CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001

For reporting on
School Year 2010-11

ARIZONA

PART I DUE FRIDAY, DECEMBER 16, 2011
PART II DUE FRIDAY, FEBRUARY 17, 2012

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act* (*ESEA*), as amended in 2001 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* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- 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 V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2010-11 consists of two Parts, Part I and Part II.

PART I

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

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

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

PART II

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

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required EDFacts submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2010-11 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 16, 2011**. Part II of the Report is due to the Department by **Friday, February 17, 2012**. Both Part I and Part II should reflect data from the SY 2010-11, unless otherwise noted.

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

TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2010-11 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2010-11 CSPR will be found on the main CSPR page of the EDEN web site (https://EDEN.ED.GOV/EDENPortal/).

	OMB Number: 1810-0614
	Expiration Date: 11/30/2013

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended in 2001

Check the one that indicates the report you are submitting:
___Part I, 2010-11 __X__Part II, 2010-11

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 2010-11

PART II DUE FEBRUARY 17, 2012
5PM EST

2.1 Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)

This section collects data on Title I, Part A programs.

2.1.1 Student Achievement in Schools with Title I, Part A Programs

The following sections collect data on student academic achievement on the State's assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)

In the format of the table below, provide the number of students in SWP schools who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	43,406	26,044	60.0
4	43,686	24,576	56.3
5	43,123	23,235	53.9
6	41,125	20,662	50.2
7	38,521	19,911	51.7
8	38,535	17,295	44.9
High School	25,505	12,481	48.9
Total	273,901	144,204	52.6
Comments:			

2.1.1.2 Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)

This section
is similar to 2.1.1.1. The only difference is that this section collects data on performance
on the State's reading/language arts assessment in SWP.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	43,399	29,594	68.2
4	43,670	29,298	67.1
5	43,117	30,625	71.0
6	41,128	30,476	74.1
7	38,522	29,066	75.5
8	38,558	24,323	63.1
High School	25,746	17,604	68.4
Total	274,140	190,986	69.7
Comments:			

2.1.1.3 Student Achievement in Mathematics in Targeted Assistance Schools (TAS)

In the table below, provide the number of all students in TAS who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	13,818	9,668	70.0
4	13,990	9,352	66.8
5	13,698	8,973	65.5
6	13,318	7,658	57.5
7	9,762	5,573	57.1
8	9,511	4,711	49.5
High School	6,630	3,345	50.5
Total	80,727	49,280	61.0
Comments:			

2.1.1.4 Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State"s reading/language arts assessment by all students in TAS.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	13,821	10,955	79.3
4	13,988	11,094	79.3
5	13,697	11,321	82.7
6	13,315	10,967	82.4
7	9,763	7,905	81.0
8	9,516	6,680	70.2
High School	6,674	4,920	73.7
Total	80,774	63,842	79.0
Comments:			

2.1.2 Title I, Part A Student Participation

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.1.2.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I SWP or TAS programs at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

	# Students Served
Children with disabilities (*IDEA*)	44,869
Limited English proficient students	49,596
Students who are homeless	15,238
Migratory students	1,954
Comments:	

2.1.2.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either public Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Race/Ethnicity	# Students Served
American Indian or Alaskan Native	16,791
Asian	6,018
Black or African American	23,410
Hispanic or Latino	203,818
Native Hawaiian or other Pacific Islander	768
White	88,252
Two or more races	3,954
Total	343,011
Comments:	

2.1.2.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public targeted assistance programs (Public TAS), Title I schoolwide programs (Public SWP), private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2	0	93	0	20	113
Age 3-5 (not Kindergarten)	0	2,839	213	31	3,083
K	2,045	30,108	0	98	32,251
1	2,221	29,991	279	115	32,606
2	2,224	30,164	270	90	32,748
3	2,234	29,853	275	107	32,469
4	1,833	29,969	235	101	32,138
5	1,520	29,426	223	82	31,251
6	1,517	28,559	211	79	30,366
7	1,216	27,381	173	106	28,876
8	1,117	27,495	178	99	28,889
9	1,284	15,111	140	58	16,593
10	816	14,256	165	163	15,400
11	690	13,660	122	403	14,875
12	723	14,616	106	251	15,696
Ungraded	2	51			53
TOTALS	19,442	323,572	2,590	1,803	347,407
Comments:					

2.1.2.4 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services

The following sections collect data about the participation of students in TAS.

2.1.2.4.1 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services

In the table below, provide the number of students receiving each of the listed instructional services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one instructional service. However, students should be reported only once for each instructional service regardless of the frequency with which they received the service.

	# Students Served
Mathematics	7,141
Reading/language arts	15,184
Science	39
Social studies	39
Vocational/career	0
Other instructional services	364
Comments:	

2.1.2.4.2 Student Participation in Title I, Part A Targeted Assistance Programs by Support Services

In the table below, provide the number of students receiving each of the listed support services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one support service. However, students should be reported only once for each support service regardless of the frequency with which they received the service.

	# Students Served
Health, dental, and eye care	
Supporting guidance/advocacy	
Other support services	
Comments:	

2.1.3 Staff Information for Title I, Part A Targeted Assistance Programs (TAS)

In the table below, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A TAS in each of the staff categories. For staff who work with both TAS and SWP, report only the FTE attributable to their TAS responsibilities.

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	480	
Paraprofessionals[1]	345	
Other paraprofessionals (translators, parental involvement, computer assistance)[2]	30	
Clerical support staff	51	
Administrators (non-clerical)	56	
Comments:		

FAQs on staff information

1. What is a *"paraprofessional?"* An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:
   (1) Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
   (2) Providing assistance with classroom management, such as organizing instructional and other materials;
   (3) Providing assistance in a computer laboratory;
   (4) Conducting parental involvement activities;
   (5) Providing support in a library or media center;
   (6) Acting as a translator; or
   (7) Providing instructional services to students.
2. What is an GÇ£other paraprofessional?GÇ¥ Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.
3. Who is a qualified paraprofessional? A paraprofessional who has (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: http://www.ed.gov/policy/elsec/guid/paraguidance.doc

[1] Consistent with *ESEA*, Title I, Section 1119(g)(2).

[2] Consistent with *ESEA*, Title I, Section 1119(e).

2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs

In the table below, provide the number of FTE paraprofessionals who served in SWP and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*. Use the additional guidance found below the previous table.

	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals[3]	1,725.40	100.0
Comments:		

[3] Consistent with *ESEA*, Title I, Section 1119(g)(2).

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

In the tables below, please provide information requested for the reporting program year July 1, 2010 to June 30, 2011.

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	6
Comments:	

2.2.1.2 Even Start Families Participating During the Year

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. "Participating" means enrolled and participating in all four core instructional components.
2. "Adults" includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2010. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use rounding rules to calculate children"s ages .

