

CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II

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

For reporting on
School Year 2005-2006



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

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

INTRODUCTION

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

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

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

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

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

PART I

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

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

PART II

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

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

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

GENERAL INSTRUCTIONS AND TIMELINES

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

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

TRANSMITTAL INSTRUCTIONS

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

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

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

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2005-2006



PART II DUE FEBRUARY 1, 2007

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

2.1.1 Student Achievement and High-Poverty Schools	
2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in reading/language arts as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	534
2.1.1.2 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in mathematics as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	530
Comments:	

2.1.2 Title I, Part A Schools by Type of Program	
For the 2005-2006 school year, please provide the following:	
2.1.2.1 Total Number of Title I schools in the State	755
2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State	438
2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State	317
Comments: The number of schools that provided a targeted assistance program with Title I, Part A, funds during the 2005-2006 school year decreased compared to those funded in 2004-2005.	

2.1.3 Title I, Part A Student Participation

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

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

2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2005-2006 School Year	
	Number of Students Served
Students with Disabilities	27482
Limited English Proficient	13933
Homeless	1785
Migrant	351
Comments: There was an increase in the number of homeless students served in Title I, Part A, programs during the 2005-2006 school year compared to those served during the 2004-2005 school year.	

2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2005-2006 School Year	
	Number of Students Served
American Indian/Alaskan Native	346
Asian/Pacific Islander	4546
Black, non-Hispanic	80459
Hispanic	15875
White, non-Hispanic	62803
Comments:	

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

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

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

Student Participation in Title I, Part A by Grade Level 2005-2006 School Year						
	Public TAS	Public SWP	Private	Local Neglected	Total	Percent of Total
Age 0 to 2	1	34		0	35	0.00
Age 3 to 5	41	2681		0	2722	1.60
K	3722	25762		1	29485	17.30
1	6182	20420		2	26604	16.00
2	5704	19733		2	25439	15.30
3	5226	18135		0	23361	14.10
4	4193	17723		2	21918	13.20
5	3376	17747		2	20856	12.50
6	508	6673		0	7181	4.30
7	262	3962		0	4224	2.50
8	295	3494		0	3789	2.30
9	0	367		0	367	0.20
10	0	157		0	157	0.10
11	0	97		0	97	0.10
12	0	80		0	80	0.10
Ungraded	0	0		0	0	0.00
TOTALS	29510	136805		9	166324	100.00

Comments: Virginia is a bypass state. School divisions contact private schools to determine if Title I service is desired at the public school locations. No school division in Virginia has reported that services for private schools are desired at the public school locations. Private schools interested in receiving services with Title I funds are required to contact the bypass contractor by Virginia law.

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

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

Instructional Services	
	Number of Students Served
Mathematics	2862
Reading/Language Arts	21413
Science	
Social Studies	
Vocational/Career	
Other (specify)	5235
Support Services	
Health, Dental, and Eye Care	1
Supporting Guidance/Advocacy	184
Other (specify)	

Comments: Instructional Services Other (specify)- They received services in both Reading/Language Arts and Mathematics combined.

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

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

	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	41
Instructional Support Paraprofessionals	331
Non-Instructional Support Paraprofessionals	6
Teachers	1417
Support Staff (clerical and non-clerical)	53
Other (specify)	38

Comments: The decrease in number of teachers, support staff, and other staff is due to a decrease in the total number of Title I, Part A, Targeted Assistance Programs that were funded in 2005-2006 compared to those that were funded in 2004-2005. Other (specify): 1 Technology Assistance, 10 Parent Coordinators, 2 ESL Liaisons, 24 Family/Home School Coordinators, and 1 Social Worker.

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

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

2.2.1.1 Federally Funded Even Start Subgrants in the State

1. Number of federally funded Even Start subgrants in the State	17
---	----

Comments:

2.2.1.2 Even Start Families Participating During the Year

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

1. Total number of families participating	406
2. Total number of adults participating ("Adults" includes teen parents.)	439
3. Total number of adults participating who are limited English proficient	131
4. Total number of children participating	561

Comments:

2.2.1.3 Characteristics of newly enrolled families at the time of enrollment

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

1. Number of newly enrolled families	258
2. Number of newly enrolled adult participants	276
3. Percent of newly enrolled families at or below the Federal poverty level	67.00
4. Percent of newly enrolled adult participants without a high school diploma or GED	79.00
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	31.00

Comments:

2.2.1.4 Percent of families that have remained in the program

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

1. From 0 to 3 months	1.00
2. From 4 to 6 months	41.00
3. From 7 to 12 months	26.00
4. More than 12 months	32.00

Comments:

2.2.2 Federal Even Start Performance Indicators

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

Instructions:

