

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

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

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



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

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

## INTRODUCTION

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

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

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

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

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

## **PART I**

Part I of the Consolidated State Report, which States must submit to the Department by **December 1, 2006**, requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

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

## **PART II**

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2005-2006 school year. Part II of the Consolidated State Performance Report is due to the Department by **February 1, 2007**. The information requested in Part II of the Consolidated State Performance Report for the 2005-2006 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

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

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2005-2006 school year and beyond.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2005-2006 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **December 1, 2007**. Part II of the Report is due to the Department by **February 1, 2007**. Both Part I and Part II should reflect data from the 2005-2006 school year, unless otherwise noted.

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

## TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "2005-06 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the 2005-2006 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

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



**CONSOLIDATED STATE PERFORMANCE REPORT: PART II**

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



**PART II DUE FEBRUARY 1, 2007**

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

<b>2.1.1 Student Achievement and High-Poverty Schools</b>	
2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in <b>reading/language arts</b> as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	730
2.1.1.2 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in <b>mathematics</b> as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	1050
<b>Comments:</b>	

<b>2.1.2 Title I, Part A Schools by Type of Program</b>	
For the 2005-2006 school year, please provide the following:	
2.1.2.1 Total Number of Title I schools in the State	2105
2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State	1101
2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State	1004
<b>Comments:</b>	

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

In the following tables, please provide the *unduplicated* number of children participating in Title I, Part A in the State by special services/programs and racial/ethnic groups during the 2005-2006 school year. Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in the State during the reporting period. Include students in both Title I schoolwide and targeted assistance programs.

<b>2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2005-2006 School Year</b>	
	Number of Students Served
Students with Disabilities	79664
Limited English Proficient	12302
Homeless	5704
Migrant	679
<b>Comments:</b> Numbers out of acceptable range are valid.	
Number of students served for Students with Disabilities verified March 21, 2007.	

<b>2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2005-2006 School Year</b>	
	Number of Students Served
American Indian/Alaskan Native	879
Asian/Pacific Islander	3385
Black, non-Hispanic	179078
Hispanic	21102
White, non-Hispanic	275449
<b>Comments:</b> Multiracial = 19,568	

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

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

Title I, Part A student participation counts by grade and by public, private and local neglected should be reported as *unduplicated* counts. Please enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I schoolwide *programs* (SWP), private school students participating in Title I programs, and students served in Part A local neglected programs during the 2005-2006 school year.

<b>Student Participation in Title I, Part A by Grade Level 2005-2006 School Year</b>						
	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>	<b>Percent of Total</b>
<b>Age 0 to 2</b>						
<b>Age 3 to 5</b>	159	11837	5	1	12002	2.40
<b>K</b>	3562	52015	61	20	55658	11.10
<b>1</b>	15612	55670	196	10	71488	14.30
<b>2</b>	12304	54749	186	15	67254	13.40
<b>3</b>	9013	56639	115	22	65789	13.10
<b>4</b>	6917	54778	72	9	61776	12.30
<b>5</b>	3474	50751	41	13	54279	10.80
<b>6</b>	2136	39718	28	20	41902	8.40
<b>7</b>	1228	25782	12	62	27084	5.40
<b>8</b>	908	23901	2	107	24918	5.00
<b>9</b>	667	4902		567	6136	1.20
<b>10</b>	376	3943		205	4524	0.90
<b>11</b>	274	3621		107	4002	0.80
<b>12</b>	296	3223		120	3639	0.70
<b>Ungraded</b>	106	182			288	0.10
<b>TOTALS</b>	57032	441711	718	1278	500739	
<b>Comments:</b>						

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

In the following chart, please provide the number of students receiving instructional and support services funded by Title I, A in targeted assistance (TAS) programs during the 2005-2006 school year.

<b>Instructional Services</b>	
	Number of Students Served
Mathematics	23845
Reading/Language Arts	57032
Science	2448
Social Studies	4908
Vocational/Career	6990
Other (specify)	633
<b>Support Services</b>	
Health, Dental, and Eye Care	160
Supporting Guidance/Advocacy	570
Other (specify)	973

**Comments:**

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

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title I, A targeted assistance (TAS) programs during the 2005-2006 school year by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

	<b>Number of Title I Targeted Assistance Program FTE Staff</b>
Administrators (non-clerical)	63
Instructional Support Paraprofessionals	74
Non-Instructional Support Paraprofessionals	87
Teachers	1408
Support Staff (clerical and non-clerical)	9
Other (specify)	7

**Comments:** Numbers out of acceptable range are valid.

**2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)****2.2.1 Subgrants and Even Start Program Participants**

For the 2005-2006 school year, please provide the following information:

**2.2.1.1 Federally Funded Even Start Subgrants in the State**

1. Number of federally funded Even Start subgrants in the State	31
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**Comments:**

**2.2.1.2 Even Start Families Participating During the Year**

("Participating" means participating in all required core services and following any period of preparation.)

