

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).

OMB Number: 1810-0614	
Expiration Date: 07/31/2007	
Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended by the No Child Left Behind Act of 2001	
Check the one that indicates the report you are submitting: ☐ Part I, 2005-2006 ☒ Part II, 2005-2006	
Name of State Educational Agency (SEA) Submitting This Report: New Jersey	
Address: 100 River View Plaza Trenton, New Jersey 08611	
Person to contact about this report:	
Name: Diane Schonyers	
Telephone: (609) 777-1653	
Fax: (609) 984-5901	
e-mail: diane.schonyers@doe.state.nj.us	
Name of Authorizing State Official: (Print or Type): Lucille E. Davy	
Signature	<u>Tuesday, April 03, 2007, 11:13:45 AM</u> Date

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2005-2006



PART II DUE FEBRUARY 1, 2007

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

2.1.1 Student Achievement and High-Poverty Schools	
2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in reading/language arts as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	
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.	
Comments: This data is not available and will be sent under a separate cover.	

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
2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State
2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State
Comments: This data is not available and will be sent under a separate cover.

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	
Limited English Proficient	
Homeless	
Migrant	
Comments: This data is not available and will be sent under a separate cover.	

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	
Asian/Pacific Islander	
Black, non-Hispanic	
Hispanic	
White, non-Hispanic	
Comments: This data is not available and will be sent under a separate cover.	

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						
Age 3 to 5						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Ungraded						
TOTALS						

Comments: This data is not available and will be sent under a separate cover.

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	
Reading/Language Arts	
Science	
Social Studies	
Vocational/Career	
Other (specify)	
Support Services	
Health, Dental, and Eye Care	
Supporting Guidance/Advocacy	
Other (specify)	
Comments: This data is not available and will be sent under a separate cover.	

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)	
Instructional Support Paraprofessionals	
Non-Instructional Support Paraprofessionals	
Teachers	
Support Staff (clerical and non-clerical)	
Other (specify)	
Comments: This data is not available and will be sent under a separate cover.	

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	21
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Comments:

2.2.1.2 Even Start Families Participating During the Year

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

1. Total number of families participating	624
2. Total number of adults participating ("Adults" includes teen parents.)	669
3. Total number of adults participating who are limited English proficient	352
4. Total number of children participating	940

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	365
2. Number of newly enrolled adult participants	397
3. Percent of newly enrolled families at or below the Federal poverty level	94.00
4. Percent of newly enrolled adult participants without a high school diploma or GED	73.00
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	41.00

Comments: The data reported accurately reflects the number of newly enrolled families for the 05-06 program year. The percentages for 2.2.1.4 were calculated on the total number of families in 2.2.1.2 (624). In order to accurately calculate the number of continuing families the NJDOE looked at the data from the first date of the activity for each family, across years, to the last date of the activity of the program year. The total number of days were calculated and entered into the configurations below:

0-3 months = (0-90 days);

4-6 months = (91-180 days);

7-12 months = (181-365 days).

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	27.00
2. From 4 to 6 months	18.00
3. From 7 to 12 months	52.00
4. More than 12 months	3.00

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				In the approved New Jersey Indicators of Program Quality, programs are required to report level gains on language, math and reading in a single indicator for all adult participants that have received instruction in adult education, prior to being tested utilizing the Test of Adult Basic Education (TABE). Consequently, the information reported reflects those participants who received a pre and post-test during the 2005-2006 program year. Additionally, 89 participants were pre-tested during the program year, however, were not post-tested prior to the end of the grant year.
	TABE:	TABE: 225	TABE: 6	Note: Those programs utilizing the BEST assessment for adult education report a 31% learning gain in the area of reading.
	CASAS:	CASAS:	CASAS:	The CASAS was not used as an assessment to measure non-LEP adults.
	TABE:	TABE:	TABE:	The TABE was not used as an assessment to measure LEP adults.
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition				In the approved New Jersey Indicators of Program Quality, programs are required to report level gains on language acquisition in a single indicator for all adult participants that have received instruction in adult education, prior to being tested utilizing the Comprehensive Adult Student Assessment System (CASAS). Consequently, the information reported reflects those participants who received a pre and post-test during the 2005-2006 program year. Additionally, 71 participants were pre-tested during the program year, however, were not post-tested prior to the end of the grant year.
	CASAS:	CASAS: 230	CASAS: 11	Note: Those programs utilizing the BEST assessment for adult education report a 31% learning gain in the area of reading.
				The web-based data collection system (PARS) utilized by New Jersey does not disaggregate the data between a high school diploma and GED for school-age adults. The cohort was calculated based on the number of adult participants between the ages of 14 and 18 with less than a high school diploma at the time of enrollment. As a result, data gleaned from