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

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

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

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

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

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

2.2.2 Federal Even Start Performance Indicators				
Indicator	Measure <i>Measurement tool used to assess progress for indicator</i>	Cohort <i>Number of participants to whom the indicator applies</i>	Result <i>Number of participants who met the achievement goal</i>	Explanation of Progress
1. Percentage of adults showing significant learning gains on measures of reading	TABE: Test of Adult Basic Education (TABE) 9/10 was used by 16 programs; TABE 7/8 was used by 1 program. CASAS: Virginia does not use CASAS.	TABE: 181 CASAS:	TABE: 72 CASAS:	Cohort = adults who were pre- and post-tested with TABE Reading. Significant progress is defined as a gain of 27 scaled score points or more between pre- and post-test. An additional 71 adults progressed 1 to 26 scaled score points between pre- and post-testing.
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: Virginia does not use TABE for limited English proficient (LEP) adults. CASAS: Virginia does not use CASAS.	TABE: CASAS:	TABE: CASAS:	Virginia programs used BEST Plus Oral to assess LEP adults. Significant progress is defined as a gain of 20 scaled score points or more between pre- and post-test. Results were: Cohort = 83 adults were pre- and post-tested with BEST Plus Oral. Result = 60 adults improved 20 points or more.
3. Percentage of school age adults who earn a high school diploma or GED	GED *Please indicate diploma or GED GED	17 *Please indicate diploma or GED GED	5 *Please indicate diploma or GED GED	Cohort = parents age 15-18 who attempted the GED. Achievement is defined as obtaining a GED. An additional 6 out of 17 school-age parents passed one or more GED subtests, thereby making progress toward the achievement goal.
				Cohort = non-school age adults (19 and older) who attempted the GED.

				<p>Achievement is defined as obtaining a GED.</p> <p>An additional 46 out of 89 non-school age adults passed one or more GED subtests, thereby making progress toward the achievement goal.</p>
4. Percentage of non-school age adults who earn a high school diploma or GED	GED *Please indicate diploma or GED GED	89 *Please indicate diploma or GED	36 *Please indicate diploma or GED	
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive: Peabody Picture Vocabulary Test (PPVT) receptive: PPVT-III	Peabody Picture Vocabulary Test (PPVT) receptive: 46	Peabody Picture Vocabulary Test (PPVT) receptive: 33	<p>Cohort = children who were 4 years old by September 30, 2005, and were pre- and post-tested with at least a 6 month interval.</p> <p>Significant progress is defined as a gain of 4 or more standard score points between pre- and post-test.</p> <p>In addition, Virginia programs test children ages 2.6 to 5 with the Peabody Picture Vocabulary Test (PPVT)-III and Expressive Vocabulary Test (EVT). Additional results were as follows:</p> <p>PPVT-III:</p> <p>Fifty-nine (59) children ages 2.6-3.11 were pre- and post-tested with at least a 6 month interval. Fifty-two (52) made significant progress between pre and post-tests.</p> <p>EVT:</p> <p>Forty-four (44) children who were 4 years old by September 30, 2005, were pre- and post-tested with at least a 6 month interval. Twenty-nine (29) made significant progress between pre- and post-tests.</p> <p>Forty-five (45) children ages 2.6-3.11 were pre- and post-tested with at least a 6 month interval. Forty-three (43) made significant progress between pre- and post-tests.</p>
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask: 53.00	<p>PAL Pre-K Upper Case Letter Naming Subtask: 21.20</p> <p>*Please indicate average score, not number of participants.</p>	<p>Cohort = children who were 4 years old by September 30, 2005, and who were assessed after 6 months or more in the program.</p> <p>Result is the weighted average number of upper case letters identified.</p>

				<p>Source = school report cards and standardized tests, such as the Phonological Awareness Literacy Screening (PALS) and Virginia's Standards of Learning Reading/Language Arts assessments for 3rd grade students.</p> <p>In addition, 101 of the 114 children who were in grades K-3 were tested with PALS after 6 months in the program, and 79 met the established benchmarks.</p>
7. Percentage of school-aged children who are reading on grade level	Please indicate source. PALS and Virginia's Standard of Learning Reading/Language Arts assessment.	114 Please indicate source. PALS and Virginia's Standard of Learning Reading/Language Arts assessment.	77 Please indicate source. PALS and Virginia's Standard of Learning Reading/Language Arts assessment.	
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP)	<p>Virginia programs use a form developed by the state to measure progress toward parenting and Parent and Child Together/Integrated Learning Activities (PACT/ILA) goals. Three areas are measured: literacy-rich home environment (3 sub-measures); literacy-related and supportive family activities (5 sub-measures); and school-related activities (4 sub-measures). Results for each were as follows (numbers reflect an average of those who improved in sub-measures within each goal):</p> <p>Literacy-rich home environment: Cohort = 317, Result = 197</p> <p>Literacy-related and family activities: Cohort = 320, Result = 225</p> <p>School-related activities: Cohort = 186, Result = 109</p>
Comments:				