The total number of participating children will be calculated automatically.

	# Participants
1. Families participating	244
2. Adults participating	249
3. Adults participating who are limited English proficient (Adult English Learners)	147
4. Participating children	290
a. Birth through 2 years	35
b. Ages 3 through 5	225
c. Ages 6 through 8	30
c. Above age 8	0
Comments:	

2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of newly enrolled families for each of the groups listed below. The term "newly enrolled family" means a family who enrolls for the first time in the Even Start project or who had previously been in Even Start and re-enrolls during the year.

	#
1. Number of newly enrolled families	131
2. Number of newly enrolled adult participants	136
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	131
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	102
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade at the time of enrollment	71
Comments:	

2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family's start date and exit date. For families continuing to participate, count the time between the family's start date and the end of the reporting year (June 30, 2011). For families who had previously exited Even Start and then enrolled during the reporting year, begin counting from the time of the family's original enrollment date. **Report each family only once in lines 1-4.** Note enrolled families means a family who is participating in all four core instructional components. The total number of families participating will be automatically calculated.

Time in Program	#
1. Number of families enrolled 90 days or less	20
2. Number of families enrolled more than 90 but less than 180 days	37
3. Number of families enrolled 180 or more days but less than 365 days	128
4. Number of families enrolled 365 days or more	59
5. Total families enrolled	244
Comments:	

2.2.2 Federal Even Start Performance Indicators

This section collects data about the federal Even Start Performance Indicators

2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. Only report data from the TABE reading test on the TABE line. Likewise, only report data from the CASAS reading test on the CASAS line. Data from the other TABE or CASAS tests or combination of both tests should be reported on the "other" line.

To be counted under "pre- and post-test", an individual must have completed **both** the pre- and post-tests.

The definition of "significant learning gains" for adult education is determined at the State level either by your State's adult education program in conjunction with the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), or as defined by your Even Start State Performance Indicators.

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

Note: Do not include the Adult English Learners counted in 2.2.2.2.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	52	50	96% achieved a gain of 1 level pre/post - There was a gain of 21% from last year. Programs changed the way they conducted the on-line GED sessions by having the students meet with the instructor face to face once a month.
CASAS			
Other			
Comments:			

2.2.2.2 Adult English Learners Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of Adult English Learners who showed significant learning gains on measures of reading.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	166	131	78.9% achieved gain of 1 level pre/post
CASAS			
BEST			
BEST Plus			
BEST Literacy			
Other			
Comments:			

2.2.2.3 Adults Earning a High School Diploma or GED

In the table below, provide the number of school-age and non-school age adults who earned a high school diploma or GED during the reporting year.

The following terms apply:

1. "School-age adults" is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. "Non-school-age" adults are any adults who do not meet the definition of "school-age."
3. Include only the number of adult participants who had a realistic 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 attainment of a GED or high school diploma is a possibility.

School-Age Adults	# With Goal	# Who Met Goal	Explanation (if applicable)
Diploma			
GED	1	1	100% met the goal
Other			
Comments:			

Non-School-Age Adults	# With Goal	# Who Met Goal	Explanation (if applicable)
Diploma			
GED	14	7	
Other			50% met the goal. At the time the report was due, not all students had finished testing for their GED in several of the programs.
Comments:			

2.2.2.4 Children Age-Eligible for Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took both a pre- and post-test with at least 6 months of Even Start service in between.
3. A "significant learning gain" is considered to be a standard score increase of 4 or more points.
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions.

	# Age-Eligible	# Pre- and Post- Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	7	3	3	4	100%
PPVT-IV	100	83	76	14	91.5%
TVIP					
Comments:					

2.2.2.4.1 Children Age-Eligible for Kindergarten Who Demonstrate Age-Appropriate Oral Language Skills

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year and who have been enrolled in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PPVT-III or TVIP in the spring of or latest test within the reporting year.
3. # Who met goal includes children who score a Standard Score of 85 or higher on the spring (or latest test within the reporting year) TVIP, PPVT-III or PPVT-IV
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions .

Note: Projects may use the PPVT-III or the PPVT-IV if the PPVT-III is no longer available, but results for the two versions of the assessment should be reported separately.

	# Age-Eligible	# Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	7	3	1	4	33% - The program reports that although the children passed the practice items, because their home language was Spanish they still had difficulty with the test.
PPVT-IV	100	83	64	14	77%
TVIP					
Comments:					

2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming Subtask

In the table below, provide the average number of letters children can identify as measure by PALS subtask.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year and who have been enrolled in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who received Even Start services and who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2011 (or latest test within the reporting year).
3. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.
4. "Average number of letters" includes the average score for the children in your State who participated in this assessment. This should be provided as a weighted average (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.

	# Age-Eligible	# Tested	# Exempted	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	106	104	2	16.5	
Comments:					

2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on or above grade level ("met goal"). The source of these data is usually determined by the State and, in some cases, by the school district. Please indicate the source(s) of the data in the "Explanation" field.

Grade	# in Cohort	# Who Met Goal	Explanation (include source of data)
K	30	25	83% are reading on or above grade level. The assessment tool used by the school districts is the DIBELS.
1	10	9	90% are reading on or above grade level. The assessment tool used by the school districts is the DIBELS.
2	8	6	75% are reading on or above grade level. The assessment tool used by the school districts is the DIBELS.
3	7	6	86% are reading on or above grade level. The assessment tool used by the school districts is DIBELS.
Comments:			

2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities

In the table below, provide the number of parents who show improvement ("met goal") on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the "Other" field, with appropriate information in the Explanation field.

	# in Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I			
PEP Scale II	229	217	95% who achieved a minimum of a .5 point increase
PEP Scale III			
PEP Scale IV			
Other			
Comments:			

2.3 Education of Migrant Children (Title I, Part C)

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1, 2010 through August 31, 2011. This section is composed of the following subsections:

- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data of migrant children served during either the regular school year, summer/intersession term, or program year;
- School data;
- Project data;
- Personnel data.

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the reporting period. For example, a child who turns 3 during the reporting period would only be reported in the "Age 3 through 5 (not Kindergarten)" row.

FAQs in section 1.10 contain definitions of out-of-school and ungraded that are used in this section.

2.3.1 Population Data

The following questions collect data on eligible migrant children.

2.3.1.1 Eligible Migrant Children

In the table below, provide the unduplicated number of **eligible** migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	338
Age 3 through 5 (not Kindergarten)	742
K	476
1	528
2	526
3	541
4	516
5	496
6	508
7	556
8	566
9	481
10	575
11	587
12	901
Ungraded	85
Out-of-school	55
Total	8,477
Comments:	

2.3.1.2 Priority for Services

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "Priority for Services." The total is calculated automatically. Below the table is a FAQ about the data collected in this table.

