

**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 – *21st Century Community Learning Centers.*
- Title V, Part A – *Innovative Programs.*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities.*
- Title VI, Part B – *Rural Education Achievement Program.*

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).

OMB Number: 1810-0614	
Expiration Date: 07/31/2007	
<p>Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended by the No Child Left Behind Act of 2001</p>	
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2005-2006 <input checked="" type="checkbox"/> Part II, 2005-2006	
Name of State Educational Agency (SEA) Submitting This Report: Wisconsin Department of Public Instruction	
Address: 125 South Webster Street, P.O. Box 7841 Madison, WI 53707-7841	
Person to contact about this report:	
Name: Mary Jo Parman	
Telephone: 608-266-2158	
Fax: 608-266-5188	
e-mail: maryjo.parman@dpi.state.wi.us	
Name of Authorizing State Official: (Print or Type): Michael J. Thompson	
_____ Signature	<u>Monday, March 26, 2007, 2:20:57 PM</u> Date

This version (1.1) contains edits to sections 2.3 and 2.4

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)

2.1.1 Student Achievement and High-Poverty Schools	
2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in reading/language arts as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	204
2.1.1.2 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in mathematics as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	224
Comments: Title I schools only	

2.1.2 Title I, Part A Schools by Type of Program	
For the 2005-2006 school year, please provide the following:	
2.1.2.1 Total Number of Title I schools in the State	1107
2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State	764
2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State	343
Comments: this is the total of 2005-06 Title I schools	

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.

2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2005-2006 School Year	
	Number of Students Served
Students with Disabilities	25955
Limited English Proficient	17141
Homeless	1734
Migrant	335
Comments: WI has been identifying 1000 additional students each year, thus it reasonable there will be an increase of more than 10% from the prior year.	

2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2005-2006 School Year	
	Number of Students Served
American Indian/Alaskan Native	4374
Asian/Pacific Islander	8214
Black, non-Hispanic	70496
Hispanic	30555
White, non-Hispanic	76030
Comments:	

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.

Student Participation in Title I, Part A by Grade Level 2005-2006 School Year						
	Public TAS	Public SWP	Private	Local Neglected	Total	Percent of Total
Age 0 to 2	0	0	0	0	0	0.00
Age 3 to 5	1219	9626	37	0	10882	5.70
K	5992	12408	387	15	18802	9.90
1	8259	12679	1033	37	22008	11.60
2	7634	12197	1051	53	20935	11.00
3	6161	11630	794	31	18616	9.80
4	4759	11677	773	16	17225	9.10
5	3454	11376	555	25	15410	8.10
6	2091	9496	495	0	12082	6.40
7	1485	9183	426	4	11098	5.90
8	1534	9284	360	0	11178	5.90
9	1607	8978	292	0	10877	5.70
10	1301	6266	225	0	7792	4.10
11	1352	5540	66	0	6958	3.70
12	1423	4448	19	0	5890	3.10
Ungraded	0	0	54	0	54	0.00
TOTALS	48271	134788	6567	181	189807	100.00

Comments:

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.

Instructional Services	
	Number of Students Served
Mathematics	14190
Reading/Language Arts	45132
Science	4263
Social Studies	4240
Vocational/Career	976
Other (specify)	173
Support Services	
Health, Dental, and Eye Care	1316
Supporting Guidance/Advocacy	3270
Other (specify)	173

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.

	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	22
Instructional Support Paraprofessionals	292
Non-Instructional Support Paraprofessionals	
Teachers	1169
Support Staff (clerical and non-clerical)	95
Other (specify)	18

Comments: Districts focus more of their funds on hiring more teachers than administrators and support staff.

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	17
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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	828
2. Total number of adults participating ("Adults" includes teen parents.)	943
3. Total number of adults participating who are limited English proficient	602
4. Total number of children participating	1506

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	400
2. Number of newly enrolled adult participants	448
3. Percent of newly enrolled families at or below the Federal poverty level	75.00
4. Percent of newly enrolled adult participants without a high school diploma or GED	92.00
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	54.00

Comments: 300 of the 400 new families were at or below the Federal Poverty level for 2006. 65 of the remaining 100 families were at or below 150% (16%) and 23 were at or below 200% (6%) which aligns with federal free and reduced lunch guidelines in Title I to indicate most in economic need. Therefore, WI projects served 97% of the most in economic need.