1. Total number of families participating	871
2. Total number of adults participating ("Adults" includes teen parents.)	880
3. Total number of adults participating who are limited English proficient	120
4. Total number of children participating	1417

**Comments:**

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

(A newly enrolled family means a family who is enrolled for the first time in Even Start at any time during the year.)

1. Number of newly enrolled families	732
2. Number of newly enrolled adult participants	740
3. Percent of newly enrolled families at or below the Federal poverty level	86.00
4. Percent of newly enrolled adult participants without a high school diploma or GED	84.00
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	34.00

**Comments:**

**2.2.1.4 Percent of families that have remained in the program**

(Include families that are newly enrolled and those that are continuing.)

1. From 0 to 3 months	30.00
2. From 4 to 6 months	27.00
3. From 7 to 12 months	27.00
4. More than 12 months	16.00

**Comments:**

## 2.2.2 Federal Even Start Performance Indicators

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

### Instructions:

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

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

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

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

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

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

<b>2.2.2 Federal Even Start Performance Indicators</b>				
<b>Indicator</b>	<b>Measure</b> <i>Measurement tool used to assess progress for indicator</i>	<b>Cohort</b> <i>Number of participants to whom the indicator applies</i>	<b>Result</b> <i>Number of participants who met the achievement goal</i>	<b>Explanation of Progress</b>
1. Percentage of adults showing significant learning gains on measures of reading	TABE:	TABE: 457	TABE: 405	In Ohio, the TABE is used. Gain is indicated if the student moves up 1 or more levels.
	CASAS:	CASAS: 0	CASAS: 0	
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE:	TABE: 0	TABE: 0	In Ohio, the BEST Plus Screening Tool is used for LEP adults.  The Cohort is 65.  Result is 59.  For the BEST Plus assessment gain is measured if the student moves up 1 or more levels.
	CASAS:	CASAS: 0	CASAS: 0	
3. Percentage of school age adults who earn a high school diploma or GED	*Please indicate diploma or GED Diploma	13	11	
		*Please indicate diploma or GED Diploma	*Please indicate diploma or GED Diploma	
4. Percentage of non- school age adults who earn a high school diploma or GED	*Please indicate diploma or GED GED	185	127	
		*Please indicate diploma or GED GED	*Please indicate diploma or GED GED	
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive: Peabody Picture Vocabulary Test (PPVT) receptive:	0	0	Ohio used Individual Growth & Developmental Indicators for FY06.  The Cohort is 148.  The Result is 148.  Ohio is using the PPVT in FY07.
		Peabody Picture Vocabulary Test (PPVT) receptive: 0	Peabody Picture Vocabulary Test (PPVT) receptive: 0	
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask: PALs Pre-K Upper Case Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask: *Please indicate average score, not number of participants.	Ohio did not use the PALS assessment in FY06. Ohio is using the PALS Pre-K naming subtask for FY07.
		113	110	
		Please indicate source. Promotion to	Please indicate source. Promotion to	

7. Percentage of school-aged children who are reading on grade level	Please indicate source. Promotion to next grade level	next Grade level	next Grade level	
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP) Parent Education Profile (PEP)	Parent Education Profile (PEP) 470	Parent Education Profile (PEP) 419	Improvement measured by .3 gain on PEP scales 2 & 3.
<b>Comments:</b>				

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

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

**General Data Reporting Information**

1. The tables in this section contain annual performance report requirements for the Title I, Part C, Migrant Education Program (MEP) for reporting year 2005-2006.
2. Instructions for each table are provided just before the table.

**Table 2.3.1.1 Population Data**

Instructions: Table 2.3.1.1 (on the next page) requires you to report the statewide *unduplicated* number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2005-2006 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 – 5 cell. In all cases, the Total is the sum of the cells in a row.

