

**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

NORTH DAKOTA



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

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended by the
No Child Left Behind Act of 2001

Check the one that indicates the report you are submitting:
 Part I, 2005-2006 Part II, 2005-2006

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

Address:

Person to contact about this report:

Name:

Telephone:

Fax:

e-mail:

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

Signature

Date

CONSOLIDATED STATE PERFORMANCE REPORT: PART 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.	80
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.	86
Comments:	

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	350
2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State	279
2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State	71
Comments: Records indicate these numbers are accurate.	

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	3728
Limited English Proficient	2683
Homeless	213
Migrant	122
Comments: will correct	

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	5379
Asian/Pacific Islander	152
Black, non-Hispanic	448
Hispanic	587
White, non-Hispanic	13105
Comments: These are the numbers that were reported. 3/27/2007 Laurie Matzke, Title I Director, verified that these numbers are correct.	

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	21	74	0	0	95	0.50
K	664	1087	31	1	1782	9.10
1	1371	1020	63	3	2454	12.50
2	1173	1016	60	3	2249	11.40
3	1128	1009	49	1	2186	11.10
4	1017	1097	42	3	2156	11.00
5	908	1053	40	7	2001	10.20
6	779	1109	17	5	1905	9.70
7	499	703	4	22	1206	6.10
8	449	794	5	37	1248	6.30
9	143	575	0	64	718	3.70
10	147	509	0	46	656	3.30
11	112	450	0	29	562	2.90
12	54	399	0	14	453	2.30
Ungraded	0	0	0	0	0	0.00
TOTALS	8465	10895	311	235	19671	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	4159
Reading/Language Arts	6888
Science	278
Social Studies	292
Vocational/Career	0
Other (specify)	94
Support Services	
Health, Dental, and Eye Care	0
Supporting Guidance/Advocacy	0
Other (specify)	68

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)	26
Instructional Support Paraprofessionals	155
Non-Instructional Support Paraprofessionals	0
Teachers	437
Support Staff (clerical and non-clerical)	0
Other (specify)	19

Comments: These are the numbers that were reported.

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	9
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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	188
2. Total number of adults participating ("Adults" includes teen parents.)	214
3. Total number of adults participating who are limited English proficient	90
4. Total number of children participating	299

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	125
2. Number of newly enrolled adult participants	131
3. Percent of newly enrolled families at or below the Federal poverty level	100.00
4. Percent of newly enrolled adult participants without a high school diploma or GED	91.00
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	44.00

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	15.00
2. From 4 to 6 months	20.00
3. From 7 to 12 months	27.00
4. More than 12 months	38.00

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: TABE CASAS:	TABE: 89 CASAS:	TABE: 72 CASAS:	GED Achievement and TABE reading scores increased
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: BEST CASAS:	TABE: 65 CASAS:	TABE: 54 CASAS:	BEST is used as the testing instrument
3. Percentage of school age adults who earn a high school diploma or GED	*Please indicate diploma or GED	13 *Please indicate diploma or GED	12 *Please indicate diploma or GED	92% 10 Diploma and 2 GED One grantee is serving only high school age parents therefore they still receive a diploma
4. Percentage of non- school age adults who earn a high school diploma or GED	*Please indicate diploma or GED	52 *Please indicate diploma or GED	36 *Please indicate diploma or GED	69% A large number of participants are refugees
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: 26	Peabody Picture Vocabulary Test (PPVT) receptive: 24	92% This is the first complete year the PPVT has been used.
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: 50.00	PAL Pre-K Upper Case Letter Naming Subtask: 14.00 *Please indicate average score, not number of participants.	Several students have been referred for special services, and several students left before the end of the year, thus no post test.
7. Percentage of school-aged children who are reading on grade level	Please indicate source.	54 Please indicate source.	42 Please indicate source.	78% reading on grade level School reports and promotion to 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)	83% Observations, parent-teacher meetings, increased reading and homework involvement, and teacher/childcare observations.

Comments: North Dakota does not use CASAS

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																	
1. ELIGIBLE MIGRANT CHILDREN																			
1. All Migrant Children Eligible for the MEP	68	109	57	45	60	39	30	23	27	27	25	22	11	18	4	2		0	567
2. PRIORITY FOR SERVICES																			
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		26	18	10	19	7	9	9	5	8	3	0	0	0	0	0		0	114
3. LIMITED ENGLISH PROFICIENT (LEP)																			
1. Migrant Children who are LEP		1	23	9	13	2	3	0	1	1	2	0	0	0	0	0		0	55
4. CHILDREN ENROLLED IN SPECIAL EDUCATION																			
1. Migrant Children Enrolled in Special Education	0	1	0	1	1	4	0	1	2	5	0	1	0	0	0	0		0	16
5. MOBILITY																			
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	67	83	48	40	52	38	22	20	24	23	23	21	10	17	4	2		0	494
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	13	9	6	2	4	1	4	2	2	3	2	1	1	1	0	0		0	51
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	3	2	3	3	4	0	4	1	1	1	0	0	0	0	0	0		0	22
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	0	2	1	2	2	0	0	4	2	3	3	2	0	0	0		0	21
Comments: The data is correct per the ND Migrant Database.																			