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

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

General Data Reporting Information

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

Table 2.3.1.1 Population Data

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

2.3.1.1 Population Data																		
	Ages	Ages															Out of	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total
1. ELIGIBLE MIGRANT CHILDREN																		
1. All Migrant Children Eligible for the MEP	43	310	145	79	108	103	86	90	88	72	68	76	52	38	33	0	445	1836
2. PRIORITY FOR SERVICES																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		115	1	17	28	32	24	19	19	20	16	13	9	9	2	0	98	422
3. LIMITED ENGLISH PROFICIENT (LEP)																		
1. Migrant Children who are LEP			45	54	54	49	40	43	40	29	34	26	30	13	19	0	0	476
4. CHILDREN ENROLLED IN SPECIAL EDUCATION																		
1. Migrant Children Enrolled in Special Education			3	2	3	4	6	8	6	4	3	3	1	0	1	0	0	44
5. MOBILITY																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	21	117	1	13	29	35	28	30	22	21	18	15	10	3	3	0	96	468
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	9	134	4	27	38	31	24	28	20	22	21	27	13	7	1	0	285	691
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	10	85	2	23	21	26	27	24	29	19	19	26	19	10	1	0	40	381
4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	15	156	2	32	37	46	41	39	37	38	26	35	23	17	3	0	105	652
Comments: The decrease in total migrant students as well as the decrease in some of the grade spans can be attributed to a total decrease in the number of migrant students enrolled in Virginia programs during the 2005-2006 school year.																		

2.3.1.2 Academic Status

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

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

	Ages													Ungraded	School	Total	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10				11
1. HIGH SCHOOL COMPLETION -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																	
1. Dropped out of school										2	0	1	2	1	1	0	7
2. Obtained GED																	
2. ACADEMIC ACHIEVEMENT -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																	
Number of Migrant Students Enrolled During State Testing Window (State Assessment –																	
1. Reading/Language Arts)						41	30	35	36	25	38			19			224
Number of Migrant Students Tested in Reading/Language Arts						40	30	34	35	24	37			19			219
2. (State Assessment)																	
Number of Migrant Students Enrolled During State Testing Window (State Assessment –																	
3. Mathematics)						41	30	35	32	26	36			70			270
Number of Migrant Students Tested in Mathematics (State																	
4. Assessment)						41	31	34	33	26	36			70			271

Comments: 1.1 The number of migrant students reported as dropping out of school for the 2005-2006 school year decreased from the number reported for the 2004-2005 school year. 1.2 Data were not collect on the number of migrant students who obtained a GED for the 2005-2006 school year. 2.1-4 The decrease in the number of migrant students tested in grades 3, 5, 8, and 11 can be attributed to an overall decrease in migrant student enrollment for 2005-2006 school year. The increase in the number of migrant students tested in grades 4, 6, and 7 can be attributed to the implementation of state assessments at these grade levels for the first time in 2005-2006.

2.3.1.3.1 MEP Participation – Regular School Year

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

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

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

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

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

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

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

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

2.3.1.3.1 MEP Participation – Regular School Year																		
	Ages		K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of	Total
	0-2	3-5															School	
PARTICIPATION—REGULAR SCHOOL YEAR																		
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)	27	207	56	79	98	95	69	90	76	56	56	61	43	38	33	0	334	1418
2. Priority for Service		28	2	7	9	12	7	4	4	6	4	4	2	4	3	0	64	160
3. Continuation of Service		52	0	16	26	25	16	24	22	10	15	18	11	22	21	0	24	302
4. Any Instructional Service	0	200	56	79	98	95	69	89	76	56	56	61	43	30	30	0	41	1079
5. Reading Instruction	0	47	47	62	48	45	43	31	37	23	25	3	4	1	0	0	0	416
6. Mathematics Instruction	0	34	44	60	43	45	42	30	37	23	25	3	4	2	0	0	0	392
7. High School Credit Accrual												61	43	41	15	0	0	160
8. Any Support Service	25	31	31	28	43	34	40	28	26	22	21	22	21	29	12	0	275	688
9. Counseling Service	0	30	29	26	40	23	35	25	15	20	15	20	11	9	9	0	0	307
10. Any Referred Service																		
Comments: Virginia does not collect data for referred services.																		

2.3.1.3.2 MEP Participation – Summer/Intersession Term

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

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

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

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

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

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

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

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

2.3.1.3.2 MEP Participation – Summer/Intersession Term																			
	Ages		Ages										Ungraded	Out of School	Total				
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12				
PARTICIPATION—SUMMER TERM OR INTERSESSION																			
1. Served in MEP Summer of Intersession Project (with an Instructional or Supportive Service Only	21	250	46	70	76	65	71	71	53	45	53	43	49	37	25	0		357	1332
2. Priority for Service		32	0	6	13	16	11	4	4	7	4	4	1	1	1	0		29	132
3. Continuation of Service		24	0	1	4	9	4	4	6	3	8	4	5	15	9	0		16	112
4. Any Instructional Service	0	178	41	51	54	53	53	28	36	30	31	37	28	7	0		0	680	
5. Reading Instruction	0	74	35	42	47	32	36	35	20	20	18	18	9	2	3	0		0	391
6. Mathematics Instruction	0	70	26	37	43	30	31	33	19	19	13	15	9	1	2	0		0	348
7. High School Credit Accrual													43	42	37	10	0	0	132
8. Any Support Service	10	31	6	19	16	9	16	15	14	9	12	12	8	8	3	0		357	545
9. Counseling Service	0	22	5	12	13	5	9	6	14	11	5	6	8	8	3	0		0	127
10. Any Referred Service																			