2.3.1.1 Population Data																				
	Ages		Ages	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total	
	0-2	3-5																		
<b>1. ELIGIBLE MIGRANT CHILDREN</b>																				
1. All Migrant Children Eligible for the MEP	0	541		246	236	190	201	179	175	160	158	139	140		107	82	35	7	1166	3762
<b>2. PRIORITY FOR SERVICES</b>																				
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		0		19	38	29	26	22	22	9	6	8	5	5	3	0	1		0	193
<b>3. LIMITED ENGLISH PROFICIENT (LEP)</b>																				
1. Migrant Children who are LEP		52		144	165	155	150	131	133		95	81	74	47	31	11	3	4	166	1442
<b>4. CHILDREN ENROLLED IN SPECIAL EDUCATION</b>																				
1. Migrant Children Enrolled in Special Education	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1		1	3
<b>5. MOBILITY</b>																				
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	0	266		103	108		87	81	75	74	64	73	62	67	56	40	13	3	628	1800
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	0	141	56	50	55	63	40	43	45	43	38	36	25	26	12	1			311	985
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	0	66	50	32	21	30	27	29	27	14	19	13	13	9	4	2			150	506
4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	0	113	60	73	59	65	56	58	45	44	50	48	46	40	13	3			92	865
<b>Comments:</b> Numbers outside acceptable range are valid.																				

**2.3.1.2 Academic Status**

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

Include children who changed grades during the 2005-2006 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages													Ungraded	School	Out of Total	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10				11
<b>1. HIGH SCHOOL COMPLETION</b> -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																	
1. <b><i>Dropped out of school</i></b>										0	0	0	0	0	0	0	0
2. Obtained GED																	0
<b>2. ACADEMIC ACHIEVEMENT</b> -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																	
Number of Migrant Students Enrolled During State Testing Window (State Assessment –																	
1. Reading/Language Arts)						0	0	0	0	0	0	0	0	0	0	0	0
Number of Migrant Students Tested in Reading/Language Arts																	
2. (State Assessment)						0	0	0	0	0	0	0	0	0	0	0	0
Number of Migrant Students Enrolled During State Testing Window (State Assessment –																	
3. Mathematics)						0	0	0	0	0	0	0	0	0	0	0	0
Number of Migrant Students Tested in Mathematics (State																	
4. Assessment)						0	0	0	0	0	0	0	0	0	0	0	0

**Comments:**

**2.3.1.3.1 MEP Participation – Regular School Year**

Table 2.3.1.3.1 (on the next page) asks for the statewide, *unduplicated* number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2005-2006 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the total is the sum of the cells in a row.

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

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

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

Continuation of Services. In row 3, report only the numbers of children served under Sections 1305 (e) (2) – (3). Do not report in row 3 the children served in Sections 1305 (e) (1), children whose eligibility expired during the regular school year.

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

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

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

**2.3.1.3.1 MEP Participation – Regular School Year**

	Ages		K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total
	0-2	3-5																
<b>PARTICIPATION—REGULAR SCHOOL YEAR</b>																		
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)	0	15	89	117	82	75	81	79	51	52	55	30	30	12	5	2	15	790
2. Priority for Service	0	9	31	14	12	11	15	6	3	5	3	5	1	0	0	0	0	115
3. Continuation of Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Any Instructional Service	0	14	79	95	73	65	74	67	38	40	48	25	27	10	5	2	14	676
5. Reading Instruction	0	4	41	64	46	43	43	18	16	22	8	13	8	3	1	2	375	
6. Mathematics Instruction	0	3	19	34	29	24	24	27	9	9	12	8	6	2	1	0	1	208
7. High School Credit Accrual												19	7	3	5	0	0	34
8. Any Support Service	0	11	61	64	45	47	47	56	40	37	37	23	18	12	1	2	13	514
9. Counseling Service	0	1	8	9	6	6	3	4	3	9	8	7	4	3	0	0	0	71
10. Any Referred Service	0	11	61	63	45	47	47	56	40	33	33	20	17	11	1	2	13	500

**Comments:** Numbers outside acceptable range are valid.

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

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

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

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

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

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

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

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

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

2.3.1.3.2 MEP Participation – Summer/Interession Term																			
	Ages	Ages																Out of	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total	
<b>PARTICIPATION—SUMMER TERM OR INTERSESSION</b>																			
1. Served in MEP Summer of Interession Project (with an Instructional or Supportive Service Only)	1	163	142	123	115	108		95	89	75	59	45	37	18	19	3	3	288	1383
2. Priority for Service		0	19	38	29	26	22	22	9	6	8	9	10	3	0	1		0	202
3. Continuation of Service		0	1	0	0	0	0	0	0	0	0	0	0	0	0	0		4	5
4. Any Instructional Service	0	88	119	105	101		95	79	73	52	36	24	20	11	12	0	3	103	921
5. Reading Instruction	0	29	90	97	87	81	64	59	37	28	12	5	6	5	0	3		2	605
6. Mathematics Instruction	0	29	89	97	85	81	62	58	36	28	13	7	4	8	0	2		2	601
7. High School Credit Accrual														4	3	5	0	0	12
8. Any Support Service	1	134	129	115	108	101		91	82	64	41	35	18	6	9	2	3	219	1158
9. Counseling Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
10. Any Referred Service	1	70	46	26	30	36	47	32	35	15	14	7	4	2	1	0		170	536
<b>Comments:</b> Numbers outside acceptable range are valid.																			