Additionally, of the 400 new families in EFSL during FY06, 198 (50%) have limited English proficiency (LEP). Of those 100 new families, 54 (54%) are LEP. An anecdotal review of the LEP families suggests that this population is generally married with 2 low incomes. While the mother/wife attends ESFL programming with the children and may be employed at least part time, the father/husband is employed with least one, if not 2 jobs.

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	18.00
2. From 4 to 6 months	11.00
3. From 7 to 12 months	22.00
4. More than 12 months	49.00

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.

2.2.2 Federal Even Start Performance Indicators				
Indicator	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
1. Percentage of adults showing significant learning gains on measures of reading	TABE: CASAS:	TABE: 216 CASAS:	TABE: 115 CASAS:	53% TABE Reading grade level equivalents were converted to NRS Levels. Any learners who achieved an NRS level gain was included in the Result.
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: CASAS:	TABE: CASAS:	TABE: CASAS:	51% The BEST Plus was administered to English language acquisition students in WI. The results of that assessment asr as follows: Cohort = 451 Result = 229 BEST Plus standard scores were converted to NRS levels. Any learner who achieved an NRS level gain was included in the Result.
3. Percentage of school age adults who earn a high school diploma or GED	*Please indicate diploma or GED Diploma	*Please indicate diploma or GED Diploma	*Please indicate diploma or GED Diploma	100%
		69	61	88%
4. Percentage of non- school age adults who earn a high school diploma or GED	*Please indicate diploma or GED GED	*Please indicate diploma or GED GED	*Please indicate diploma or GED GED	
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive: 49	Peabody Picture Vocabulary Test (PPVT) receptive: 27	55% Significant gain was a gain of 4 or more in standard scores. The total number of all children the year prior to kindergarten who were enrolled in ESFL for at least 6 months during FY06 was 58. Of those 58, 49 (84%) were administered both a pre and post PPVT III-R. Of the 49 in the cohort, 42 (86%) were limited English (ELL)speakers. Of those 42 ELL students., 1 had a documented learning disability. Of the 7 native English speakers, one had a documented learning disability.

6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask: 53.00	PAL Pre-K Upper Case Letter Naming Subtask: 18.00 *Please indicate average score, not number of participants.	The total number of all children the year prior to kindergarten who were enrolled in ESFL for at least 6 months during FY06 was 58. Of those 58, 53 (91%) were administered the PALS pre-K Upper Case Letter Naming Subtask in the Spring of 2006.
7. Percentage of school-aged children who are reading on grade level	Classroom Teacher Rating Scale Please indicate source.	599 Please indicate source.	351 Please indicate source.	59% WI uses the Classroom Teacher Rating Scale developed for local ESFL projects for the long-term benefits study. This rating scale asks teachers to rate the ESFL participants reading proficiency against their peers. All children whose grade level teachers were asked to complete this rating scale are included in the cohort. If the child received ands average ar above score (3 or more on the scale), the child was included in the result.
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP) Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP)	WI state does not administer the PEP
Comments:				

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															Out of	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total
1. ELIGIBLE MIGRANT CHILDREN																		
1. All Migrant Children Eligible for the MEP	110	164	89	77	88	86	87	89	78	100	89	104	82	65	79	4	38	1429
2. PRIORITY FOR SERVICES																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		0	27	29	50	29	37	48	34	54	44	47	39	40	53	1	12	544
3. LIMITED ENGLISH PROFICIENT (LEP)																		
1. Migrant Children who are LEP		20	32	26	32	29	32	38	30	39	33	26	22	22	35	0	0	416
4. CHILDREN ENROLLED IN SPECIAL EDUCATION																		
1. Migrant Children Enrolled in Special Education	0	0	0	1	0	1	1	0	2	2	2	4	2	2	7	0	3	27
5. MOBILITY																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	87	82	43	36	39	41	41	41	37	43	48	53	49	33	26	1	8	708
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	41	80	34	39	49	32	47	48	42	58	49	45	37	26	41	2	16	686
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	1	18	14	11	12	19	12	15	11	15	9	15	12	12	15	1	7	199
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)	36	68	43	28	38	37	41	47	35	46	31	35	32	29	33	1	21	601
Comments: #2. K # of priority for services is 27; total is 544																		