Comments: The decrease in the number of migrant students reported who participated in the summer/intersession term can be attributed to an overall decrease in migrant student enrollment for the 2005-2006 school year. Virginia does not collect data for referred services.

2.3.1.4 SCHOOL DATA

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

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

2.3.1.4. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 163	b. 1175
2. Schools in Which MEP Funds are Combined in SWP	a. 0	b. 0

Comments:

2.3.1.5 MEP Project Data

2.3.1.5.1 Type Of MEP Project

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

2.3.1.5.1. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. 3	b. 132
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 0	b. 0
3. MEP Projects: Summer/Intersession Only	a. 0	b. 0
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 8	b. 1784

Comments:

2.3.1.5.2 KEY MEP PERSONNEL

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

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

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

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

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

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

2.3.1.5.2. KEY MEP PERSONNEL	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION (d)
1. State Director	0	0.00	0	0.00
2. Teachers	12	3	43	32
3. Counselors	0	0	0	0
4. All Paraprofessionals	5	5	18	18
5. Qualified Paraprofessionals	11	6	20	20
6. Recruiters	1	1	7	4
7. Records Transfer Staff	3	1	3	1

Comments: The increases and decreases in numbers of migrant education program personnel can be attributed to adjustments made by school divisions to match programmatic needs.

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

2.4.1 GENERAL DATA REPORTING FORM – SUBPART 1

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

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

Specific instructions are provided before each table.

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

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

Program Definitions: (Definitions New)

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

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

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

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

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

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

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

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

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

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

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

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

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

2.4.1.1 State Agency Title I, Part D, Facilities			
Note: The unduplicated number of students reported in the far right column in this table should match the figures in the "All Students" row in Table 2.4.1.2.			
Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs			
2. Juvenile Detention			5733
3. Juvenile Corrections	8	90	785
4. Adult Corrections			
5. Other			
6. Number of facilities that served more than one purpose:			1
Comments: Blank cells indicate information was not collected for the 2005-2006 school year.			

2.4.1.2 Student Demographics

Instructions: Student Demographics

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

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

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction	Number in other programs
All Students		5733	785		
RACE/ETHNICITY					
American Indian or Alaska Native		0	1		
Asian or Pacific Islander		126	7		
Black, non-Hispanic		3014	589		
Hispanic		321	37		
White, non-Hispanic		2272	151		
GENDER					
Male		4400	737		
Female		1333	48		
AGE					
5-10 years old		10	0		
11-15 years old		2414	2		
16-18 years old		3302	718		
19-21 years old		7	65		

Comments:

2.4.1.3 Academic/Vocational Outcomes

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

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

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

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

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

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

2.4.1.3 Academic/Vocational Outcomes				
1. Facility Academic Offerings	Number of Neglected Programs	Number of Facilities/Programs		
		Number of Juvenile Corrections and/or Detention Facilities	Number of Adult Corrections Facilities	Number of Other Programs
1. Awarded high school course credit(s)		8		
2. Awarded high school diploma(s)		8		
3. Awarded GED(s)				
2. Academic & Vocational Outcomes	Number in Neglected Programs	Number of Students		
		Number in Juvenile Corrections and/or Detention	Number of Adult Corrections Facilities	Number of Other Programs
1. Academic				
<i>While in the facility, the number of students who...</i>				
1. Earned high school course credits				
2. Were enrolled in a GED program				
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>				
3. Enrolled in their local district school				
4. Earned a GED		374		
5. Obtained high school diploma				
6. Were accepted into post-secondary education				
7. Enrolled in post-secondary education				
2. Vocational				
<i>While in the facility, the number of students who...</i>				
1. Enrolled in elective job training courses/programs				
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>				
2. Enrolled in external job training education				
3. Obtained employment				
Comments: The facilities offer both high school course credit(s) and high school diplomas. Blank cells indicate information was not collected for the 2005-2006 school year.				

2.4.1.6. Academic Performance in Reading and Math

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

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

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

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

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

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

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

2.4.1.6 Academic Performance in Reading and Math								
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students							
	Reading Performance				Math Performance			
	N	JD/JC	AC	O	N	JD/JC	AC	O
1. # students who were in placement from July 1, 2005 to June 30, 2006								
2. # students from row 1 who tested below grade level upon entry.								
3. # students from row 1 who took both the pre- and post-test exams								
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams								
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams								
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams								
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams								
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams								

Comments: Blank cells indicate the information was not collected for the 2005-2006 school year.