**2.3.1.4 SCHOOL DATA**

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

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

<b>2.3.1.4. STUDENT ENROLLMENT</b>	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 16	b. 1375
2. Schools in Which MEP Funds are Combined in SWP	a. 0	b. 0

**Comments:**

**2.3.1.5 MEP Project Data**

**2.3.1.5.1 Type Of MEP Project**

Enter the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds (by a subgrant from the State or through an intermediate entity that receives the subgrant) and provides services directly to the migrant child. DO NOT include *schoolwide* programs in which MEP were combined in any row of this table.

<b>2.3.1.5.1. TYPE OF MEP PROJECT</b>	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. 12	b. 631
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 0	b. 0
3. MEP Projects: Summer/Intersession Only	a. 15	b. 1582
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 4	b. 473

**Comments:**

**2.3.1.5.2 KEY MEP PERSONNEL**

For each school term, enter both the actual number and *full-time-equivalent* number of staff that are paid by the MEP. Report both the actual number and FTE number by job classification.

For actual numbers (columns a and c), enter the total number of individuals who were employed in the appropriate job classification, regardless of the percentage of time the person was employed.

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

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

Use only the percentage of days worked by an individual that were paid by the MEP in calculating the total FTE numbers to be reported below for each job classification.

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

<b>2.3.1.5.2. KEY MEP PERSONNEL</b>	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION (d)
1. State Director	0	0.00	14	14.00
2. Teachers	13	6.50	93	93.00
3. Counselors	0	0.00	0	0.00
4. All Paraprofessionals	5	4.50	54	54.00
5. Qualified Paraprofessionals	5	0.30	29	29.00
6. Recruiters	2	0.20	14	14.00
7. Records Transfer Staff	3	0.20	13	13.00

**Comments:** Numbers outside acceptable range are valid.

## **2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)**

### **2.4.1 GENERAL DATA REPORTING FORM – SUBPART 1**

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 1, N or D Education Program for school year 2005-2006, defined as July 1, 2005 through June 30, 2006.

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

Specific instructions are provided before each table.

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

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

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

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

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

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

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

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

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

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

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

Include the aggregate number of facilities/programs and/or students for all State Agencies that received Title I, Part D, Subpart 1 funds. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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

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

In the third column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

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

<b>2.4.1.1 State Agency Title I, Part D, Facilities</b>			
<b>Note:</b> The unduplicated number of students reported in the far right column in this table should match the figures in the "All Students" row in Table 2.4.1.2.			
Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	0	0	0
2. Juvenile Detention	0	0	0
3. Juvenile Corrections	8	365	1040
4. Adult Corrections	29	365	1828
5. Other	0	0	0
6. Number of facilities that served more than one purpose:			0
<b>Comments:</b>			

**2.4.1.2 Student Demographics**

**Instructions: Student Demographics**

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

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

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction	Number in other programs
All Students			1040	1828	
<b>RACE/ETHNICITY</b>					
American Indian or Alaska Native			0	7	
Asian or Pacific Islander			2	1	
Black, non-Hispanic			653	940	
Hispanic			27	45	
White, non-Hispanic			358	835	
<b>GENDER</b>					
Male			988	1638	
Female			52	190	
<b>AGE</b>					
5-10 years old			0	0	
11-15 years old			56	0	
16-18 years old			669	194	
19-21 years old			315	1634	

**Comments:**

### 2.4.1.3 Academic/Vocational Outcomes

Indicate the number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g., do not double-count a student who earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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