		11	0	PARS may have been compromised as a result. The NJDOE will provide ongoing training until programs are fully comfortable with inputting data as required to ensure more accurate results.
3. Percentage of school age adults who earn a high school diploma or GED	*Please indicate diploma or GED	*Please indicate diploma or GED	*Please indicate diploma or GED	
		335	11	The web-based data collection system (PARS) utilized by New Jersey does not disaggregate the data between a high school diploma and GED for school-age adults. The cohort was calculated based on the number of adult participants older than the age of 18 with less than a high school diploma/GED at the time of enrollment. The NJDOE has made adjustments to its web-based data collection system to disaggregate this information in future reports. The NJDOE will provide ongoing training until programs are fully comfortable with entering data as required to ensure more accurate results.
4. Percentage of non- school age adults who earn a high school diploma or GED	*Please indicate diploma or GED	*Please indicate diploma or GED	*Please indicate diploma or GED	Although NJDOE did not require programs to differentiate between diploma and GED, the majority of programs have indicated that their participants in this category followed a GED tract.
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: 10	Peabody Picture Vocabulary Test (PPVT) receptive: 7	Due to the federal mandate, New Jersey programs were provided 2-day trainings in administering the PPVT during the 2005-2006 program year. Programs are continuously learning the schedule of administration for the assessment and New Jersey will be addressing this issue by providing follow-up training during the 2006-2007 program year, to ensure appropriate facilitation of the assessment.
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: 32.00	PAL Pre-K Upper Case Letter Naming Subtask: 16.90 *Please indicate average score, not number of participants.	Due to the federal mandate, New Jersey programs were provided 2-day trainings in administering the PPVT during the 2005-2006 program year. Programs are continuously learning the schedule of administration for the assessment and New Jersey will be addressing this issue by providing follow-up training during the 2006-2007 program year, to ensure appropriate facilitation of the assessment. NJ does not require assessments for reading of students prior to third grade. Therefore, the Even Start programs had the flexibility to determine how they would assess their participants at these grade levels. The cohort was calculated by totaling the number of children who were between the ages of 4 and 7 during the program year. The data reported as results reflects only those children who

7. Percentage of school-aged children who are reading on grade level		452	59	achieved reading at grade level, as evidenced by progress reports, report cards or other informal testing.
	Please indicate source.	Please indicate source.	Please indicate source.	
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				The NJDOE provided follow-up PEP training during the 2005-2006 program year to local programs, however they continue to experience difficulty in the frequency of administration of the PEP scales. 384 participants were tested during the 2005-2006 program year. However, many of the participants have received post-tests during the 2006-2007 program year.
	Parent Education Profile (PEP)	Parent Education Profile (PEP) 658	Parent Education Profile (PEP) 48	Please also note that the cohort number (658) is larger than the number of families in the program (624) because the cohort number includes all adults that participate in the program and have been assessed using the Parent Education Profile (PEP). The 624 families in the program was calculated based on one primary adult participant for each participating family. 6.5% of families participating include more than one participating adult.
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 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total
1. ELIGIBLE MIGRANT CHILDREN																		
1. All Migrant Children Eligible for the MEP	74	160	54	87	99	105	94	68	67	52	39	38	31	23	16	2	1479	2488
2. PRIORITY FOR SERVICES																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		0	9	11	4	2	5	10	6	8	2	4	6	0	0	0	0	67
3. LIMITED ENGLISH PROFICIENT (LEP)																		
1. Migrant Children who are LEP		69	44	47	33	39	35	29	17	25	14	14	17	1	3	0	420	807
4. CHILDREN ENROLLED IN SPECIAL EDUCATON																		
1. Migrant Children Enrolled in Special Education	0	0	1	3	3	0	3	1	2	1	1	0	3	2	0	0	0	20
5. MOBILITY																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	57	74	7	29	26	27	23	24	16	12	9	12	6	9	4	0	912	1247
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	11	31	15	20	14	22	19	20	16	9	9	5	6	2	0	1	424	624
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	6	28	12	17	28	29	19	8	7	13	9	9	6	5	5	0	86	287
4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	0	27	20	21	31	27	33	16	28	18	12	12	13	7	7	1	57	330