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	2
K	26
1	30
2	20
3	25
4	25
5	18
6	23
7	21
8	20
9	44
10	45
11	38
12	24
Ungraded	1
Out-of-school	2
Total	364
Comments: In 2010 the LEAs were reporting on a more conservative definition of Priority for Service than the previous year.	

FAQ on priority for services:
Who is classified as having "priority for service?" Migratory children who are failing or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the regular school year.

2.3.1.3 Limited English Proficient

In the table below, provide the unduplicated number of **eligible** migrant children who are also limited English proficient (LEP). The total is calculated automatically.

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	51
K	293
1	322
2	294
3	257
4	257
5	204
6	159
7	125
8	95
9	114
10	107
11	75
12	67
Ungraded	2
Out-of-school	3
Total	2,425
Comments:	

2.3.1.4 Children with Disabilities (*IDEA*)

In the table below, provide the unduplicated number of **eligible** migrant children who are also Children with Disabilities (*IDEA*) under Part B or Part C of the *IDEA*. The total is calculated automatically.

Age/Grade	Children with Disabilities (*IDEA*)
Age birth through 2	
Age 3 through 5 (not Kindergarten)	36
K	23
1	30
2	19
3	36
4	30
5	38
6	39
7	59
8	34
9	15
10	10
11	18
12	16
Ungraded	2
Out-of-school	
Total	405
Comments: LEAs reported a reduction of IDEA eligible children entering their migrant programs. Also, SEA has required a higher level of accountability and documentation regarding IDEA eligible students in the Migrant Program. The reduction can also be attributed to migratory students ending eligibility.	

2.3.1.5 Last Qualifying Move

In the table below, provide the unduplicated number of **eligible** migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31, 2010. The totals are calculated automatically.

	Last Qualifying Move Is within X months from the last day of the reporting period			
Age/Grade	**12 Months**	**Previous 13 – 24 Months**	**Previous 25 – 36 Months**	**Previous 37 – 48 Months**
Age birth through 2	230	84	24	
Age 3 through 5 (not Kindergarten)	346	198	111	87
K	229	121	69	57
1	238	131	77	82
2	233	132	97	64
3	227	151	89	74
4	255	129	67	65
5	245	113	88	50
6	224	124	69	91
7	257	132	89	78
8	226	172	104	64
9	295	99	60	27
10	221	215	72	67
11	215	185	100	87
12	230	343	180	148
Ungraded	25	32	17	11
Out-of-school	21	14	3	17
Total	3,717	2,375	1,316	1,069

Comments: The decline in the numbers of previous 25-36 months can be attributed to Arizona's anti-immigration environment and enforcement activities. This has caused fear in Migrant families, and thus the decline in mobility. Also, students in high school who have been in the state 25 to 36 months are remaining because they are looking to remain in school in efforts of graduating in the same school sites.
The increase in mobility of students who have been in the MEP for 12 months or less can be attributed to new families moving into the state who are less stable and are required to move more frequently in search of new employment.

2.3.1.6 Qualifying Move During Regular School Year

In the table below, provide the unduplicated number of **eligible** migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31, 2010. The total is calculated automatically.

Age/Grade	Move During Regular School Year
Age birth through 2	197
Age 3 through 5 (not Kindergarten)	462
K	279
1	310
2	317
3	328
4	303
5	295
6	274
7	312
8	354
9	193
10	313
11	313
12	550
Ungraded	56
Out-of-school	32
Total	4,888
Comments:	

2.3.2 Academic Status

The following questions collect data about the academic status of **eligible** migrant students.

2.3.2.1 Dropouts

In the table below, provide the unduplicated number of **eligible** migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropped Out
7	16
8	28
9	5
10	21
11	19
12	63
Ungraded	
Total	152
Comments:	

FAQ on Dropouts:
How is "dropped out of school" defined? The term used for students, who, during the reporting period, were enrolled in a public school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2009-10 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

2.3.2.2 GED

In the table below, provide the total unduplicated number of **eligible** migrant students who obtained a General Education Development (GED) Certificate in your state.

Obtained a GED in your state	7
Comments: The increase in the number of students obtained a GED is a result of a greater outreach to out of school youth.	

2.3.2.3 Participation in State Assessments

The following questions collect data about the participation of eligible migrant students in State Assessments.

2.3.2.3.1 Reading/Language Arts Participation

In the table below, provide the unduplicated number of **eligible** migrant students enrolled in school during the State testing window and tested by the State reading/language arts assessment by grade level. The totals are calculated automatically.

Grade	Enrolled	Tested
3	374	365
4	379	371
5	320	314
6	390	385
7	405	399
8	352	349
HS	397	394
Total	2,617	2,577
Comments:		

2.3.2.3.2 Mathematics Participation

This section is similar to 2.3.2.3.1. The only difference is that this section collects data on migrant students and the State's mathematics assessment.

Grade	Enrolled	Tested
3	374	365
4	379	374
5	320	314
6	390	385
7	405	399
8	352	350
HS	379	373
Total	2,599	2,560
Comments:		

2.3.3 MEP Participation Data

The following questions collect data about the participation of migrant students served during the regular school year, summer/intersession term, or program year.

Unless otherwise indicated, participating migrant children include:

- Children who received instructional or support services funded in whole or in part with MEP funds.
- Children who received a MEP-funded service, even those children who continued to receive services (1) during the term their eligibility ended, (2) for one additional school year after their eligibility ended, if comparable services were not available through other programs, and (3) in secondary school after their eligibility ended, and served through credit accrual programs until graduation (e.g., children served under the continuation of services authority, Section 1304(e)(1–3)).

Do not include:

- Children who were served through a Title I SWP where MEP funds were consolidated with those of other programs.
- Children who were served by a "referred" service only.

2.3.3.1 MEP Participation – Regular School Year

The following questions collect data on migrant children who participated in the MEP during the **regular** school year. Do not include:

- Children who were only served during the summer/intersession term.

2.3.3.1.1 MEP Students Served During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services during the regular school year. Do **not** count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During Regular School Year
Age Birth through 2	9
Age 3 through 5 (not Kindergarten)	265
K	305
1	321
2	313
3	328
4	329
5	318
6	297
7	323
8	289
9	261
10	286
11	273
12	291
Ungraded	4
Out-of-school	4
Total	4,216
Comments:	

2.3.3.1.2 Priority for Services – During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who have been classified as having "priority for services" and who received instructional or support services during the regular school year. The total is calculated automatically.

Age/Grade	Priority for Services
Age 3 through 5	2
K	24
1	25
2	19
3	19
4	22
5	16
6	19
7	17
8	19
9	25
10	33
11	24
12	14
Ungraded	1
Out-of-school	2
Total	281
Comments: In 2010 the LEAs were reporting on a more conservative definition of Priority for Service than the previous year.	