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

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

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

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

<b>2.4.1.3 Academic/Vocational Outcomes</b>				
<b>1. Facility Academic Offerings</b>	Number of Neglected Programs	<b>Number of Facilities/Programs</b>		
		Number of Juvenile Corrections and/or Detention Facilities	Number of Adult Corrections Facilities	Number of Other Programs
1. Awarded high school course credit(s)		8	1	
2. Awarded high school diploma(s)		8	1	
3. Awarded GED(s)		8	23	
<b>2. Academic &amp; Vocational Outcomes</b>	Number in Neglected Programs	<b>Number of Students</b>		
		Number in Juvenile Corrections and/or Detention	Number of Adult Corrections Facilities	Number of Other Programs
<b>1. Academic</b>				
<i><b>While in the facility, the number of students who...</b></i>				
1. Earned high school course credits		938	14	
2. Were enrolled in a GED program		271	1491	
<i><b>While in the facility or within 30 calendar days after exit, the number of students who...</b></i>				
3. Enrolled in their local district school		444	12	
4. Earned a GED		90	308	
5. Obtained high school diploma		8	5	
6. Were accepted into post-secondary education		28	68	
7. Enrolled in post-secondary education		28	67	
<b>2. Vocational</b>				
<i><b>While in the facility, the number of students who...</b></i>				
1. Enrolled in elective job training courses/programs		643	302	
<i><b>While in the facility or within 30 calendar days after exit, the number of students who...</b></i>				
2. Enrolled in external job training education		0	209	
3. Obtained employment		345	209	
<b>Comments:</b>				

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

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

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

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

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

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

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

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

<b>2.4.1.6 Academic Performance in Reading and Math</b>								
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students							
	Reading Performance				Math Performance			
	N	JD/JC	AC	O	N	JD/JC	AC	O
1. # students who were in placement from July 1, 2005 to June 30, 2006		218	1084			109	1105	
2. # students from row 1 who tested below grade level upon entry.		216	664			109	976	
3. # students from row 1 who took both the pre- and post-test exams		181	664			91	1105	
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams		9	43			9	44	
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams		15	122			12	127	
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams		24	95			12	195	
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams		21	108			41	311	
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams		112	296			17	428	
<b>Comments:</b>								

## 2.4.2 GENERAL DATA REPORTING FORM – SUBPART 2

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 2, N or D Education Program for school year 2005-2006, defined as July 1, 2005 through June 30, 2006.

### General Instructions for Title I, Part D, Subpart 2 Tables:

Specific instructions are provided before each table.

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

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

### Program Definitions: (New Definitions)

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

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

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

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

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

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

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

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

Include the aggregate number of facilities/programs and/or students for all State Agencies that received Title I, Part D, Subpart 2 funds. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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

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

In the third column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

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

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

Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	39	171	1404
2. Juvenile Detention	34	18	16370
3. Juvenile Corrections	54	78	6572
4. At-risk Programs or Other	0	0	0
5. Number of facilities that served more than one purpose:			

**Comments:**

**2.4.2.2 STUDENT DEMOGRAPHICS**

**Instructions: Student Demographics**

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

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

	<b>Number in neglected programs</b>	<b>Number in juvenile detention</b>	<b>Number in juvenile correction</b>	<b>Number in at risk or other programs</b>
All Students	1404	16370	6572	
<b>RACE/ETHNICITY</b>				
American Indian or Alaskan Native	6	26	8	
Asian or Pacific Islander	3	18	11	
Black, non-Hispanic	710	7495	2403	
Hispanic	20	510	206	
White, non-Hispanic	665	8321	3944	
<b>GENDER</b>				
Male	942	11876	5053	
Female	462	4494	1519	
<b>AGE</b>				
5-10 years old	63	62	74	
11-15 years old	596	6306	2103	
16-18 years old	739	9818	4328	
19-21 years old	6	184	67	

**Comments:**

**Instructions: Academic/Vocational Outcomes**

Indicate the number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student who earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. At-risk /other program columns are provided for States for reporting outcome data, as available. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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

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

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

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

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

<b>2.4.2.3 Academic/Vocational Outcomes</b>			
<b>1. Facility Academic Offerings</b>	<b>Number of Facilities/Programs</b>		
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities	Number of At Risk or Other Programs
1. Awarded high school course credit(s)	16	34	
2. Awarded high school diploma(s)	13	11	
3. Awarded GED(s)	14	12	
<b>2. Academic &amp; Vocational Outcomes</b>	<b>Number of Students</b>		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in At Risk or Other Programs
<b>1. Academic</b>			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits	512	2875	
2. Were enrolled in a GED program	41	282	
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
3. Enrolled in their local district school	452	6058	
4. Earned a GED	13	93	
5. Obtained high school diploma	21	46	
6. Were accepted into post-secondary education	9	57	
7. Enrolled in post-secondary education	7	33	
<b>2. Vocational</b>			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs	36	95	
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education	11	15	
3. Obtained employment	64	78	
<b>Comments:</b>			