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
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										0	0	0	0	0	0	0	0
2. Obtained GED																	41
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)						9	13	15	10	8	9	0	0	4	0	0	68
Number of Migrant Students Tested in Reading/Language Arts																	
2. (State Assessment)						7	11	13	10	8	9	0	0	4	0	0	62
Number of Migrant Students Enrolled During State Testing Window (State Assessment –																	
3. Mathematics)						9	13	15	10	8	9	0	0	4	0	0	68
Number of Migrant Students Tested in Mathematics (State																	
4. Assessment)						7	11	13	10	8	9	0	0	4	0	0	62

Comments: This is correct per our State Assessment Coordinator.

1.2. Obtained GED This is for the regular school year only.

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		
	0-2	3-5															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)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Priority for Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Continuation of Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Any Instructional Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Reading Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Mathematics Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. High School Credit Accrual												0	0	0	0	0	0	0	0
8. Any Support Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Counseling Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Any Referred Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Comments: This zero entry is correct because this does not apply in North Dakota; summer migrant program only.																			

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	Total	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	
PARTICIPATION—SUMMER TERM OR INTERSESSION																		
1. Served in MEP Summer of Interession Project (with an Instructional or Supportive Service Only	68	109	57	45	60	39	30	23	27	27	25	22	11	18	4	2	0	567
2. Priority for Service		26	18	10	19	7	9	9	5	8	3	0	0	0	0	0	0	114
3. Continuation of Service		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Any Instructional Service	0	109	57	45	60	39	30	23	27	27	25	22	11	18	4	2	0	499
5. Reading Instruction	0	109	57	45	60	39	30	23	27	27	25	22	11	18	4	2	0	499
6. Mathematics Instruction	0	109	57	45	60	39	30	23	27	27	25	22	11	18	4	2	0	499
7. High School Credit Accrual												3	1	4	1	0	0	9
8. Any Support Service	68	109	57	45	60	39	30	23	27	27	25	22	11	18	4	2	0	567
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Comments: This information is generated from the Migrant Database MIS2000. Continuation of zero (0) entries is correct.																		

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. 3	b. 567
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.

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. 0	b. 0
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. 3	b. 567
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 0	b. 0

Comments: The zero (0) entries are correct.

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	1	1	1	1
2. Teachers	0	0	51	28
3. Counselors	0	0	0	0
4. All Paraprofessionals	0	0	16	11
5. Qualified Paraprofessionals	0	0	0	0
6. Recruiters	0	0	4	4
7. Records Transfer Staff	0	0	3	3

Comments:

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	1	15	8
3. Juvenile Corrections	1	94	220
4. Adult Corrections	0	0	0
5. Other	0	0	0
6. Number of facilities that served more than one purpose:			1
Comments: NDSIS - Marmot High School.			

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	8	220	0	0
RACE/ETHNICITY					
American Indian or Alaska Native	0	3	82	0	0
Asian or Pacific Islander	0	0	4	0	0
Black, non-Hispanic	0	1	4	0	0
Hispanic	0	0	10	0	0
White, non-Hispanic	0	4	120	0	0
GENDER					
Male	0	6	163	0	0
Female	0	2	57	0	0
AGE					
5-10 years old	0	0	0	0	0
11-15 years old	0	1	67	0	0
16-18 years old	0	7	141	0	0
19-21 years old	0	0	12	0	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	1	0	0
2. Awarded high school diploma(s)	0	1	0	0
3. Awarded GED(s)	0	1	0	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	228	0	0
2. Were enrolled in a GED program	0	18	0	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	168	0	0
4. Earned a GED	0	10	0	0
5. Obtained high school diploma	0	41	0	0
6. Were accepted into post-secondary education	0	12	0	0
7. Enrolled in post-secondary education	0	8	0	0
2. Vocational				
<i>While in the facility, the number of students who...</i>				
1. Enrolled in elective job training courses/programs	0	17	0	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	16	0	0
3. Obtained employment	0	21	0	0
Comments: We have one state N&D facility and they award high school course credits, high school diplomas, and GED's.				

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	68	0	0	0	68	0	0
2. # students from row 1 who tested below grade level upon entry.	0	51	0	0	0	64	0	0
3. # students from row 1 who took both the pre- and post-test exams	0	62	0	0	0	68	0	0
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	0	4	0	0	0	25	0	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	0	5	0	0	0	6	0	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	0	3	0	0	0	11	0	0
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	0	10	0	0	0	7	0	0
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	0	40	0	0	0	19	0	0
Comments: 68 students were accounted for in performance data. The remaining 160 students were under 90 days.								