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	Total
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10			
1. HIGH SCHOOL COMPLETION -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																
1. Dropped out of school																
2. Obtained GED																
2. ACADEMIC ACHIEVEMENT -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																
Number of Migrant Students Enrolled During State Testing Window (State Assessment –																
1. Reading/Language Arts)						92	71	67	40	56	103	0	101	0	0	0
Number of Migrant Students Tested in Reading/Language Arts																
2. (State Assessment)						19	29	33	40	36	37	32	23	8	1	0
Number of Migrant Students Enrolled During State Testing Window (State Assessment –																
3. Mathematics)						92	71	67	40	56	103	0	101	0	0	0
Number of Migrant Students Tested in Mathematics (State																
4. Assessment)						89	60	60	40	54	101	0	0	0	0	0

Comments: #1.1 high school completion not available until 2008-Cohort data

2.3.1.3.1 MEP Participation – Regular School Year

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

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

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

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

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

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

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

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

2.3.1.3.1 MEP Participation – Regular School Year																			
	Ages		Ages															Out of	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total	
PARTICIPATION—REGULAR SCHOOL YEAR																			
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)	15	52	62	54	64	59	65	71	59	88	67	66	52	42	54	1	19	890	
2. Priority for Service	0	27	29	41	4	16	27	26	39	29	36	29	15	14	1	0	333		
3. Continuation of Service	0	0	1	0	1	1	0	2	2	2	4	2	2	7	0	3	27		
4. Any Instructional Service	0	3	24	23	32	27	26	23	23	27	27	30	24	17	32	1	0	339	
5. Reading Instruction	0	1	14	14	22	10	20	13	9	17	13	13	10	10	21	1	0	188	
6. Mathematics Instruction	0	0	6	9	21	8	19	10	8	17	11	11	9	7	21	1	0	158	
7. High School Credit Accrual												62	50	35	36	1	1	185	
8. Any Support Service	15	52	62	54	63	59	65	71	59	88	65	66	52	42	54	1	19	887	
9. Counseling Service	0	3	22	20	23	25	17	17	15	28	19	32	21	10	20	0	0	272	
10. Any Referred Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Comments: The numbers reported are correct. Student population served decreased families traveling due to high gasoline prices. More single workers hired by employers. Families feared immigration related hostilities. Another non MEP project served children that formerly were served by MEP.																			

2.3.1.3.2 MEP Participation – Summer/Intersession Term

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

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

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

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

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

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

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

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

2.3.1.3.2 MEP Participation – Summer/Intersession Term																			
	Ages	Ages																Out of	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total	
PARTICIPATION—SUMMER TERM OR INTERSESSION																			
1. Served in MEP Summer of Intersession Project (with an Instructional or Supportive Service Only	1	9	23	29	31	36	29	23	20	22	19	20	14	12	7	0	0	295	
2. Priority for Service		0	5	7	17	1	4	5	7	11	11	8	11	7	5	0	0	99	
3. Continuation of Service		0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
4. Any Instructional Service	1	6	23	29	30	35	29	23	20	22	16	19	12	11	3	0	0	279	
5. Reading Instruction	0	0	10	13	14	19	13	9	13	4	4	5	0	1	0	0	0	105	
6. Mathematics Instruction	0	0	10	13	14	20	13	5	12	6	6	4	1	1	0	0	0	105	
7. High School Credit Accrual													17	14	11	5	0	47	
8. Any Support Service	1	8	23	29	31	36	29	23	20	22	19	20	14	12	7	0	0	294	
9. Counseling Service	0	0	2	1	0	0	1	1	0	4	4	8	4	2	3	0	0	30	
10. Any Referred Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Comments: The numbers reported are correct. Student population served decreased families traveling due to high gasoline prices. More single workers hired by employers. Families feared immigration related hostilities. Another non MEP project served children that formerly were served by MEP.

2.3.1.4 SCHOOL DATA

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

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

2.3.1.4. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 158	b. 1783
2. Schools in Which MEP Funds are Combined in SWP	a. 19	b. 393

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.

2.3.1.5.1. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. 12	b. 464
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. 5	b. 193
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 10	b. 606

Comments: Data is correct as reported

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.

2.3.1.5.2. KEY MEP PERSONNEL	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	0	0.00
2. Teachers	11	4.30	12	5.20
3. Counselors	0	0.00	0	0.00
4. All Paraprofessionals	9	3.30	9	12.50
5. Qualified Paraprofessionals	9	3.30	13	12.50
6. Recruiters	15	3.80	13	4.70
7. Records Transfer Staff	1	0.10	5	3.60

Comments: #2 data is correct for # of summer teachers/FTE

#7 data is correct: coordinators/recruiters absorbing duties: fewer record transfer staff for reg term.