Comments: Please note that recruiters report families are fearful of traveling within the migrant stream as a result of the anti-immigration climate currently existing in the U.S. An additional factor negatively impacting the number of eligible migrant children is the issue of intent as stipulated by Non-Regulatory Guidance offered by the Office of Migrant Education USDOE.

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														Out of			
			0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total
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. <i>Dropped out of school</i>											0	0	0	0	0	0	0			0
2. Obtained GED																				0
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	41	31	28	27	24	15	22	9	6	0		244
Number of Migrant Students Tested in Reading/Language Arts								41	41	31	28	27	24	15	22	9	6	0		244
2. (State Assessment)																				
Number of Migrant Students Enrolled During State Testing Window (State Assessment –								41	41	31	28	27	24	15	22	9	6	0		244
3. Mathematics)																				
Number of Migrant Students Tested in Mathematics (State								41	41	31	28	27	24	15	22	9	6	0		244
4. Assessment)																				

Comments: Please note that the numbers reported reflect and are consistent with the number of students enrolled during the state assessment period.

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															Out of School		
		0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total
PARTICIPATION--REGULAR SCHOOL YEAR																			
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)		17	104	44	70	87	76	67	39	53	37	36	31	23	20	14	2	162	882
2. Priority for Service		0	9	11	4	2	5	10	6	8	2	4	6	0	0	0	0	67	
3. Continuation of Service		0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
4. Any Instructional Service		0	19	46	51	34	38	31	29	21	31	21	9	15	2	3	0	59	409
5. Reading Instruction		0	8	36	46	33	39	29	20	14	25	15	5	3	0	0	0	273	
6. Mathematics Instruction		0	10	40	49	30	38	31	29	20	29	20	4	3	1	0	0	304	
7. High School Credit Accrual													0	0	0	0	0	0	
8. Any Support Service		17	104	43	67	87	75	67	39	53	36	35	31	23	20	14	2	162	875
9. Counseling Service		0	2	1	2	0	1	0	0	0	0	1	1	2	0	0	0	59	69
10. Any Referred Service		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Comments: Please note that the numbers are consistent with the decline in statewide numbers.

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		K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total
	0-2	3-5																		
PARTICIPATION—SUMMER TERM OR INTERSESSION																				
1. Served in MEP Summer of Intersession Project (with an Instructional or Supportive Service Only)	7	79	32	58	40	60	49	42	20	25	15	10	7	0	1	1			721	1167
2. Priority for Service		0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0		0	4
3. Continuation of Service		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0
4. Any Instructional Service	0	46	45	51	37	49	47	38	18	24	14	8	6	0	1	1			334	719
5. Reading Instruction	0	14	40	48	37	49	47	38	18	24	9	5	5	0	1	0			4	339
6. Mathematics Instruction	0	14	40	48	35	48	47	38	18	24	9	5	5	0	1	0			188	520
7. High School Credit Accrual														0	0	0	0	0	0	0
8. Any Support Service	7	50	51	53	37	51	47	40	19	24	15	10	7	0	1	1			448	861
9. Counseling Service	0	38	34	39	24	30	28	24	11	17	12	8	3	0	0	1			330	599
10. Any Referred Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0	0

Comments: Please note that recruiters report families are fearful of traveling within the migrant stream as a result of the anti-immigration climate currently existing in the U.S. An additional factor negatively impacting the number of eligible migrant children is the issue of intent as stipulated by the Non-Regulatory Guidance issued by the Office of Migrant Education USDOE.