**2.4.2.6. Academic Performance in Reading and Math****Instructions:**

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

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

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

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

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

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

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

<b>2.4.2.6 Academic Performance in Reading and Math</b>						
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students					
	Reading Performance			Math Performance		
	N	JD/JC	AR/O	N	JD/JC	AR/O
1. # students who were in placement from July 1, 2005 to June 30, 2006	586	2650		233	2514	
2. # students from row 1 who tested below grade level upon entry.	462	1430		136	1404	
3. # students from row 1 who took both the pre- and post-test exams	345	542		142	515	
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	44	49		24	63	
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	72	117		10	112	
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	102	162		37	148	
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	68	135		21	134	
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	59	79		50	58	
<b>Comments:</b>						

**2.5 COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)**

**2.5.1** Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2005-2006 school year.

50.30

**Comments:**

**2.5.2** Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2005-2006 school year.

73.90

**Comments:**

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

350

**Comments:**

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

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

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

### **2.7.1 Performance Measures**

Instructions: In the following chart, please identify:

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

**2.7.1 Performance Measures**

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

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Decrease by 5% the # of out-of school suspensions/expulsions for ATOD use on school grounds by end of 2006/2007 school year.	Education Management Information System (EMIS)	Frequency: Annually	2003-2004 12089	2004-2005 11831
			2004-2005 11936	2005-2006 11513
		Year of most recent collection: 2005-2006	2005-2006 11783	Baseline: 12242 Year Established: 2002-2003
			2006-2007 11630	
2007-2008 11485				

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Decrease by 5% the # of out-of-school suspensions/expulsions for fighting on school grounds by end of 2006/2007 school year.	Education Management Information System (EMIS)	Frequency: Annually	2003-2004 66070	2004-2005 58464
			2004-2005 65233	2005-2006 60533
		Year of most recent collection: 2005-2006	2005-2006 64397	Baseline: 66906 Year Established: 2002-2003
			2006-2007 63561	
2007-2008 62767				

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Decrease by 5% the # of out-of-school suspension/expulsions for possession of a weapon on school grounds by end of 2006/2007 school year.	Education Management Information System (EMIS)	Frequency: Annually	2003-2004 3543	2004-2005 3318
			2004-2005 3498	2005-2006 3018
		Year of most recent collection: 2005-2006	2005-2006 3454	Baseline: 3587 Year Established: 2002-2003
			2006-2007 3408	
2007-2008 3366				

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
	Education Management	Frequency: Annually	2003-2004 237488	2004-2005 213231
			2004-2005 235693	2005-2006 219532
			2005-2006 233899	
			2006-	

Decrease by 3% the # of out-of-school suspensions for any reason by the end of 2006/2007 school year.	Information System	Year of most recent collection: 2005-2006	2007 232104	Baseline: 239282
	(EMIS)		2007-2008 230364	Year Established: 2002-2003

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Decrease by 3% of # of expulsions for any reason by the end of 2006/2007 school year.	Education Management Information System (EMIS)	Frequency: Annually  Year of most recent collection: 2005-2006	2003-2004 6801	2004-2005 10424
			2004-2005 6749	2005-2006 12420
			2005-2006 6698	Baseline: 6852
			2006-2007 6646	
			2007-2008 6597	Year Established: 2002-2003

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
By the end of school year 2006-2007 no public school in Ohio will be designated as "Persistently Dangerous"	Department of Youth Services  And EMIS	Frequency: Annually  Year of most recent collection: 2005-2006	2003-2004 0	2004-2005 0
			2004-2005 0	2005-2006 0
			2005-2006 0	Baseline: 0
			2006-2007 0	
			2007-2008 0	Year Established: 2002-2003

**Comments:**

**2.7.2 Suspension and Expulsion Data**

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

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

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

School Type	State Definition
Elementary School	Grades K-5
Middle School	Grades 6-8
High School	Grades 9-12

**Comments:** In Ohio there is no one definition for elementary, middle or high school. Since data is available by grade level, for the purpose of the Title IV portion of this report the above indicated grade ranges will be used to provide answers for the following questions.

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

State definition of physical fighting: Fighting/Violence is mutual participation in an incident involving physical violence.

SUSPENSIONS	Number for 2005-2006 school year	
	Number of LEAs reporting	
Elementary	15111	
Middle	26580	868
High School	16713	947
EXPULSIONS	Number for 2005-2006 school year	
	Number of LEAs reporting	
Elementary	63	
Middle	453	868
High School	628	947

**Comments:** Note: The number of LEAs reporting column uses school buildings as the unit of analysis. For elementary schools the number of LEAs reporting suspensions is 2,254 and the number of elementary schools reporting expulsions is 2,254.