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.

2.4.1.1 State Agency Title I, Part D, Facilities			
Note: 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	3	199	896
4. Adult Corrections	7	335	1019
5. Other	0	0	0
6. Number of facilities that served more than one purpose:			0
Comments:			

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	0	0	896	1019	0
RACE/ETHNICITY					
American Indian or Alaska Native	0	0	40	40	0
Asian or Pacific Islander	0	0	21	22	0
Black, non-Hispanic	0	0	467	574	0
Hispanic	0	0	58	169	0
White, non-Hispanic	0	0	310	214	0
GENDER					
Male	0	0	815	992	0
Female	0	0	81	27	0
AGE					
5-10 years old	0	0	0	0	0
11-15 years old	0	0	130	0	0
16-18 years old	0	0	709	124	0
19-21 years old	0	0	57	895	0

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).

2.4.1.3 Academic/Vocational Outcomes				
1. Facility Academic Offerings	Number of Neglected Programs	Number of Facilities/Programs		
		Number of Juvenile Corrections and/or Detention Facilities	Number of Adult Corrections Facilities	Number of Other Programs
1. Awarded high school course credit(s)	0	3	7	0
2. Awarded high school diploma(s)	0	3	7	0
3. Awarded GED(s)	0	3	7	0
2. Academic & Vocational Outcomes	Number in Neglected Programs	Number of Students		
		Number in Juvenile Corrections and/or Detention	Number of Adult Corrections Facilities	Number of Other Programs
1. Academic				
<i>While in the facility, the number of students who...</i>				
1. Earned high school course credits	0	717	65	0
2. Were enrolled in a GED program	0	289	384	0
<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	0	48	3	0
4. Earned a GED	0	130	285	0
5. Obtained high school diploma	0	8	250	0
6. Were accepted into post-secondary education	0	8	15	0
7. Enrolled in post-secondary education	0	0	12	0
2. Vocational				
<i>While in the facility, the number of students who...</i>				
1. Enrolled in elective job training courses/programs	0	763	817	0
<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	0	0	0	0
3. Obtained employment	0	0	104	0
Comments: x				

2.4.1.6. Academic Performance in Reading and Math

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

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

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

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

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

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

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

2.4.1.6 Academic Performance in Reading and Math								
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students							
	Reading Performance				Math Performance			
	N	JD/JC	AC	O	N	JD/JC	AC	O
1. # students who were in placement from July 1, 2005 to June 30, 2006	0	839	1019	0	0	839	1019	0
2. # students from row 1 who tested below grade level upon entry.	0	682	1019	0	0	776	1019	0
3. # students from row 1 who took both the pre- and post-test exams	0	690	919	0	0	623	925	0
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	0	134	8	0	0	86	143	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	0	108	178	0	0	72	145	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	0	91	661	0	0	77	564	0
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	0	66	57	0	0	77	45	0
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	0	291	15	0	0	311	28	0
Comments:								

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	6	253	214
2. Juvenile Detention	20	270	3823
3. Juvenile Corrections	0	0	0
4. At-risk Programs or Other	0	0	0
5. Number of facilities that served more than one purpose:			0

Comments:

2.4.2.2 STUDENT DEMOGRAPHICS**Instructions: Student Demographics**

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

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

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in at risk or other programs
All Students	214	3823	0	0
RACE/ETHNICITY				
American Indian or Alaskan Native	7	51	0	0
Asian or Pacific Islander	0	52	0	0
Black, non-Hispanic	52	2082	0	0
Hispanic	8	321	0	0
White, non-Hispanic	147	1317	0	0
GENDER				
Male	152	2972	0	0
Female	62	851	0	0
AGE				
5-10 years old	50	142	0	0
11-15 years old	84	1776	0	0
16-18 years old	74	1866	0	0
19-21 years old	6	39	0	0

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).

2.4.2.3 Academic/Vocational Outcomes			
1. Facility Academic Offerings	Number of Facilities/Programs		
	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)	5	20	0
2. Awarded high school diploma(s)	3	11	0
3. Awarded GED(s)	0	2	0
2. Academic & Vocational Outcomes	Number of Students		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in At Risk or Other Programs
1. Academic			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits	9	291	0
2. Were enrolled in a GED program	0	6	0
<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	83	914	0
4. Earned a GED	0	6	0
5. Obtained high school diploma	6	94	0
6. Were accepted into post-secondary education	3	10	0
7. Enrolled in post-secondary education	3	0	0
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs	0	259	0
<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	0	0	0
3. Obtained employment	4	68	0
Comments: For questions #6 and #7 above, originally 3 prepared preliminary enrollment papers, but only 1 had acceptance notification. Now, it is 3.			