2.3.3.1.3 Continuation of Services – During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who received instructional or support services during the regular school year served under the continuation of services authority Sections 1304(e)(2)–(3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	0
K	1
1	1
2	1
3	0
4	1
5	0
6	0
7	0
8	0
9	5
10	13
11	29
12	37
Ungraded	0
Out-of-school	0
Total	88
Comments:	

2.3.3.1.4 Services

The following questions collect data on the services provided to participating migrant children during the regular school year.

FAQ on Services:
What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.1.4.1 Instructional Service – During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who received any type of MEP-funded instructional service during the regular school year. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	2
K	16
1	60
2	69
3	129
4	120
5	118
6	61
7	30
8	24
9	20
10	30
11	14
12	12
Ungraded	
Out-of-school	
Total	705
Comments:	

2.3.3.1.4.2 Type of Instructional Service

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the regular school year. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2			
Age 3 through 5 (not Kindergarten)			
K	14	7	
1	42	31	
2	40	23	
3	106	23	
4	111	38	
5	110	42	
6	46	28	
7	25	19	
8	16	15	
9	1	2	5
10	1	3	9
11			26
12	1	1	88
Ungraded			
Out-of-school			
Total	513	232	128

Comments: The SEA has emphasized the importance of supporting migrant students in language and math to help students perform better on State assessments in an effort to reduce the achievement gaps between Migrant and non-Migrant students. The state of Arizona has also experienced less high school mobility; therefore, there is less need for credit accrual.

FAQ on Types of Instructional Services:
What is *"high school credit accrual"?* Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.3.1.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled **Support Services**, provide the unduplicated number of **participating** migrant children who received any MEP-funded support service during the regular school year. In the column titled **Counseling Service**, provide the unduplicated number of **participating** migrant children who received a counseling service during the regular school year. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	9	0
Age 3 through 5 (not Kindergarten)	264	0
K	294	2
1	286	3
2	281	2
3	285	6
4	298	26
5	286	18
6	266	42
7	303	64
8	275	70
9	253	4
10	275	5
11	268	3
12	290	6
Ungraded	4	0
Out-of-school	4	0
Total	3,941	251
Comments: The Arizona Migrant Education Program has experienced a reduction in the number of eligible MEP students. Therefore, less MEP students received counseling services.		

FAQs on Support Services:

a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

2.3.3.1.4.4 Referred Service – During the Regular School Year

In the table below, provide the unduplicated number of **participating** migrant children who, during the regular school year, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	2
Age 3 through 5 (not Kindergarten)	10
K	56
1	89
2	58
3	72
4	69
5	72
6	44
7	65
8	51
9	29
10	15
11	25
12	24
Ungraded	
Out-of-school	
Total	681

Comments: For this reporting period, the SEA has moved from self-generated reporting from LEAs to automated reporting coming from COEStar. The transfer from one reporting system to the other is partially responsible for the reduced number of students being reported for referred services. Without evidence that the referred service has been received, the service is not formally documented within the COEStar system. In addition, students may not be eligible for services outside of the school because current state laws prohibit agencies from providing some services to individuals that cannot show proof of legal residency. Also, because of the anti-illegal immigration political climate in the state, students are afraid to go to providers to receive the referred services.

2.3.3.2 MEP Participation – Summer/Intersession Term

The questions in this subsection are similar to the questions in the previous section with one difference. The questions in this subsection collect data on the **summer/intersession term** instead of the regular school year.

2.3.3.2.1 MEP Students Served During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services during the summer/intersession term. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During Summer/Intersession Term
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	65
K	72
1	90
2	87
3	103
4	128
5	98
6	140
7	127
8	46
9	54
10	79
11	74
12	34
Ungraded	0
Out-of-school	1
Total	1,198
Comments:	

2.3.3.2.2 Priority for Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who have been classified as having "priority for services" and who received instructional or support services during the summer/intersession term. The total is calculated automatically.

Age/Grade	Priority for Services
Age 3 through 5	0
K	1
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	1
10	1
11	1
12	0
Ungraded	0
Out-of-school	0
Total	4
Comments:	

2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who received instructional or support services during the summer/intersession term served under the continuation of services authority Sections 1304(e)(2)–(3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	1
10	0
11	5
12	2
Ungraded	0
Out-of-school	0
Total	8
Comments: These 8 students had ended their eligibility during the school year and were served pursuant to Section 1304(e) "Continuation of Services" and were served through the end of the semester.	

2.3.3.2.4 Services

The following questions collect data on the services provided to participating migrant children during the summer/intersession term.

FAQ on Services:
What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are NOT considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.2.4.1 Instructional Service – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who received any type of MEP-funded instructional service during the summer/intersession term. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	64
K	68
1	79
2	81
3	87
4	112
5	83
6	126
7	87
8	22
9	21
10	16
11	7
12	2
Ungraded	
Out-of-school	
Total	855
Comments:	

2.3.3.2.4.2 Type of Instructional Service

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the summer/intersession term. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2			
Age 3 through 5 (not Kindergarten)	64	64	
K	68	68	
1	79	79	
2	81	81	
3	87	87	
4	112	112	
5	83	83	
6	118	118	
7	80	79	
8	21	21	
9	21	21	48
10	15	16	24
11	7	7	6
12	2	2	1
Ungraded			
Out-of-school			
Total	838	838	79

Comments: The SEA has emphasized the importance of supporting migrant students in language and math to help students perform better on State assessments in an effort to reduce the achievement gaps between Migrant and non-Migrant students. The state of Arizona has also experienced less high school mobility; therefore, there is less need for credit accrual. There were a greater number of participants in the summer school programs.

FAQ on Types of Instructional Services:
What is *"high school credit accrual"?* Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.3.2.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled **Support Services**, provide the unduplicated number of **participating** migrant children who received any MEP-funded support service during the summer/intersession term. In the column titled **Counseling Service**, provide the unduplicated number of **participating** migrant children who received a counseling service during the summer/intersession term. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2		0
Age 3 through 5 (not Kindergarten)	64	0
K	69	0
1	75	0
2	77	0
3	79	0
4	100	0
5	87	0
6	94	0
7	71	0
8	23	0
9	25	0
10	19	0
11	10	0
12	2	0
Ungraded		0
Out-of-school		0
Total	795	0
Comments:		

FAQs on Support Services:

a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **participating** migrant children who, during the summer/intersession term, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	1
1	1
2	
3	
4	1
5	
6	2
7	14
8	1
9	2
10	1
11	
12	
Ungraded	
Out-of-school	
Total	23

Comments: For this reporting period, the SEA has moved from self-generated reporting from LEAs to automated reporting coming from COEStar. The transfer from one reporting system to the other is partially responsible for the reduced number of students being reported for referred services. Without evidence that the referred service has been received, the service is not formally documented within the COEStar system. In addition, students may not be eligible for services outside of the school because current state laws prohibit agencies from providing some services to individuals that cannot show proof of legal residency. Also, because of the anti-illegal immigration political climate in the state, students are afraid to go to providers to receive the referred services.