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. 96	b. 764
2. Schools in Which MEP Funds are Combined in SWP	a. 0	b. 0

Comments: Please note that the decline in numbers reported are consistent with the decline in statewide numbers.

2.3.1.5 MEP Project Data**2.3.1.5.1 Type Of MEP Project**

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

2.3.1.5.1. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. 0	b. 0
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 0	b. 0
3. MEP Projects: Summer/Intersession Only	a. 0	b. 0
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 2	b. 2488

Comments: New Jersey MEP Projects are operated throughout the regular and summer/intersession terms and therefore fall into category 4. The appropriate response in the other categories is N/A, as indicated.

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.

	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)
2.3.1.5.2. KEY MEP PERSONNEL				
1. State Director	0	0.00	0	0.00
2. Teachers	53	10.40	64	45.70
3. Counselors	3	2.30	4	3.00
4. All Paraprofessionals	8	0.40	53	38.90
5. Qualified Paraprofessionals	8	0.40	37	27.40
6. Recruiters	11	10.80	21	29.90
7. Records Transfer Staff	5	1.80	5	2.10

Comments: Please note that the Region II MEP program did not utilize paraprofessionals during the regular school year 2005-2006.

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	39	193	1365
2. Juvenile Detention	0	0	0
3. Juvenile Corrections	45	170	2341
4. Adult Corrections	5	180	243
5. Other	0	0	0
6. Number of facilities that served more than one purpose:			0

Comments:

2.4.1.2 Student Demographics**Instructions: Student Demographics**

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

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

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction	Number in other programs
All Students	1365		2341	243	0
RACE/ETHNICITY					
American Indian or Alaska Native	4		0	0	0
Asian or Pacific Islander	9		10	1	0
Black, non-Hispanic	716		1642	174	0
Hispanic	213		421	53	0
White, non-Hispanic	423		268	15	0
GENDER					
Male	739		2192	221	0
Female	626		149	22	0
AGE					
5-10 years old	69		0	0	0
11-15 years old	313		198	0	0
16-18 years old	763		1515	22	0
19-21 years old	220		628	221	0

Comments: Please note that the data for the Number in Juvenile Detention was not collected: All Students, Race/Ethnicity, Gender and Age.

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

Number of Facilities/Programs				
1. Facility Academic Offerings	Number of Neglected 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)	36	45	5	0
2. Awarded high school diploma(s)	24	13	5	0
3. Awarded GED(s)	0	12	5	0
Number of Students				
2. Academic & Vocational Outcomes	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number of Adult Corrections Facilities	Number of Other Programs
1. Academic				
While in the facility, the number of students who...				
1. Earned high school course credits	1086	1842	243	0
2. Were enrolled in a GED program	0	0	0	0
While in the facility or within 30 calendar days after exit, the number of students who...				
3. Enrolled in their local district school	780	1809	0	0
4. Earned a GED	0	56	8	0
5. Obtained high school diploma	88	100	33	0
6. Were accepted into post-secondary education			2	0
7. Enrolled in post-secondary education			1	0
2. Vocational				
While in the facility, the number of students who...				
1. Enrolled in elective job training courses/programs	0	0	153	0
While in the facility or within 30 calendar days after exit, the number of students who...				
2. Enrolled in external job training education	5	51		0
3. Obtained employment	34	138		0

Comments: Table 2.4.1.1 - Showed a total of 89 programs in column 1 Facilities/Programs type. Table 2.4.1.3 column 1 Facility/Academic Offerings reflects a total of 60 unduplicated high school course credits which reflects more programs awarding student credit than referring them for high school diplomas.

Please note that the following data was not collected and is unavailable: The number of students in Neglected Programs and in Juvenile Corrections and/or Detention

who were accepted into post-secondary education and enrolled in post-secondary education; and the number of students in Adult Correction Facilities who enrolled in external job education and obtained employment.