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.

2.4.2.6 Academic Performance in Reading and Math						
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students					
	Reading Performance			Math Performance		
	N	JD/JC	AR/O	N	JD/JC	AR/O
1. # students who were in placement from July 1, 2005 to June 30, 2006	214	3823	0	214	3823	0
2. # students from row 1 who tested below grade level upon entry.	214	3823	0	214	3823	0
3. # students from row 1 who took both the pre- and post-test exams	184	3123	0	176	3186	0
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	6	279	0	0	102	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	8	539	0	18	396	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	124	1908	0	144	2027	0
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	42	106	0	10	311	0
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	4	291	0	4	350	0
Comments:						

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.

91.30

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.

93.90

Comments:

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

115

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
By 2007, the percentage of students who carried a weapon (for example, a gun, knife, or club) on school property in the 30 days prior to the survey will be no greater than 3%, as measured by the Wisconsin Youth Risk Behavior Survey.	The Wisconsin Youth Risk Behavior Survey	Frequency: biennially	2003-2004 N/A	2004-2005 3.9%
			2004-2005 3% or less	2005-2006 N/A
			2005-2006 N/A	Baseline: 3% Year Established: 2001
			2006-2007 3% or less	
Year of most recent collection: Spring 2005. Next collection Spring 2007	2007-2008 N/A			

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
By 2007, the percentage of students who engaged in a physical fight on school property in the 12 months preceding the survey will be no greater than 10%, as measured by the Wisconsin Youth Risk Behavior Survey	The Wisconsin Youth Risk Behavior Survey	Frequency: biennially	2003-2004 N/A	2004-2005 12.2%
			2004-2005 10% or less	2005-2006 N/A
			2005-2006 N/A	Baseline: 11% Year Established: 2001
			2006-2007 10% or less	
Year of most recent collection: Spring 2005. Next collection Spring 2007	2007-2008 N/A			

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
By 2007, the percentage of students offered, sold, or given an illegal drug on school property in the 12 months preceding the survey will be no greater than 25%, as measured by the Wisconsin Youth Risk Behavior Survey.	The Wisconsin Youth Risk Behavior Survey	Frequency: biennially	2003-2004 N/A	2004-2005 21.7%
			2004-2005 25% or less	2005-2006 N/A
			2005-2006 N/A	Baseline: 27% Year Established: 2001
			2006-2007 25% or less	
Year of most recent collection: Spring 2005. Next collection Spring 2007	2007-2008 N/A			

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
			2003-2004 0	2004-2005 0

<p>By 2007, the number of persistently dangerous schools, as defined by the state, will be zero</p>	<p>Data collected Through the statewide School Performance Report system and through collateral data provided by schools including, but not limited to, school safety plans, and a description of current efforts to address the schools' safety concerns.</p>	<p>Frequency: annually</p> <p>Year of most recent collection: Summer 2006</p>	<p>2004-2005 0</p> <p>2005-2006 0</p> <p>2006-2007 0</p> <p>2007-2008 0</p>	<p>2005-2006 0</p> <p>Baseline: 0</p> <p>Year Established: 2001</p>
<p>Comments:</p>				

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	A school that generally offers undifferentiated instruction to a self-contained class, usually involving grades no higher than eight.
Middle School	A school with a program designed specifically for the early-adolescent learner, usually beginning with grade 5 or 6.
High School	A school offering separate classes in different subjects and usually covering grades 9, 10, 11, and 12.

Comments: WI collects data on out-of-school suspensions and expulsions K-12. However, we have two additional school type categories, as follows:

Junior high school: A school between the elementary- and high-school levels, usually offering at least some separate classes in different subjects and usually covering grades 7, 8, and 9.

Elementary/secondary combined school: A school that generally offers instruction at all grade levels through grade 12 in one location due, in most cases, to the size of the district. Although offered at one location, instruction is differentiated as elementary, middle/junior high school, and high school.