2.3.3.3 MEP Participation – Program Year

In the table below, provide the unduplicated number of **participating** migrant children who received MEP-funded instructional or support services at any time during the program year. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During the Program Year
Age Birth through 2	9
Age 3 through 5 (not Kindergarten)	313
K	325
1	358
2	344
3	355
4	360
5	347
6	337
7	351
8	305
9	284
10	318
11	290
12	305
Ungraded	5
Out-of-school	5
Total	4,611
Comments:	

2.3.4 School Data

The following questions are about the enrollment of eligible migrant children in schools during the regular school year.

2.3.4.1 Schools and Enrollment

In the table below, provide the number of public schools that enrolled **eligible** migrant children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of **eligible** migrant children who were enrolled in those schools. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools that enrolled eligible migrant children	220
Number of eligible migrant children enrolled in those schools	6,165
Comments:	

2.3.4.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of **eligible** migrant children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migrant children enrolled in those schools	
Comments:	

2.3.5 MEP Project Data

The following questions collect data on MEP projects.

2.3.5.1 Type of MEP Project

In the table below, provide 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 projects where MEP funds were consolidated in SWP.

Also, provide the number of migrant children **participating** in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Below the table are FAQs about the data collected in this table.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
Regular school year – school day only	29	4,496
Regular school year – school day/extended day	7	978
Summer/intersession only	19	1,106
Year round	6	1,152
Comments: The SEA has consistently emphasized the importance of enhanced academic support to Migrant students over the past year in an effort to close the achievement gap between Migrant and non-Migrant students. The increase of Migrant Children participating in the regular school day only projects, vs. the extended day projects, is a clear response to the SEAs request. There are 3 less year round projects from last year to this year which accounts for the decrease in year round participation.		

FAQs on type of MEP project:

a. *What is a project?* A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project's services may be provided in one or more sites.

b. *What are Regular School Year – School Day Only projects?* Projects where all MEP services are provided during the school day during the regular school year.

c. *What are Regular School Year – School Day/Extended Day projects?* Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).

d. *What are Summer/Intersession Only projects?* Projects where all MEP services are provided during the summer/intersession term.

e. *What are Year Round projects?* Projects where all MEP services are provided during the regular school year and summer/intersession term.

2.3.6 MEP Personnel Data

The following questions collect data on MEP personnel data.

2.3.6.1 Key MEP Personnel

The following questions collect data about the key MEP personnel.

2.3.6.1.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the reporting period (e.g., September 1 through August 31). Below the table are FAQs about the data collected in this table.

State Director FTE	0.50
Comments:	

FAQs on the MEP State director

a. *How is the FTE calculated for the State director?* Calculate the FTE using the number of days worked for the MEP. To do so, first define how many full-time days constitute one *FTE* for the State director in your State for the reporting period. To calculate the FTE number, sum the total days the State director worked for the MEP during the reporting period and divide this sum by the number of full-time days that constitute one FTE in the reporting period.

b. *Who is the State director?* The manager within the SEA who administers the MEP on a statewide basis.

2.3.6.1.2 MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers	41	15	103	77
Counselors	4	2	1	0
All paraprofessionals	33	13	49	38
Recruiters	48	31	17	13
Records transfer staff	23	12	9	7
Administrators				

Comments: • Emphasis has been placed on academic achievement and less on support services. This accounts for the increase Headcount and FTE of teachers and the decrease in counselors Headcount and FTE.
• The increase in the headcount of paraprofessionals for the regular school year can be attributed to the need of the migrant students for more individualized academic attention.
• The increase in the headcount of recruiters for summer/intersession term can be attributed to recruiters working on identifying and recruiting students during the summer.
• The increase can also be attributed to the efforts in having recruiters prepare needed information to the start of the fiscal year.
• The decrease in the headcount for Records transfer staff can be attributed to recruiters having to take on more responsibilities in their role. Recruiters are thus not only serving as the person responsible for identifying and recruiting, but they are also responsible for maintaining records.

Note: The Headcount value displayed represents the greatest whole number submitted in file specification N/X065 for the corresponding Job Classification. For example, an ESS submitted value of 9.8 will be represented in your CSPR as 9.

FAQs on MEP staff:

a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
   1. 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.
   2. 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.

b. *Who is a teacher?* A classroom instructor who is licensed and meets any other teaching requirements in the State.

c. *Who is a counselor?* A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

d. *Who is a paraprofessional?* An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

e. *Who is a recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.

f. *Who is a record transfer staffer?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.

g. *Who is an administrator?* A professional staff member, including the project director or regional director. The SEA MEP Director should not be included.

2.3.6.1.3 Qualified Paraprofessionals

In the table below, provide the headcount and FTE of the qualified paraprofessionals funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

	Regular School Year		Summer/Intersession Term	
	Headcount	**FTE**	**Headcount**	**FTE**
Qualified Paraprofessionals	28	12.20	45	34.90
Comments: Emphasis has been placed on student academic achievement. This accounts for the increase Headcount and FTE of teachers and the decrease in qualified paraprofessionals. Also, there were more teachers participating in summer school sessions, which in turn reduced the headcount for qualified paraprofessionals.				

FAQs on qualified paraprofessionals:

a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
   1. To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
   2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE 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 for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

b. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d) of *ESEA*).

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)

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2010 through June 30, 2011.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - **At-Risk Programs:** 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.
  - **Juvenile Corrections:** 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. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - **Juvenile Detention Facilities:** 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.
  - **Multiple Purpose Facility:** An institution/facility/program that serves more than one programming purpose. For example, the same facility may run both a juvenile correction program and a juvenile detention program.
  - **Neglected Programs:** 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.
  - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

2.4.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.4.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	0	0
Juvenile detention	13	15
Juvenile corrections	3	180
Adult corrections	10	90
Other	0	0
Total	26	95

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	0
Comments:	

FAQ on Programs and Facilities - Subpart I:
How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student 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. The average length of stay in days should not exceed 365.