2.4.2 GENERAL DATA REPORTING FORM – SUBPART 2

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

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

Specific instructions are provided before each table.

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

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

Program Definitions: (New Definitions)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs			9
2. Juvenile Detention			
3. Juvenile Corrections			
4. At-risk Programs or Other			
5. Number of facilities that served more than one purpose:			

Comments: Blank cells indicate the information was not collected for the 2005-2006 school year.

2.4.2.2 STUDENT DEMOGRAPHICS

Instructions: Student Demographics

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

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

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in at risk or other programs
All Students	9			
RACE/ETHNICITY				
American Indian or Alaskan Native				
Asian or Pacific Islander				
Black, non-Hispanic	4			
Hispanic	4			
White, non-Hispanic	1			
GENDER				
Male	5			
Female	4			
AGE				
5-10 years old	6			
11-15 years old	3			
16-18 years old				
19-21 years old				

Comments: Blank cells indicate information was not collected for the 2005-2006 school year.

Instructions: Academic/Vocational Outcomes

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

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

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

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

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

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

2.4.2.3 Academic/Vocational Outcomes			
1. Facility Academic Offerings	Number of Facilities/Programs		
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities	Number of At Risk or Other Programs
1. Awarded high school course credit(s)			
2. Awarded high school diploma(s)			
3. Awarded GED(s)			
2. Academic & Vocational Outcomes	Number of Students		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in At Risk or Other Programs
1. Academic			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits			
2. Were enrolled in a GED program			
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
3. Enrolled in their local district school			
4. Earned a GED			
5. Obtained high school diploma			
6. Were accepted into post-secondary education			
7. Enrolled in post-secondary education			
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs			
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education			
3. Obtained employment			
Comments: Blank cells indicate information was not collected for the 2005-2006 school year.			

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

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

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

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

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

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

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

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

2.4.2.6 Academic Performance in Reading and Math						
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students					
	Reading Performance			Math Performance		
	N	JD/JC	AR/O	N	JD/JC	AR/O
1. # students who were in placement from July 1, 2005 to June 30, 2006						
2. # students from row 1 who tested below grade level upon entry.						
3. # students from row 1 who took both the pre- and post-test exams						
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams						
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams						
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams						
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams						
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams						

Comments: Blank cells indicate information was not collected for the 2005-2006 school year.

2.5 COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)

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

77.00

Comments:

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

68.00

Comments:

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

167

Comments:

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

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

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

2.7.1 Performance Measures

Instructions: In the following chart, please identify:

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

2.7.1 Performance Measures

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

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
1. The percentage of students who carried a gun to school or school event during a given school year	State Discipline, Crime, and Violence Report	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004 N/A	2004-2005 .00182%
			2004-2005 .01	2005-2006 .00247%
			2005-2006 .01	Baseline: .0441% Year Established: 2002-2003
			2006-2007 .01	
2007-2008 .01				

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
2. The percentage of students who engaged in a physical fight on school property	State Discipline, Crime, and Violence Report	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004 N/A	2004-2005 1.73810%
			2004-2005 2.0	2005-2006 1.69728%
			2005-2006 1.7	Baseline: 2.4568018% Year Established: 2002-2003
			2006-2007 1.5	
2007-2008 1.0				

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
3. The percentage of students offered, sold, or given an illegal drug on school property	State Discipline, Crime, and Violence Report	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004 N/A	2004-2005 .10424%
			2004-2005 .20	2005-2006 .10018%
			2005-2006 .17	Baseline: .24346% Year Established: 2002-2003
			2006-2007 .15	
2007-2008 .10				

Comments:

2.7.2 Suspension and Expulsion Data

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

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

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

School Type	State Definition
Elementary School	Grades PK-5
Middle School	Grades 6-8
High School	Grades 9-12
Comments:	

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

State definition of physical fighting: Mutual participation in an incident involving physical violence.

SUSPENSIONS	Number for 2005-2006 school year	
	Number for 2005-2006 school year	Number of LEAs reporting
Elementary	2865	132
Middle	10377	132
High School	7315	131
EXPULSIONS	Number for 2005-2006 school year	
	Number for 2005-2006 school year	Number of LEAs reporting
Elementary	0	132
Middle	5	132
High School	12	131

Comments: Only 131 out of 132 school divisions report high school data because Lexington City Public Schools secondary students attend Rockbridge County Public Schools.