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	1029	1792	160	0	1029	1792	165	0
2. # students from row 1 who tested below grade level upon entry.	560	1290	146	0	635	1254	158	0
3. # students from row 1 who took both the pre- and post-test exams	324	182	59	0	335	179	59	0
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	90	62	21	0	71	59	22	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	30	13	4	0	32	10	5	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	25	13	6	0	42	16	4	0
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	31	21	2	0	38	25	5	0
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	148	73	26	0	152	69	23	0

Comments:

2.4.2 GENERAL DATA REPORTING FORM – SUBPART 2

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

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

Specific instructions are provided before each table.

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

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

Program Definitions: (New Definitions)

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

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

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

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

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

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

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

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

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

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

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

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

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

Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	4	85	282
2. Juvenile Detention	15	36	7163
3. Juvenile Corrections	3	325	77
4. At-risk Programs or Other	2	120	124
5. Number of facilities that served more than one purpose:			2

Comments:

2.4.2.2 STUDENT DEMOGRAPHICS**Instructions: Student Demographics**

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

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

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in at risk or other programs
All Students	282	7163	77	124
RACE/ETHNICITY				
American Indian or Alaskan Native	0	6	0	0
Asian or Pacific Islander	5	39	0	0
Black, non-Hispanic	106	4749	41	62
Hispanic	56	1381	26	31
White, non-Hispanic	115	958	10	31
GENDER				
Male	139	6307	65	81
Female	143	856	12	43
AGE				
5-10 years old	0	0	0	0
11-15 years old	104	1984	14	40
16-18 years old	178	5058	63	84
19-21 years old	0	121	0	0

Comments: Please note that 30 students do not fit into the listed Racial/Ethnic categories.

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)	3	5	0
2. Awarded high school diploma(s)	3	3	2
3. Awarded GED(s)	0	2	0
2. Academic & Vocational Outcomes	Number of Students		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in At Risk or Other Programs
1. Academic			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits	203	4891	78
2. Were enrolled in a GED program	0	108	7
<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	219	2124	81
4. Earned a GED	0	4	0
5. Obtained high school diploma	5	21	4
6. Were accepted into post-secondary education	3	5	3
7. Enrolled in post-secondary education	3	5	1
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs	1	948	45
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education	0	0	0
3. Obtained employment	4	7	26
Comments: Please note that the 3 Neglected Programs that award high school course credits are the same that award high school diplomas.			

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	0	1428	13	0	307	13
2. # students from row 1 who tested below grade level upon entry.	0	1233	7	0	280	8
3. # students from row 1 who took both the pre- and post-test exams	0	233	5	0	225	5
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	0	26	0	0	20	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	0	15	0	0	12	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	0	25	2	0	25	2
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	0	9	3	0	13	3
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	0	158	0	0	155	0

Comments:

2.5 COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)

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

34.70

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.

47.90

Comments:

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

203

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
		Frequency:	2003-2004 2004-2005 2005-2006	2004-2005 2005-2006
		Year of most recent collection:	2006-2007 2007-2008	Baseline: Year Established:

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004 2004-2005 2005-2006	2004-2005 2005-2006
		Year of most recent collection:	2006-2007 2007-2008	Baseline: Year Established:

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004 2004-2005 2005-2006	2004-2005 2005-2006
		Year of most recent collection:	2006-2007 2007-2008	Baseline: Year Established:

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004 2004-2005 2005-2006	2004-2005 2005-2006
		Year of most recent collection:	2006-2007 2007-2008	Baseline: Year Established:

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004 2004-2005 2005-2006	2004-2005 2005-2006
		Year of most recent collection:	2006-2007 2007-2008	Baseline: Year Established:

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004 2004-2005 2005-2006	2004-2005 2005-2006
		Year of most recent collection:	2006-2007 2007-2008	Baseline: Year Established:

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
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		Frequency:	2003-2004	2004-2005
			2004-2005	2005-2006
			2005-2006	
		Year of most recent collection:	2006-2007	Baseline:
			2007-2008	Year Established:

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004	2004-2005
			2004-2005	2005-2006
			2005-2006	
		Year of most recent collection:	2006-2007	Baseline:
			2007-2008	Year Established:

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004	2004-2005
			2004-2005	2005-2006
			2005-2006	
		Year of most recent collection:	2006-2007	Baseline:
			2007-2008	Year Established:

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004	2004-2005
			2004-2005	2005-2006
			2005-2006	
		Year of most recent collection:	2006-2007	Baseline:
			2007-2008	Year Established:

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004	2004-2005
			2004-2005	2005-2006
			2005-2006	
		Year of most recent collection:	2006-2007	Baseline:
			2007-2008	Year Established:

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004	2004-2005 36%
			2004-2005 54%	2005-2006
			2005-2006	
		Year of most recent collection:	2006-2007	Baseline: 57%
			2007-2008	Year Established: 2001

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004	2004-2005 62%
			2004-2005 60%	2005-2006
			2005-2006	
		Year of most recent collection:	2006-2007	Baseline: 63%
			2007-2008	Year Established: 2001

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
		Frequency:	2003-2004	2004-2005 15%
			2004-2005 19%	2005-2006
			2005-2006	
		Year of most recent collection:	2006-2007	Baseline: 22%
			2007-2008	Year Established: 2001

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Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
30-day use of marijuana-Grade 12	YRBS (2001) NJSHS (2003,2005)	Frequency: Biannual	2003-2004	2004-2005 28%
			2004-2005 26%	2005-2006
			2005-2006	
		Year of most recent collection: 2005	2006-2007	Baseline: 29%
			2007-2008	Year Established: 2001

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
30-day use of tobacco (smoking cigarettes)-Grade 10	YRBS (2001) NJSHS (2003,2005)	Frequency: Biannual	2003-2004	2004-2005 16%
			2004-2005 21%	2005-2006
			2005-2006	
		Year of most recent collection: 2005	2006-2007	Baseline: 24%
			2007-2008	Year Established: 2001

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
30-day use of tobacco (smoking cigarettes)-Grade 12	YRBS (2001) NJSHS (2003,2005)	Frequency: Biannual	2003-2004	2004-2005 27%
			2004-2005 30%	2005-2006
			2005-2006	
		Year of most recent collection: 2005	2006-2007	Baseline: 33%
			2007-2008	Year Established: 2001

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Substance Abuse incidents on school grounds or events	EVVRS	Frequency: Annual	2003-2004	2004-2005 2725
			2004-2005 2808	
			2005-2006	2005-2006
		Year of most recent collection: 2004-05	2006-2007	Baseline: 2956
			2007-2008	Year Established: 2001

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Age of Onset (use by age 14 or younger) - Alcohol	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual	2003-2004	2004-2005 53%
			2004-2005 59%	2005-2006
			2005-2006	
		Year of most recent collection: 2005	2006-2007	Baseline: 62%
			2007-2008	Year Established: 2001

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Age of Onset (use by age 14 or younger) - Marijuana	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual	2003-2004	2004-2005 18%
			2004-2005 21%	2005-2006
			2005-2006	
		Year of most recent collection: 2005	2006-2007	Baseline: 24%
			2007-2008	Year Established: 2001

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Age of Onset (use by age 14 or younger) - Tobacco	YRBS (2001) NJSHS (2003, 2005)	Frequency: Biannual	2003-2004	2004-2005 21%
			2004-2005 36%	2005-2006
			2005-2006	
		Year of most recent collection: 2005	2006-2007	Baseline: 39%
			2007-2008	Year Established: 2001

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
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Violence on School Grounds	EVVRS	Frequency: Annual	2003-2004	2004-2005 10953
			2004-2005 15172	2005-2006
			2005-2006	
		Year of most recent collection: 2003-04	2006-2007	Baseline: 15971
			2007-2008	Year Established: 2001

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Weapons Incidents on School Grounds	EVVRS	Frequency: Annual	2003-2004	2004-2005 1478
			2004-2005 1447	2005-2006
			2005-2006	
		Year of most recent collection: 2003-04	2006-2007	Baseline: 1523
			2007-2008	Year Established: 2001

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	School terminating in grade 6 or below, except 5-6 and 6 only configuration
Middle School	School terminating in grade 7, 8, or 9 and 5-6 and 6 only schools
High School	School terminating in grade 10, 11, or 12.
Comments:	

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

State definition of physical fighting: The mutual engagement in a physical confrontation that may result in bodily injury to either party. Does not include verbal confrontations or a minor confrontation such as a shoving match. All participants should be classified as offenders. One needs to consider age and developmentally appropriate behavior before using this category.