2.4.1.1.1 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected Programs	0
Juvenile Detention	13
Juvenile Corrections	3
Adult Corrections	10
Other	0
Total	26
Comments:	

2.4.1.2 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 that are long-term. In the subsequent tables provide the number of students served by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served		8,340	823	1,004	
Long Term Students Served	0	0	823	1,004	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native		554	40	40	
Asian		49	3	1	
Black or African American		933	117	147	
Hispanic or Latino		3,711	425	567	
Native Hawaiian or other Pacific Islander			4	2	
White		3,058	234	240	
Two or more races		35	0	7	
Total		8,340	823	1,004	

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male		6,432	716	961	
Female		1,908	107	43	
Total		8,340	823	1,004	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5			0	0	
6			0	0	
7			0	0	
8		5	0	0	
9		5	0	0	
10		20	0	0	
11		73	1	0	
12		144	1	0	
13		417	16	0	
14		958	103	1	
15		1,575	226	8	
16		2,178	366	43	
17		2,965	110	100	
18				243	
19				376	
20				233	
21				0	
Total		8,340	823	1,004	

If the total number of students differs by demographics, please explain in comment box below.

This response is limited to 8,000 characters.

Comments:

FAQ on Unduplicated Count:
What is an unduplicated count? 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.

FAQ on long-term:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2010 through June 30, 2011.

2.4.1.3 Programs/Facilities Academic Offerings – Subpart 1

In the table below, provide the number of programs/facilities (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. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

# Programs That	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections Facilities	Other Programs
Awarded high school course credit(s)	0	12	3	0	0
Awarded high school diploma(s)	0	0	3	0	0
Awarded GED(s)	0	12	3	10	0
Comments:					

2.4.1.4 Academic Outcomes – Subpart 1

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 1.

2.4.1.4.1 Academic Outcomes While in the State Agency Program/Facility

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections Facilities	Other Programs
Earned high school course credits	0	0	823	0	0
Enrolled in a GED program	0	0	31	323	0
Comments:					

2.4.1.4.2 Academic Outcomes While in the State Agency Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections	Other Programs
Enrolled in their local district school	0	0	199	0	0
Earned a GED	0	234	128	211	0
Obtained high school diploma	0	0	5	0	0
Were accepted into post-secondary education	0	0	22	100	0
Enrolled in post-secondary education	0	0	22	100	0
Comments:					

2.4.1.5 Vocational Outcomes – Subpart 1

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 1.

2.4.1.5.1 Vocational Outcomes While in the State Agency Program/Facility

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections	Other Programs
Enrolled in elective job training courses/programs	0	0	466	0	0
Comments:					

2.4.1.5.2 Vocational Outcomes While in the State Agency Program/Facility or Within 30 Days After Exit

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections	Other Programs
Enrolled in external job training education	0	0	53	0	0
Obtained employment	0	0	26	100	0
Comments:					

2.4.1.6 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.4.1.6.1 Academic Performance in Reading – Subpart 1

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the five change categories in the second table below.
Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2010, 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. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry	0	0	276	469	0
Long-term students who have complete pre- and post-test results (data)	0	0	218	773	0

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data).	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams		0	41	10	
No change in grade level from the pre- to post-test exams		0	14	309	
Improvement of up to 1/2 grade level from the pre- to post-test exams		0	13	2	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams		0	17	12	
Improvement of more than one full grade level from the pre- to post-test exams		0	133	440	
Comments:					

FAQ on long-term students:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2010 through June 30, 2011.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry	0	0	280	642	0
Long-term students who have complete pre- and post-test results (data)	0	0	218	773	0

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data).	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams		0	53	8	
No change in grade level from the pre- to post-test exams		0	10	142	
Improvement of up to 1/2 grade level from the pre- to post-test exams		0	28	7	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams		0	27	29	
Improvement of more than one full grade level from the pre- to post-test exams		0	100	587	
Comments:					

2.4.2 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs	60	94
Neglected programs	1	180
Juvenile detention	1	14
Juvenile corrections	1	129
Other	6	360
Total	69	155

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	42
Comments:	

FAQ on average length of stay:
How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student 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. The average length of stay in days should not exceed 365.

2.4.2.1.1 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	60
Neglected programs	1
Juvenile detention	1
Juvenile corrections	1
Other	6
Total	69
Comments:	

2.4.2.2 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served	2,262	239	68	522	16
Total Long Term Students Served	972	239	68	522	16

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaskan Native	254	11	27	8	0
Asian	17	8	0	2	0
Black or African American	175	21	3	131	6
Hispanic or Latino	1,294	148	10	290	6
Native Hawaiian or other Pacific Islander	4	0	0		0
White	484	51	17	91	4
Two or more races	34	0	11		0
Total	2,262	239	68	522	16

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	1,382	115	56	496	15
Female	880	124	12	26	1
Total	2,262	239	68	522	16

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	3		0		0
6	6		0		0
7	27		0		1
8	30		0		1
9	42		0		2
10	38		0		6
11	46		1		0
12	67		1		0
13	232	128	3		2
14	267	105	11	5	4
15	251	6	19	61	0
16	367		26	142	0
17	449		5	243	0
18	304		1	24	0
19	109		0	16	0
20	21		1	20	0
21	3		0	11	0
Total	2,262	239	68	522	16

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

Comments:

FAQ on Unduplicated Count:
What is an unduplicated count? 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.

FAQ on long-term:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2010 through June 30, 2011.

2.4.2.3 Programs/Facilities Academic Offerings – Subpart 2

In the table below, provide the number of programs/facilities (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. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

LEA Programs That	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections Facilities	Other Programs
Awarded high school course credit(s)	26	0	1	1	0
Awarded high school diploma(s)	20	0	0	1	0
Awarded GED(s)	1	0	0	1	0
Comments:					

2.4.2.4 Academic Outcomes – Subpart 2

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 2.

2.4.2.4.1 Academic Outcomes While in the LEA Program/Facility

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Earned high school course credits	226	0	35	260	0
Enrolled in a GED program	6	0	0	176	0
Comments:					

2.4.2.4.2 Academic Outcomes While in the LEA Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in their local district school	755	239	68	0	0
Earned a GED	1	0	2	69	0
Obtained high school diploma	59	0	1	17	0
Were accepted into post-secondary education	11	0	2	0	0
Enrolled in post-secondary education	9	0	0	0	0
Comments:					

2.4.2.5 Vocational Outcomes – Subpart 2

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 2.

2.4.2.5.1 Vocational Outcomes While in the LEA Program/Facility

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in elective job training courses/programs	107	0	13	0	0
Comments:					

2.4.2.5.2 Vocational Outcomes While in the LEA Program/Facility or Within 30 Days After Exit

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in external job training education	22	0	0	0	0
Obtained employment	30	0	8	0	0
Comments:					

2.4.2.6 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the five change categories in the second table below. Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2010, 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 table, report numbers for juvenile detention and correctional facilities together in a single column. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry	437	69	23	312	7
Long-term students who have complete pre- and post-test results (data)	760	238	17	292	15

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data).	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	81	5	2	38	0
No change in grade level from the pre- to post-test exams	308	95	12	82	3
Improvement of up to 1/2 grade level from the pre- to post-test exams	240	95	0	19	1
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	53	27	2	16	11
Improvement of more than one full grade level from the pre- to post-test exams	78	16	1	137	0
Comments:					

FAQ on long-term:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2010, through June 30, 2011.

