth. Other fields utilized to insure uniqueness are parents' names, place of birth, current addresses and MEOP student service records. The ID/R coordinator and the MIS-2000 coordinator are the individuals responsible for comparing these reports. These records are merged insuring the child will only count once for the Category 1 & 2 counts.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

Describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations in light of the prospective re-interviewing results.

The response is limited to 8,000 characters.

New York State Migrant Education piloted a re-interview model in the 2006/07 school year. Not until October 2007 was a rolling re-interview initiative launched. Therefore, since there were no re-interviews incurred in the 2006/07 school year, no corrective actions were warranted. The last statewide re-interview initiative was completed in March of 2005. New York had an error rate of 3.9%.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

The response is limited to 8,000 characters.

The New York State Migrant Education program has no concerns regarding the accuracy of the reported child counts or the underlying determinations on which the counts are based.

Source – Manual entry by SEA into the online collection tool.

**Note:** New data collection for the SY 2006-07 CSPR.