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

Ohio has 2 weapons classifications. For the purpose of this report they have been added together.

Firearm - A firearm is any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm, muffler or firearm silencer; or any machine gun. This includes zip guns, starter guns, and flare guns.

Weapon other than a firearm - A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

<b>SUSPENSIONS</b>	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	207	2254
Middle School	303	868
High School	81	947
<b>EXPULSIONS</b>	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	73	2254
Middle School	214	868
High School	259	947

**Comments:** Note: The number of LEAs reporting column uses school buildings as the unit of analysis.

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

State definition of alcohol-related: Use, possession, sale, or distribution of intoxicating alcoholic beverages.

<b>SUSPENSIONS</b>	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	17	2254
Middle School	226	868
High School	1105	947
<b>EXPULSIONS</b>	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	2	2254
Middle School	22	868
High School	63	947

**Comments:** Note: The number of LEAs reporting column uses school buildings as the unit of analysis.

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

State definition of illicit-drug related: Use, possession, sale, or distribution of any controlled drug other than prescription medication that has been administered in accordance with the district's policies.

<b>SUSPENSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	61		2254
Middle School	972		868
High School	2727		947
<b>EXPULSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	2		2254
Middle School	152		868
High School	441		947

**Comments:** Note: The number of LEAs reporting column uses school buildings as the unit of analysis.

**2.7.3 Parent Involvement**

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

The Ohio Department of Education's (ODE) efforts to inform parents in violence, alcohol, tobacco, and other drug (VATOD) prevention include the following:

The Office for Safe and Drug Free Schools and Communities contracts with the Ohio Resource Network (ORN). ORN offers a variety of educational opportunities for students, families, and communities specific to VATOD. In addition, ORN facilitates a Safe Schools Helpline. Parents are able to call the Safe Schools Helpline for guidance around VATOD issues, including specific consultation and training regarding bullying and harassment. Calls are documented, resources are offered, and schools are contacted with an offer to assist specific buildings and districts with safe school plans.

When parents contact ODE the agency has developed a specific process to handle each call. All calls are documented, and specific action is taken, including referral to other agencies when appropriate. The school is contacted and an offer of assistance, including resources available at the Ohio Resource Network, is made. Follow up calls are made to the parents when requested.

In addition to our partnership with the Ohio Resource Network, a requirement of our Safe and Supportive grantees is to implement an integrated, comprehensive plan designed to create safe, disciplined, and drug free schools. Included in that plan is a parent engagement component.

**SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT**

**(TITLE IV, PART A) GOVENOR'S PORTION**

**SECTION 2.7.3 PARENT INVOLVEMENT**

During State Fiscal Year (FY) 2006 SDFSCA programs engaged 2,306 parent/guardians in Alcohol, Violence, Tobacco and other Drug (AVTOD) prevention efforts.

Some of the activities parent/guardians and youth participated in together were community service projects, mentoring, a drug-free dance, lock-ins, and anti-gang activity. Other activities focusing on the parent/guardians include dissemination of information and media activities, parent education groups, and violence and suicide prevention education.

All educational group sessions and activities enriched the parent knowledge base, which helped programs to achieve the Ohio Department of Alcohol and Drug Addiction Services (ODADAS) Investor Target to increase the number of customers who avoid alcohol, tobacco, and other drug use and perceive use as harmful.

Strategies utilized in providing prevention services are information dissemination, education, community-based process, and alternatives and problem identification and referral.

The program's most difficult challenge was obtaining and sustaining consistent parent/guardian involvement. SDFSCA programs are usually after school programs during hours that parent/guardians are most likely to be working or in transition to or from work. The programs are innovative and the programs help in prevention.

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

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

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

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

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

996

**Comments:**

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

\$ 6255050

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

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

**Comments:**

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

First row:

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

Second row:

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

LEAs receiving Title V, Part A funds	NUMBER of these LEAs	NUMBER of these LEAs that met AYP
Number of LEAs that <u>used at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	996	285
Number of LEAs that <u>did not use at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	996	285
<b>TOTAL</b>	(total = all LEAS receiving Title V, Part A funds)	(total = all LEAS receiving Title V, Part A funds that met AYP)

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

**Comments:** Career-Tech and Disability facilities do not receive AYP determinations because their students' results count back at the Local Educational Agency level.