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

	WI categories for division of offenses differ from those asked for in this document. WI's 5 categories are:
	1. School Rules Violations
	2. Assault and Endangering Behavior
	3. Weapon Related
	4. Drug Related
	5. Alcohol Related
State definition of <u>physical fighting</u> :	WI's closest category to physical fighting is assault/endangering behavior. This category is left for the individual school district to define.

SUSPENSIONS	Number for 2005-2006 school year	Number of LEAs reporting
Elementary	8216	442
Middle	7627	442
High School	8099	442
EXPULSIONS	Number for 2005-2006 school year	Number of LEAs reporting
Elementary	14	442
Middle	69	442
High School	239	442

Comments: 2005-06 WI statistics for the closest matching categories with the junior high school data added to the middle

school data and the K-12 data combined with the high school data. Previous reports have put the combined K-12 data with elementary data, and in this report the combined K-12 is added to the high school data. Previous reports used our "school rules violations" category for the "physical fighting" data. In this report, we have used "assault/endangering behavior" for the "physical fighting data."

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

State definition of weapons: WI uses the federal definition of weapons, i.e., a dangerous weapon is a weapon, device, instrument, material, or substance, animate or inanimate, used for or readily capable of causing death or serious bodily injury except such a term does not include a pocket knife with a blade less than 2.5 inches in length (18 U.S.C. Â§930).

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	481		442
Middle School	556		442
High School	770		442
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	20		442
Middle School	114		442
High School	292		442

Comments: 2005-06 WI statistics for the closest matching categories with the junior high school data added to the middle school data and the K-12 data combined with the high school data. Previous reports have put the combined K-12 data with elementary data, and in this report the combined K-12 is added to the high school data.

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

State definition of alcohol-related: Offenses related to the use, possession, sale, or solicitation of alcohol on school property.

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	18		442
Middle School	90		442
High School	886		442
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	1		442
Middle School	9		442
High School	47		442

Comments: 2005-06 WI statistics for the closest matching categories with the junior high school data added to the middle school data and the K-12 data combined with the high school data. Previous reports have put the combined K-12 data with elementary data, and in this report the combined K-12 is added to the high school data.

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

State definition of illicit-drug related: WI uses the Federal definition i.e., drug offenses are the use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. Â§812; this does not include alcohol or tobacco.

SUSPENSIONS	Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	992	442
Middle School	653	442
High School	2827	442
EXPULSIONS	Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	14	442
Middle School	149	442
High School	657	442

Comments: 2005-06 WI statistics for the closest matching categories with the junior high school data added to the middle school data and the K-12 data combined with the high school data. Previous reports have put the combined K-12 data with elementary data, and in this report the combined K-12 is added to the high school data. Previous report used "assault/endangering behavior" data in the "illicit drug related" category. We now do collect drug related suspensions and expulsions and they are reflected in this report.

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.

Wisconsin has a long history of local control for school districts which provides parents with ready access to the workings of the school and promotes strong parental participation. The Department of Public Instruction (DPI) encourages parent involvement in drug and violence prevention efforts in a wide variety of ways.

DPI has conducted a State Superintendent's AODA Advisory Council for the past 28 years. This group of parents and educators are directly involved in policy and funding decisions at the state level.

DPI publishes and distributes many publications to encourage schools to inform and involve parents in promoting safe and drug free schools. Among them are; Wisconsin's Comprehensive School Health Program Framework, The Wisconsin Youth Risk Behavior Survey Executive Summary, and Starting a School-Community Health and Safety Council.

We use several methods to disseminate current youth risk behavior statistics to educate parents and community members about the problems of drugs and violence in our schools. Our website dpi.wi.gov has a feature called the Wisconsin Information Network for Successful Schools (WINSS) which displays current and past data on all school districts related to school functioning, including information on drug- and violence-related behavior. Our statewide Youth Risk Behavior Survey is published on the web and widely used by schools and community agencies including parents groups. This information helps parents and the general public to understand current prevalence and trends in youth alcohol and other drug abuse and violence. The department also offers a free online instrument for use by any school district, The School ATODA Program Assessment Tool. This instrument uses an accessible computer survey to gather information about gaps in school ATODA programs by questioning parents along with staff and students.

The State Superintendent regularly disseminates press releases about educational issues including youth risk behavior statistics and drug and violence prevention programs. These results are communicated by newspapers and electronic media across the state, raising the level of awareness for these issues.