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

Weapons possession includes the following:

- a. Possessing or bringing a handgun or pistol to school or to a school event.
- b. Possessing or bringing a rifle/shotgun to school or a school event.
- c. Possessing or bringing to school or a school sponsored event any weapon that is designed to expel a projectile or may readily be converted to expel a projectile by the action of an explosive, including live ammunition.
- d. Possession or representation of any weapon that explodes, or is designed to, or may readily be converted to explode. This includes ammunition.
- e. Use of any weapon that is designed to explode with the use of a triggering device and is used as a destructive bomb.
- f. Possessing or bringing any other weapon that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive to school or school event.
- g. Possessing or bringing to school or a school event any sharp-edged instrument that is classified as a knife with a blade of more than three inches.
- h. Possessing or bringing to school or a school event any pneumatic gun or rifle which includes BB gun, paint ball, or pellet gun.

State definition of weapons:

	Number for 2005-2006 school year	Number of LEAs reporting
SUSPENSIONS		
Elementary School	439	132
Middle School	920	132
High School	867	131
EXPULSIONS		
Elementary School	5	132
Middle School	81	132
High School	95	131

Comments: Only 131 out of 132 school divisions report high school data because Lexington City Public Schools secondary students attend Rockbridge County Public Schools. The number of suspensions and expulsions resulting from weapons possession increased for the 2005-2006 school year compared to data reported for the 2004-2005 school year.

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

State definition of alcohol-related: Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.

	Number for 2005-2006 school year	Number of LEAs reporting
SUSPENSIONS		
Elementary School	7	132
Middle School	229	132
High School	824	131
EXPULSIONS		
Elementary School	0	132
Middle School	5	132
High School	12	131

Comments: Only 131 out of 132 school divisions report high school data because Lexington City Public Schools secondary

students attend Rockbridge County Public Schools. The number of alcohol-related suspensions increased at the high school level for the 2005-2006 school year compared to data reported for the 2004-2005 school year. The number of alcohol-related suspensions for middle school students decreased for the 2005-2006 school year compared to data reported for the 2004-2005 school year. The number of alcohol-related expulsions decreased at all levels for the 2005-2006 school year compared to data reported for the 2004-2005 school year.

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

State definition of illicit-drug related:

- a. Schedule I or II drug or marijuana or anabolic steroid.
- b. Unlawful use, cultivation, manufacture, purchase, possession, transportation, or importation of any inhalants or substances represented as drug look-alikes.
- c. Unlawful taking or attempted taking or drugs prescribed to another.
- d. Unlawful possession with intent to distribute, sell or solicit any Schedule I or II drug, or marijuana, or anabolic steroid.
- e. Unlawful use, possession, with intent to distribute, sell or solicit any controlled drug, or narcotic substance not specified in previous drug categories.

SUSPENSIONS	Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	25	132
Middle School	331	132
High School	452	131
EXPULSIONS	Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	2	132
Middle School	101	132
High School	305	131

Comments: Only 131 out of 132 school divisions report high school data because Lexington City Public Schools secondary students attend Rockbridge County Public Schools.

The number of illicit-drug related suspensions increased at the middle school level for the 2005-2006 school year compared to data reported for the 2004-2005 school year. The number of illicit-drug related suspensions decreased at the elementary and high school levels for the 2005-2006 school year compared to data reported for the 2004-2005 school year. The number of illicit-drug related suspensions decreased at the middle and high school levels for the 2005-2006 school year compared to the data reported for the 2004-2005 school year.

2.7.3 Parent Involvement

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

Parent Involvement in LEA Programs

Each school division, as part of the Title IV application for federal funds is required to describe the process used to include parents in the development of the application and in the ongoing administration of the Safe and Drug-Free School and Community Act (SDFSCA) Program. Additionally, school divisions are required in annual SDFSCA progress reports to attest to their compliance with this requirement and to provide a description of the specific strategies they have employed. Virginia school divisions use a variety of methods to fulfill this requirement such as parent representation on local Health Advisory Councils, School Safety Teams, and Community Prevention Councils. Annual SDFSCA progress reports document use of parent education/involvement related to drug and violence prevention efforts, most frequently in the form of training/educational activities.

Online Inhalant Information for Parents

The Governors Office for Substance Abuse Prevention (GOSAP) Collaborative has agreed to co-sponsor with Substance Abuse Free Environment, Inc., (SAFE) an online resource for parents focusing on inhalant abuse prevention. Since 2002, the GOSAP Collaborative has served as the primary vehicle for prevention system planning and collaborative decision-making at the state level and involves 13 state-level agencies with prevention-related responsibilities. SAFE is a collaborative community coalition addressing alcohol and drug issues in Chesterfield County, Virginia. This new resource will make available to Virginia parents the most current information, with specific guidance on how parents can prevent

inhalant abuse.

Prevention Through Information (PTI-VA) Resources

Several new resources have been developed to assist school divisions in more effectively involving parents in their drug and violence prevention efforts. These have been developed as part of Virginia's Prevention Through Information (PTI-VA) initiative, funded by a SDFSCA state data grant awarded to the Virginia Department of Education in fall 2004.