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	4	250	118
2. Juvenile Detention	6	179	361
3. Juvenile Corrections	0	0	0
4. At-risk Programs or Other	8	99999	456
5. Number of facilities that served more than one purpose:			3

Comments: Per changes reflected in USDE Reporting Requirements, this information was not collected on 2005-2006 data. This was changed for the 2006-2007 reporting year within the report.

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	118	361	0	111
RACE/ETHNICITY				
American Indian or Alaskan Native	39	161	0	9
Asian or Pacific Islander	1	4	0	0
Black, non-Hispanic	3	4	0	0
Hispanic	2	5	0	3
White, non-Hispanic	73	187	0	99
GENDER				
Male	74	224	0	70
Female	44	137	0	41
AGE				
5-10 years old	0	2	0	0
11-15 years old	54	161	0	32
16-18 years old	64	193	0	78
19-21 years old	0	5	0	1

Comments: Several programs did not track disaggregated information on their at-risk students. They were informed that this would not be allowed for the 2006-2007 program year.

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)	2	5	99999
2. Awarded high school diploma(s)	1	2	99999
3. Awarded GED(s)	0	1	99999
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	30	144	99999
2. Were enrolled in a GED program	2	31	99999
<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	61	218	99999
4. Earned a GED	0	2	99999
5. Obtained high school diploma	2	11	99999
6. Were accepted into post-secondary education	0	5	99999
7. Enrolled in post-secondary education	0	4	99999
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs	5	11	99999
<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	4	99999
3. Obtained employment	0	8	99999
Comments: Fargo Public Schools did not report information here for neglected programs; they were informed that this information is required for the 2006-2007 program reporting year. At-Risk program numbers were not calculated separately for 05-06 program year; a few At-risk student totals were reported in combination with neglected and delinquent program figures.			

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	35	133	18	16	162	99999
2. # students from row 1 who tested below grade level upon entry.	35	86	18	16	91	99999
3. # students from row 1 who took both the pre- and post-test exams	33	93	14	16	85	99999
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	0	12	0	0	27	99999
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	0	31	0	2	20	99999
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	10	17	0	9	18	99999
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	10	12	3	5	6	99999
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	13	21	11	0	14	99999

Comments: Overall, most local ND facilities/programs are short stay facilities; therefore, many children do not reside for 90 days or longer. Two facilities/programs did not have systems in place for the 05-06 program year. They were informed this must be changed for the 06-07 program year and their applications for funding were not approved unless assessment tracking was identified. Beach Public School was the only facility who reported figures for assessment disaggregating their at-risk students. These figures overall are a very low representation of the children served. This will increase for the 06-07 program year. Some districts only provide intervention services in the area of reading only due to their lack of qualified personnel. Those that did report information for math services did not have At Risk information to report for this category.

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.

84.00

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.

95.00

Comments:

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

19

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
Physical Fighting	UMIRS	Frequency: annual	2003-2004 7%	2004-2005 177
			2004-2005 7%	2005-2006 181
			2005-2006 7%	
		Year of most recent collection: 2005-2006	2006-2007 2007-2008	Baseline: 205 Year Established: 2005-2006

Comments: 2005-2006 Physical Fighting has a new baseline.

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Weapons	UMIRS	Frequency: annual	2003-2004 5%	2004-2005 54
			2004-2005 5%	2005-2006 58
			2005-2006 5%	
		Year of most recent collection: 2005-2006	2006-2007 5% 2007-2008 5%	Baseline: 33 Year Established: 2002-2003

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Illegal Drugs	UMIRS	Frequency: annual	2003-2004 5%	2004-2005 115
			2004-2005 5%	2005-2006 148
			2005-2006 5%	
		Year of most recent collection: 2005-2006	2006-2007 2007-2008	Baseline: 82 Year Established: 2005-2006

Comments: 2005-2006 Illegal Drugs has a new baseline.

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Alcohol	UMIRS	Frequency: annual	2003-2004 7%	2004-2005 109
			2004-2005 7%	2005-2006 117
			2005-2006 7%	
		Year of most recent collection: 2005-2006	2006-2007 7% 2007-2008 7%	Baseline: 129 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	
Middle School	
High School	

Comments: There is no state definition or law for what grades are included in elementary, middle or secondary school.