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

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

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2005-2006 school year. 9

**Comments:**

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

**2.9.2.1** LEAs that receive Rural and Low-Income School (RLIS) Program grants may use these funds for any of the purposes listed in the following table. Please indicate in the table the total number of eligible LEAs that used funds for each of the listed purposes during the 2005-2006 school year.

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	3
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	8
Educational technology, including software and hardware as described in Title II, Part D	8
Parental involvement activities	3
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	2
Activities authorized under Title I, Part A	11
Activities authorized under Title III (Language instruction for LEP and immigrant students)	1

**Comments:**

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

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

Eight of twenty-one RLIS districts did not meet AYP in FY05, the first year for making such determinations for these LEAs. Two districts that did not meet AYP in FY05 did meet AYP in FY06:

In FY05, in Bright Local School District, the Economically Disadvantaged Students subgroup did not meet AYP in Reading (Proficiency) or Math (Proficiency). However, the district demonstrated progress toward meeting the state's goals in FY06 by meeting AYP in all applicable subgroups and components (Reading [Proficiency and Participation], Math [Proficiency and Participation], Attendance Rate, and Graduation Rate).

In FY05, in Western Local School District, the All Students subgroup, the Economically Disadvantaged Students subgroup, and the White Students subgroup did not meet AYP in Reading (Proficiency). Additionally, the Economically Disadvantaged Students subgroup did not meet AYP in Math (Proficiency). However, the district showed evidence of progress toward meeting the state's goals in FY06 by meeting AYP in all applicable subgroups and components (Reading [Proficiency and Participation], Math [Proficiency and Participation], Attendance Rate, and Graduation Rate).

Four districts that met AYP in FY05 did not meet AYP in FY06:

In Bloom-Vernon Local School District, the Students with Disabilities subgroup did not meet AYP in Reading (Proficiency).

In New Boston Local School District, the Economically Disadvantaged Students subgroup did not meet AYP in Math (Proficiency).

In Symmes Valley Local School District, the Students with Disabilities subgroup did not meet AYP in Reading (Proficiency) or Math (Proficiency).

In Washington-Nile Local School District, the Students with Disabilities subgroup and the Economically Disadvantaged Students subgroup did not meet AYP in Reading (Proficiency).

Districts not meeting AYP in FY06 for the first year were notified that current year funds could only be used for addressing the reasons for not meeting AYP. Districts not meeting AYP in FY06 for the second consecutive year were notified that current year funds could only be used for the purposes of meeting the requirements of Section 1116.

Eleven of the districts are using RLIS funds to improve Reading and Math student achievement with activities authorized under Title I.

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.

One district is using RLIS funds to support activities authorized under Title III. Only one district, Ashtabula Area City School District, had a sufficient number of LEP students to be evaluated for AYP (30 students is the minimum N). The LEP Students subgroup in this district met its FY06 AYP performance targets for both Reading and Math.

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Three districts are using RLIS funds to help with teacher recruitment and retention and other financial incentives. Eight districts are using RLIS funds to support teachers' professional development. Statewide, 94.4% of core courses were taught by highly qualified teachers (HQT) in school year 2005-2006, up from 92.5% in school year 2004-2005. The average HQT percentage of all the RLIS districts for the 2005-2006 school year was 96.8%.

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

Two districts used RLIS grant funds to support activities authorized under the Safe and Drug-Free Schools program in FY06.

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

Ten of the RLIS districts met or exceeded the state Graduation Rate target of 90% in FY06. All RLIS districts met or exceeded the state Attendance Rate target of 93% in FY06.

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

<b>2.10.1 State Transferability of Funds</b>	
Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2005-2006 school year?	<u>No</u>
<b>Comments:</b>	

<b>2.10.2 Local Educational Agency Transferability of Funds</b>	
<b>2.10.2.1</b> Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2005-2006 school year.	95
<b>Comments:</b>	

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

Program	Total Number of LEAs transferring funds <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)	7	36899
Educational Technology State Grants (section 2412(a)(2)(A))	5	20082
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	3	34309
State Grants for Innovative Programs (section 5112(a))	50	3156542
Title I, Part A, Improving Basic Programs Operated by LEAs	34	947300
Program	Total Number of LEAs transferring funds <u>FROM</u> eligible program	Total amount of funds transferred <u>FROM</u> eligible program
Improving Teacher Quality State Grants (section 2121)	62	3977380
Educational Technology State Grants (section 2412(a)(2)(A))	20	58031
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	35	131790
State Grants for Innovative Programs (section 5112(a))	12	27931

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

<b>Comments:</b>
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**2.11 21ST CENTURY COMMUNITY LEARNING CENTERS (TITLE IV, PART B)**

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