Beginning in spring 2007, parents will have online access to information on school discipline and crime data for every public school in Virginia through the School Safety Information Resource (SSIR). It is anticipated there will be a very high level of interest in this information, resulting in greater opportunities for schools and school divisions to engage parents in their prevention efforts.

Training and related materials designed to assist school administrators in communicating more effectively about school crime and violence have been developed and used in regional training workshops since spring 2006. The materials emphasize building understanding and engaging parents and other community stakeholders in school drug and violence prevention efforts. Hundreds of educators have attended PTI data collection and data use workshops in 2005-06 and 2006-07.

Other Parent Resources

A parent guide to school discipline is planned for release in spring 2007. This resource was developed with advisory assistance from the Virginia Congress of Parent Teacher Associations (PTAs) and is designed to promote understanding of basic disciplinary processes and improved parent-school communication.

The Virginia School Performance Report Card has been a key parent information resource since 1998. These report cards provide information on student achievement, accreditation, safety, attendance, dropout rates, graduation rates, and professional qualifications of teachers for the state as a whole and for individual schools. School safety incident data posted for every school in Virginia include the following:

Fights (without and with injury)

Firearm Violations

Other Weapons

School Performance Report Cards are available on the Virginia Department of Education Web site at <http://www.pen.k12.va.us/VDOE/src/>

KIDsafe Parent Guides

The KIDsafe Virginia initiative has been coordinated by the Governor's Office for Substance Abuse Prevention and has served as a centerpiece of Virginia's efforts to inform and include parents in drug and violence prevention efforts through the KIDsafe Virginia Parent Guides. Nearly 400,000 Virginia parents have received copies of these guides and others have downloaded them from the Web site of the Governor's Office for Substance Abuse Prevention. The Parent Guide to Personal Safety for Children provides parents of elementary age students with tips on discussing safety issues with children, strategies for helping children stay safe, information about what children can do to stay safe, what to do in an emergency, and additional related resources for parents. The Parent Guide to Personal Safety for Children complements a 10-lesson personal safety curriculum for students in grades K - 4 that is designed to be taught by a law enforcement or public safety professional. The Parent Guide to Crime Prevention for Teens provides parents with approaches to communicate effectively with teens, crime prevention tips, strategies for teens to use to avoid alcohol and other drugs and related risks, and additional related resources for parents of teens. The Parent Guide to Crime Prevention for Teens complements a 6-lesson crime prevention curriculum for high school students that is designed to be taught by a school resource officer.

2.8 INNOVATIVE PROGRAMS (TITLE V, PART A)

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

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

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

Title V, Part A

2.8.8

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

Statewide Summary:

The 132 school divisions in Virginia provided information to the state education agency (SEA) on the evaluation of their Title V programs. In 2005-2006, the state distributed \$3,938,720 to the school divisions to implement programs. School divisions reported that 769,029 students were served in Title V programs during the 2005-2006 school year.

Program evaluation results support use of funds for the purposes of Title V in the following areas: a) support local and statewide education reform efforts; b) provide funding to implement promising reform programs; c) provide innovation and educational improvement, including support for library services and instructional and media materials; d) meet the special educational needs of at-risk and high-cost students; and e) develop and implement education programs to improve school, student, and teacher performance.

Activities supported by Title V, Part A, local-level funds to improve student achievement and the quality of education for students have been broad based. The program supported schools across the Commonwealth in meeting the Adequate Yearly Progress (AYP) targets under the *No Child Left Behind Act of 2001* (NCLB). The table below shows the statewide progress toward meeting the AYP targets for 2005-2006.

2005-2006 Statewide AYP Results			
	Made AYP	Did Not Make AYP	Total
Schools	1,415 (78%)	407 (22%)	1,822 (100%)
Divisions	84 (64%)	48 (36%)	132 (100%)

Activities supported by Title V, Part A, local-level funds to develop educational programs to improve teacher performance contributed to the 2005-2006 percentage of core academic classes being taught by highly qualified teachers. The table below shows the statewide data on classes taught by highly qualified teachers for the 2005-2006 school year.

2005-2006 Statewide Data on Classes Taught by Highly Qualified Teachers			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State	215,827	208,796	96.74

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

132

Comments:

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

\$ 3592788

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

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

Comments:

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

First row:

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

Second row:

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

LEAs receiving Title V, Part A funds	NUMBER of these LEAs	NUMBER of these LEAs that met AYP
Number of LEAs that <u>used at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	119	75
Number of LEAs that <u>did not use at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	9	6
	128	81
TOTAL	(total = all LEAS receiving Title V, Part A funds) 132	(total = all LEAS receiving Title V, Part A funds <u>that met</u> AYP) 84

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

Comments: One-hundred twenty eight (128) school divisions out of a total of 132 used their funding to support the four strategic priorities.