2.4.2.6.2 Academic Performance in Mathematics – Subpart 2

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry	543	102	28	333	10
Long-term students who have complete pre- and post-test results (data)	666	238	14	292	15

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data).	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	77	17	1	32	0
No change in grade level from the pre- to post-test exams	323	110	13	76	0
Improvement of up to 1/2 grade level from the pre- to post-test exams	199	68	0	43	2
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	64	40	0	21	9
Improvement of more than one full grade level from the pre- to post-test exams	3	3	0	120	4
Comments:					

2.7 Safe and Drug Free Schools and Communities Act (Title IV, Part A)

This section collects data on student behaviors under the Safe and Drug-Free Schools and Communities Act (TITLE IV,PART A).

2.7.1 Performance Measures

In the table below, provide actual performance data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students offered, sold, or given an illegal drug on school property during the past 12 months	2011 Arizona YRBS	Every two years	2011	2008-09: 27% 2009-10: 2010-11: 27% 2011-12: 2012-13:	2008-09: 34.6% 2009-10: 2010-11: 34.6%	28.6%	2001/2003
Comments:							

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students that carried a weapon on school property on one or more of the past 30 days	2011 Arizona YRBS	Every two years	2010/11	2008-09: 5% 2009-10: 2010-11: 5% 2011-12: 2012-13:	2008-09: 6.5% 2009-10: 2010-11: 5.7%	5.8%	2002/2003
Comments:							

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students that engaged in fights on school property during the past 12 months	2011 Arizona YRBS	Every two years	2011	2008-09: 11% 2009-10: 2010-11: 11% 2011-12: 2012-13:	2008-09: 12% 2009-10: 2010-11: 10.7%	11.7%	2002/2003
Comments:							

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				2008-09: 0%			

Number of persistently dangerous schools		Annually	2011		2008-09: 0% 2009-10: 0% 2010-11: 0% 2011-12: 0% 2012-13: 0%	0%	2003/2003
Comments:							

2.7.2 Out-of-School Suspensions and Expulsions

The following questions collect data on the out-of-school suspension and expulsion of students by grade level (e.g., K through 5, 6 through 8, 9 through 12) and type of incident (e.g., violence, weapons possession, alcohol-related, illicit drug-related).

2.7.2.1 State Definitions

In the spaces below, provide the State definitions for each type of incident.

Incident Type	State Definition
Alcohol related	The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events, and school-sponsored transportation.
Illicit drug related	The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment and devices used for preparing or taking drugs or narcotics. This includes being under the influence of drugs at school, school-sponsored events, and on school-sponsored transportation. Category includes over-the-counter medications if abused by the student. This category does not include tobacco or alcohol.
Violent incident without physical injury	* See below
Violent incident with physical injury	** See below
Weapons possession	The possession of any instrument or object possessed or used to inflict harm on another person or to intimidate any person.

Comments: * The following are considered by the Arizona Department of Education (ADE) as violent: Arson of structure or property, Arson of an occupied structure, Burglary or Breaking and Entering (First, Second or Third Degree), Extortion, Robbery, Armed robbery, Bullying, Threat or Intimidation, Hazing, Fighting, Assault, Aggravated assault, Fire alarm misuse, Bomb threat, Chemical or biological threat, Other school threat, Harassment(Sexual and Non-Sexual, with and without contact), Sexual Abuse or Sexual Conduct with a Minor or Child Molestation, Sexual Assault or Rape, Vandalism of school property, Vandalism of personal property, and Kidnapping, Homicide, Endangerment, and Harassment.

**Physical injury is defined as Serious Bodily (physical) Injury: A bodily (physical) injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty (18 U.S.C. Section 1365(3)(h)).

2.7.2.2 Out-of-School Suspensions and Expulsions for Violent Incident Without Physical Injury

The following questions collect data on violent incident without physical injury.

2.7.2.2.1 Out-of-School Suspensions for Violent Incident Without Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	52	40
6 through 8	120	57
9 through 12	68	38
Comments:		

2.7.2.2.2 Out-of-School Expulsions for Violent Incident Without Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	0	0
6 through 8	1	1
9 through 12	0	0
Comments:		

2.7.2.3 Out-of-School Suspensions and Expulsions for Violent Incident with Physical Injury

The following questions collect data on violent incident with physical injury.

2.7.2.3.1 Out-of-School Suspensions for Violent Incident with Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	0	0
6 through 8	1	1
9 through 12	2	2
Comments:		

2.7.2.3.2 Out-of-School Expulsions for Violent Incident with Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	0	0
6 through 8	0	0
9 through 12	0	0
Comments:		

2.7.2.4 Out-of-School Suspensions and Expulsions for Weapons Possession

The following sections collect data on weapons possession.

2.7.2.4.1 Out-of-School Suspensions for Weapons Possession

In the table below, provide the number of out-of-school suspensions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	564	101
6 through 8	838	121
9 through 12	495	88
Comments:		

2.7.2.4.2 Out-of-School Expulsions for Weapons Possession

In the table below, provide the number of out-of-school expulsions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	2	2
6 through 8	3	2
9 through 12	5	4
Comments:		

2.7.2.5 Out-of-School Suspensions and Expulsions for Alcohol-Related Incidents

The following questions collect data on alcohol-related incidents.

2.7.2.5.1 Out-of-School Suspensions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school suspensions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	10	5
6 through 8	517	131
9 through 12	933	240
Comments:		

2.7.2.5.2 Out-of-School Expulsions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school expulsions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5	0	0
6 through 8	1	1
9 through 12	9	9
Comments:		

2.7.2.6 Out-of-School Suspensions and Expulsions for Illicit Drug-Related Incidents

The following questions collect data on illicit drug-related incidents.

2.7.2.6.1 Out-of-School Suspensions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school suspensions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	83	30
6 through 8	1,855	101
9 through 12	3,645	132
Comments:		

2.7.2.6.2 Out-of-School Expulsions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school expulsions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	0	0
6 through 8	13	7
9 through 12	27	15
Comments:		

2.7.3 Parent Involvement

In the table below, provide the types of efforts your State uses to inform parents of, and include parents in, drug and violence prevention efforts. Place a check mark next to the five most common efforts underway in your State. If there are other efforts underway in your State not captured on the list, add those in the other specify section.