DPI staff members conduct numerous high profile presentations annually that inform educators and parent organizations that then inform their local parents. DPI has an assigned liaison to the statewide Parent and Teacher Association (PTA), and reports on our activities are delivered at Board meetings. We work closely with our PTA to support initiatives that encourage parent involvement. One example of this is the annual Family-School-Community Partnerships Conference sponsored and organized by the Department of Public Instruction. This conference is specifically supports parent and family involvement in schools.

Our Cooperative Educational Service Agencies (CESA) have a Wisconsin Alcohol, Tobacco & Other Drug Education Network (WATODEN) that works as our partner in disseminating AODA and violence information and soliciting parent and community input through their regional offices. Several times a year DPI reminds school districts of their legal requirement to involve parents in SDFSC guidance which they acknowledge in assurances given to us in relation to SDFSC entitlements and other AODA and violence grant programs.

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.

434

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.)

\$ 8683924

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: includes \$3.9 million for funds tranfered into Title VA

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	344	343
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	90	90
	434	433
TOTAL	(total = all LEAS receiving Title V, Part A funds) 434	(total = all LEAS receiving Title V, Part A funds <u>that met</u> AYP) 433

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

Comments:

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

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

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2005-2006 school year. 6

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	1
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	2
Educational technology, including software and hardware as described in Title II, Part D	2
Parental involvement activities	1
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	1
Activities authorized under Title I, Part A	2
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0

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.

In 2005-06, three school districts were eligible for the Title VI - Part B subpart(2) Rural Low-Income Schools Program: Geneva J4, Hillsboro, and Menominee Indian. Reading and math test scores for these districts for 2002-2005 are reported in the accompanying table.

Geneva J4 has used most of its 2005-06 grant to provide training for all teachers in the use of educational technology. Many of their staff were educated some time ago and really needed to be brought up to speed with new technologies. The district expects that this teacher training will help close the digital divide between the students who come from poverty environments (24%) and other students.

Hillsboro used much of its grant for educational technology, specifically for reading software for grades 4, 5, and 6. They also purchased computers and graphing calculators for their high school math classroom.

Menominee Indian has used its funding primarily for parent involvement activities, including outreach activities and district-wide parent conferences. The primary component driven by the grant project was the Parent Welcome Center in the alternative school. They report increased parental participation in all school activities. They have also used funding for a nutrition project to ensure that all children have healthy snacks to help them stay focused in school and after-school programs.

Rural and Low Income Schools Reading and Math Scores:

Percentage of Students Scoring at Advanced and Proficient Levels, 2002-2005

Hillsboro Geneva J4 Menominee Indian WI Average

3rd Grade State Reading Test

March 2002 NA 82 72 81

March 2003 NA 100 54 74

March 2004 NA 83.3 84 85

November 2005 95 83 80 81

4th Grade Reading

November 2002 79 81 67 81

November 2003 81 100 67 83

November 2004 78 88 69 82

November 2005 98 100 58 82

4th Grade Math

November 2002 71 81 66

November 2003 71 88 66 73

November 2004 81 88 51 74

November 2005 81 100 45 73

8th Grade Reading

November 2002 92 100 58 83

November 2003 82 100 48 80

November 2004 84 100 68 85

November 2005 86 90 56 85

8th Grade Math

November 2002 68 86 56

November 2003 67 93 49 73

November 2004 78 86 19 66

November 2005 72 70 13 74

10th Grade Reading

November 2002 71 NA 40 NA

November 2003 74 NA 35 NA

November 2004 80 NA 40 NA

November 2005 64 NA 47 NA

10th Grade Math

November 2002 76 NA 40

November 2003 73 NA 35 69

November 2004 75 NA 26 70

November 2005 53 NA 23 72

Note: Cut scores for proficiency levels on math tests changed effective November 2002. Explanation of cut scores and their relation to lower percentages can be found at <http://www.dpi.state.wi.us/oea/profdesc.html>

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

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

2.10.2 Local Educational Agency Transferability of Funds	
2.10.2.1 Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2005-2006 school year.	59
Comments:	

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)	6	36838
Educational Technology State Grants (section 2412(a)(2)(A))	7	79752
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	0	0
State Grants for Innovative Programs (section 5112(a))	24	3859487
Title I, Part A, Improving Basic Programs Operated by LEAs	26	402622
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)	44	4239004
Educational Technology State Grants (section 2412(a)(2)(A))	5	7382
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	18	100761
State Grants for Innovative Programs (section 5112(a))	7	31552

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

Comments:

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

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