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

State definition of physical fighting: ND Statute includes the following: a) Aggravated Assault: willfully causes serious bodily injury to another human being or knowingly causes substantial bodily injury to another human being with a dangerous weapon or other weapon (NDCC: Chapter 12.1-17-02); b) Assault: willfully causes substantial bodily injury to another human being; or negligently causes substantial bodily injury to another human by means of a firearm, destructive device, or other weapon (NDCC: Chapter 12.1.17.01.1); c) Simple Assault: willfully causes bodily injury to another human being or negligently causes bodily injury to another human being by means of a firearm, destructive device or weapon (NDCC: Chapter 12.1-17-01) d) Fighting/Mutual Altercation: Mutual participation in an incident involving physical violence, where there is no major injury (NCES).

	Number for 2005-2006 school year	Number of LEAs reporting
SUSPENSIONS		
Elementary	814	
Middle		
High School		
EXPULSIONS		
Elementary	12	
Middle		
High School		

Comments: The state of ND does not have a specific definition for elementary, middle and high schools. The suspension/expulsion/truancy reporting form requires schools to report the grade the perpetrator was in at the time of the incident. We are able to run queries by specific grades, however, when asked to report the number of LEA's reporting, we can only report the number of schools that reported incidents, not the total number of schools in that grade grouping (e.g. grade 6-8) who completed reports. Since many schools don't have any incidents to report, the total number reporting cannot be accurate. To accurately reflect schools that have incidents and those who don't, we simply report state totals. Number of LEAs reporting is 415.

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

State definition of weapons: ND Statute includes: a) firearm: 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 (handgun, shotgun, rifle, or bomb.) b) knife: considered a weapon if the blade is 2.5 inches or longer. c) other objects: the weapon involved was another known object (e.g. chain, nunchakus, brass knuckles, billy club, electrical weapon, or device; stun gun, BB or pellet gun.)

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	93		
Middle School			
High School			
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	14		
Middle School			
High School			

Comments: Number of LEAs reporting is 415.

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

State definition of alcohol-related: State definition of alcohol-related: The incident is alcohol-related if those involved were under the influence of alcohol at the time of the incident, or if there is evidence that they had been drinking, based on testing or investigation at the scene. Possession, use, or sale of alcohol is included.

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	112		
Middle School			
High School			
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	0		
Middle School			
High School			

Comments: Number of LEAs reporting is 415.

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

State definition of illicit-drug related: State definition of illicit-drug related: The incident is drug-related if those involved were under the influence of drugs at the time of the incident, based on testing or investigation at the time of the incident. The incident may be related to the possession, use, or sale of drugs including tobacco.

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	341		
Middle School			
High School			
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	9		
Middle School			
High School			

Comments: Number of LEAs reporting is 415.

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 North Dakota Department of Public Instruction (NDDPI) Safe and Drug Free staff encourages schools to include parents in drug and violence prevention efforts in the following ways:

- 1) The Title guidance document explains that schools are required to develop the SDFSC annual plan based on the Principles of Effectiveness which includes having parents involved in the planning process. On the consolidated Title application, the local education agencies (LEAs) are asked to identify the parent members of the district planning team; the 2005-06 school year identified 116 parent members on the district planning team of 198 districts.
- 2) During regional SDFSC training sessions, school personnel are asked to include parents in the planning process. They are reminded that with the inception of NCLB, involving parents became a Principle of Effectiveness, so parents must be a part of the district planning process. The SDFSC staff present strategies to increase parental involvement at local and statewide trainings.
- 3) The SDFSC unit updated the web page. A compilation of the suspension/expulsion data is featured. The web page currently houses the 2005 YRBS data, and lists the trainers available to help schools and communities with their prevention efforts. A yearly SDFSC status report for ND is on the web page.
- 4) The SDFSC staff is establishing a rapport with the newspapers and other media throughout the state. Through our connection with the media, we will get more information out to the public.

2002-03 data was limited to K-12 public enrollment; 2003-04, 2004-05, and 2005-06 data includes public, non-public and BIA K-12 students.

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.

192

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.)

\$ 2137273

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	110	98
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	82	73
	192	171
TOTAL	(total = all LEAS receiving Title V, Part A funds) 192	(total = all LEAS receiving Title V, Part A funds <u>that met</u> AYP) 171

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.

130

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

For 2005-2006, Belcourt is the only school district eligible for these funds. Belcourt applied for the funds for educational technology and parental involvement activities. Belcourt is conducting these activities in coordination with its Even Start program. Even though Belcourt did not make AYP, the consultation services and tutorial services for displaced students will help the district move toward student academic achievement, which will be measured on the state assessments.

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>No</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.	13
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)	0	0
Educational Technology State Grants (section 2412(a)(2)(A))	4	42156
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	1	2265
State Grants for Innovative Programs (section 5112(a))	7	605377
Title I, Part A, Improving Basic Programs Operated by LEAs	5	151486
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)	12	742490
Educational Technology State Grants (section 2412(a)(2)(A))	3	6069
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	8	49659
State Grants for Innovative Programs (section 5112(a))	2	3066

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.