Yes/No	Parental Involvement Activities
Yes	Information dissemination on Web sites and in publications, including newsletters, guides, brochures, and "report cards" on school performance
Yes	Training and technical assistance to LEAs on recruiting and involving parents
Yes	State requirement that parents must be included on LEA advisory councils
Yes	State and local parent training, meetings, conferences, and workshops
No Response	Parent involvement in State-level advisory groups
No Response	Parent involvement in school-based teams or community coalitions
No Response	Parent surveys, focus groups, and/or other assessments of parent needs and program effectiveness
No Response	Media and other campaigns (Public service announcements, red ribbon campaigns, kick-off events, parenting awareness month, safe schools week, family day, etc.) to raise parental awareness of drug and alcohol or safety issues
No Response	Other Specify 1
No Response	Other Specify 2

In the space below, specify 'other' parental activities.

The response is limited to 8,000 characters.

2.9 Rural Education Achievement Program (REAP) (Title VI, Part B, Subparts 1 and 2)

This section collects data on the Rural Education Achievement Program (REAP) Title VI, Part B, Subparts 1 and 2.

2.9.1 LEA Use of Alternative Funding Authority Under the Small Rural Achievement (SRSA) Program (Title VI, Part B, Subpart 1)

In the table below, provide the number of LEAs that notified the State of their intent to use the alternative uses funding authority under Section 6211.

	# LEAs
# LEA's using SRSA alternative uses of funding authority	2
Comments:	

2.9.2 LEA Use of Rural Low-Income Schools Program (RLIS) (Title VI, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds for each of the listed purposes.

Purpose	# LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	11
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	8
Educational technology, including software and hardware as described in Title II, Part D	12
Parental involvement activities	4
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	2
Activities authorized under Title I, Part A	6
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0
Comments:	

2.9.2.1 Goals and Objectives

In the space below, describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools (RLIS) Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

The response is limited to 8,000 characters.

Fiscal years listed below are Arizona's fiscal year 2010-2011. The following list includes the name of the LEA, use of funds and the Results.
1. Altar Valley Elementary District-Received funds for 2011 for Teacher Retention & Recruitment. The AIMS results were as follows: Math increased from 52% to 55%. Reading increased from 62% to 66%.
2. Benson Unified School District-Received funds for 2011 for Educational Technology. The AIMS results were as follows: Math increased from 63% to 68%. Reading increased from 82% to 85%.
3. Bisbee Unified District-Received funds for 2011 for Teacher Professional Development, Educational Technology and Title III Activities. The AIMS results were as follows: Math increased from 39% to 47%. Reading increased from 68% to 75%.
4. Camp Verde Unified District- Received funds for 2011 for Educational Technology, Safe & Drug Free Schools and Title IA Activities. The AIMS results were as follows: Math increased from 50% to 54%. Reading increased from 72% to 75%.
5. Career Development, Inc.-Received funds for 2011 for Teacher Professional Development, Parental Involvement and Title IA Activities. The AIMS results were as follows: Math reflected 4%. Reading reflected 35%.
6. Douglas Unified District-Received funds for 2011 for Teacher Retention & Recruitment, Teacher Professional Development, Educational Technology and Parental Involvement. The AIMS results were as follows: Math decreased from 46% to 45%. Reading decreased from 62% to 61%.
7. Gila County Regional-Received funds for 2011 for Educational Technology and Parent Involvement. The AIMS results were as follows: Math N/A. Reading N/A.
8. Indian Oasis- Baboquivari Unified District-Received funds for 2011 for Teacher Recruitment and Retention. The AIMS results were as follows: Math reflected 49% benchmark. Reading reflected 60% benchmark.
9. Mexicayolt Academy-Received funds from 2011 for Teacher Retention & Recruitment, Teacher Professional Development and Educational Technology. The AIMS results were as follows: Math decreased from 33% to 30%. Reading decreased from 51% to 49%.
10. Miami Unified District-Received funds from 2011 for Title IA Activities. The AIMS results were as follows: Math increased from 46% to 47%. Reading increased from 69% to 70%.
11. Nadaburg Unified School District-Received funds for 2011 for Teacher Professional Development, Educational Technology and Title IA Activities. The AIMS results were as follows: Math increased from 45% to 52%. Reading decreased from 72% to 70%.
12. Nogales Unified District-Received funds for 2011 for Safe & Drug Free Schools and Title I Activities. The AIMS results were as follows: Math remained at 56%. Reading increased from 73% to 81%.
13. Omega Alpha Academy-Received funds for 2011 for Teacher Retention & Recruitment. The AIMS results were as follows: Math reflected 48% benchmark. Reading reflected 51% benchmark.
14. Saddle Mountain Unified School District-Received funds for 2011 for Teacher Retention & Recruitment and Teacher Professional Development. The AIMS results were as follows: Math N/A. Reading N/A.
15. San Carlos Unified District-Received funds for 2011 for Teacher Retention & Recruitment and Teacher Professional Development. The AIMS results were as follows: Math decreased from 14% to 7%. Reading decreased from 26% to 23%.
16. Santa Cruz Valley Unified District-Received funds for 2011 for Teacher Retention & Recruitment, Educational Technology and Title IA Activities. The AIMS results were as follows: Math increased from 53% to 59%. Reading decreased from 77% to 75%.
17. Sierra Summit Academy-Received funds for 2011 for Teacher Professional Development. The AIMS results were as follows: Math N/A. Reading N/A.
18. Stanfield Elementary District-Received funds for 2011 for Educational Technology. The AIMS results were as follows: Math reflected 54% benchmark. Reading reflected 66% benchmark.
19. Tombstone Unified District-Received funds for 2011 for Teacher Retention & Recruitment and Educational Technology. The AIMS results were as follows: Math increased from 43% to 52%. Reading increased from 72% to 80%.
20. Triumphant Learning-Received funds for 2011 for Teacher Retention & Recruitment. The AIMS results were as follows: Math reflected 75% benchmark. Reading reflected 91% benchmark.
21. Willcox Unified District-Received funds for 2011 for Teacher Retention & Recruitment and Teacher Professional Development. The AIMS results were as follows: Math increased from 42% to 46%. Reading remained at 60%.

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 SY 2010-11?	No
Comments:	

2.10.2 Local Educational Agency (LEA) Transferability of Funds

	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	4
Comments:	

2.10.2.1 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	4	
Educational Technology State Grants (Section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	1	1
State Grants for Innovative Programs (Section 5112(a))		3
Title I, Part A, Improving Basic Programs Operated by LEAs		

In the table below provide the total amount of FY 2010 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	190,456.50	
Educational Technology State Grants (Section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	250.50	183,000.00
State Grants for Innovative Programs (Section 5112(a))		
Title I, Part A, Improving Basic Programs Operated by LEAs		7,707.00
Total	190,707.00	190,707.00
Comments:		

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