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

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

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2005-2006 school year. 0

Comments:

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

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

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	5
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	11
Educational technology, including software and hardware as described in Title II, Part D	11
Parental involvement activities	5
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	3
Activities authorized under Title I, Part A	13
Activities authorized under Title III (Language instruction for LEP and immigrant students)	2

Comments:

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

Twenty-three school divisions received Title VI, Part B, Subpart A, Rural and Low-Income Schools Program funds in 2005-2006, and 74 percent of the divisions made adequate yearly progress (AYP). These twenty-three school divisions provided supplemental Title I funds to a total of 100 eligible schools operating either a Targeted Assistance Delivery Model or a Schoolwide Delivery Model. Of these 100 eligible schools receiving Title I funds, 85 schools or 85 percent of them made AYP.

Two divisions did not have a Title I school making AYP; three divisions had 50 percent of their Title I schools making AYP; two divisions had 67 percent of their Title I schools making AYP; two divisions had 80 percent of their Title I schools making AYP; and 14 divisions had 100 percent of their Title I schools making AYP. Thus, 61 percent of the school divisions receiving Title VI, Part B, Subpart 2 funds had the distinction of having 100 percent of their Title I school meet or exceed the adequate yearly progress (AYP) requirements.

A list of school divisions receiving a Title VI, Part B, Subpart 2, allocations for the 2005-2006 school year and the AYP status for their respective schools receiving Title I, Part A, funds is presented below.

* Accomack County School Division made AYP. Four eligible schools received Title I, Part A funds, and four schools (100 percent) made AYP.

* Brunswick County School Division did not make AYP. Four eligible schools received Title I, Part A funds, and two schools (50 percent) made AYP.

* Buchanan County School Division made AYP. Seven eligible schools received Title I, Part A funds, and seven schools (100 percent) made AYP.

* Charlotte County School Division made AYP. One eligible school received Title I, Part A funds, and one school (100 percent) made AYP.

* Colonial Beach School Division did not make AYP. One eligible school received Title I, Part A funds, and it did not make AYP.

* Dickenson County School Division made AYP. Five eligible schools received Title I, Part A funds, and four schools (80 percent) made AYP.

* Franklin City School Division did not make AYP. Two eligible schools received Title I, Part A funds, and one school (50 percent) made AYP.

* Galax City School Division did not make AYP. One eligible school received Title I, Part A funds, and one school (100 percent) made AYP.

* Grayson County School Division made AYP. Six eligible schools received Title I, Part A funds, and four schools (67 percent) made AYP.

* Halifax County School Division made AYP. Twelve eligible schools received Title I, Part A funds, and eight schools (67 percent) made AYP.

* Lancaster County School Division made AYP. One eligible school received Title I Part A funds, and it did not make AYP.

* Lee County School Division made AYP. Eleven eligible schools received Title I, Part A funds, and 11 schools (100 percent) made AYP.

* Martinsville City School Division made AYP. Two eligible schools received Title I, Part A funds, and two schools (100 percent) made AYP.

* Mecklenburg County School Division made AYP. Six eligible schools received Title I, Part A funds, and six schools (100 percent) made AYP.

* Northampton County School Division made AYP. Two eligible schools received Title I, Part A funds, and two schools (100 percent) made AYP.

* Northumberland County School Division did not make AYP. One eligible school received Title I, Part A funds, and one school (100 percent) made AYP.

* Norton City School Division made AYP. One eligible school received Title I, Part A funds, and one school (100 percent) made AYP.

* Nottoway County School Division made AYP. Four eligible schools received Title I, Part A funds, and four schools (100 percent) made AYP.

* Prince Edward County School Division made AYP. Two eligible schools received Title I, Part A funds, and one school (50 percent) made AYP.

* Russell County School Division did not make AYP. Ten eligible schools received Title I, Part A funds, and eight schools (80 percent) made AYP.

* Tazewell County School Division made AYP. Nine eligible schools received Title I, Part A funds, and nine schools (100 percent) made AYP.

* Waynesboro City School Division made AYP. Two eligible schools received Title I, Part A funds, and two schools (100 percent) made AYP.

* Wise County School Division made AYP. Six eligible schools received Title I, Part A funds, and six schools (100 percent) made AYP.

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

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

2.10.2 Local Educational Agency Transferability of Funds	
2.10.2.1 Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2005-2006 school year.	14
Comments:	

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

Program	Total Number of LEAs transferring funds <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)		
Educational Technology State Grants (section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (section 4112(b)(1))		
State Grants for Innovative Programs (section 5112(a))	7	261730
Title I, Part A, Improving Basic Programs Operated by LEAs	7	234547
Program	Total Number of LEAs transferring funds <u>FROM</u> eligible program	Total amount of funds transferred <u>FROM</u> eligible program
Improving Teacher Quality State Grants (section 2121)	8	427732
Educational Technology State Grants (section 2412(a)(2)(A))	2	23672
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	7	40511
State Grants for Innovative Programs (section 5112(a))	1	4362

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

Comments:

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

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