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary	432		72
Middle	2697		228
High School	4696		251
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary	1		1
Middle	9		4
High School	23		12

Comments: Change in definition of School Type. In 2005-2006, schools with grades 5-6 or grade 6 only were categorized as middle schools; in 2004-2005, these schools had been categorized as elementary schools.

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

Having on one's person, or in one's locker or vehicle, a handgun or rifle. The firearm need not be loaded. (Staff should not attempt to determine if weapon is loaded.) Include air guns, but do not include "look-alike" firearms that cannot be converted to a firearm. New Jersey law classifies "look-alike" firearms as firearms; federal law, however, does not. "Look-alike firearms" and paint ball guns are to be reported under Other Weapons (see Other Weapons Offense, below).

Possession of Other Weapons - Having on one's person or in one's locker or vehicle any weapon (other than a firearm). A weapon is any instrument readily capable of lethal use or of inflicting bodily injury that includes, but is not limited to, knives, clubs or other bludgeons, chains, sling shots, leather bands studded with metal filings and razor blades. This category also includes stun guns and any device which projects, releases or emits tear gas or any other substance (e.g., pepper spray) intended to produce temporary discomfort or permanent injury through being vaporized or otherwise dispensed in the air. Components that can readily be assembled into a weapon also apply. An incident of possession, if not reported on the EVVRS, may, of course, still be reported in the district's disciplinary record system.

State definition of weapons: If Assault with Other Weapon is checked, Possession of Other Weapon cannot be checked. Consider age and developmentally appropriate behavior before using this category.

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	181	82	
Middle School	590	185	
High School	568	166	
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	11	7	
Middle School	39	17	
High School	40	20	

Comments: Change in definition of School Type reflects decline in incidents reported. In 2005-2006, schools with grades 5-6 or grade 6 only were categorized as middle schools; in 2004-2005, these schools had been categorized as elementary schools.

Change in definition of Expulsion. In 2005-2006, the disciplinary action Expulsion and Removal (to alternative program or school) were used to define Expulsion. In 2004-2005, only those incidents in which Expulsion was specified as the disciplinary action taken were counted.

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

State definition of alcohol-related:	Suspected Use Confirmed - An incident is reported as Suspected Use Confirmed when a positive determination from a medical examination indicates that the student is under the influence of alcoholic beverages, marijuana, and/or other drug (controlled dangerous substance, but not including cigarettes), or indicates that the student has used anabolic steroids. A report should be completed when suspected use is confirmed by a positive determination from a physician.
	Possession - Student is found with alcohol, marijuana, and/or any other drug (controlled dangerous substance, including anabolic steroids, but not including cigarettes) in his/her locker or vehicle, or on his/her person. Includes possession of unauthorized prescription drugs and drug paraphernalia.
	Distribution - Student is selling, buying, or giving alcohol, marijuana, and/or any other controlled dangerous substance(s) or anabolic steroids to others, or employs others to do the same. The student need not be caught in the act of selling or giving. The term "distribution" includes having alcohol or other drugs under circumstances where it may be inferred that the student would distribute to others.
	Therefore, possession of a large amount of drugs should be reported as "distribution," not as "possession."
Number for 2005-2006	

SUSPENSIONS		school year	Number of LEAs reporting
Elementary School	3		2
Middle School	71		37
High School	605		148
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	0		0
Middle School	2		2
High School	6		4

Comments: Normal Variance. Changes of five percent or more are typical in school crime data reported year to year by districts, particularly when the numbers are very small, e.g., alcohol-related suspensions.

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

State definition of illicit-drug related:	Suspected Use Confirmed - An incident is reported as Suspected Use Confirmed when a positive determination from a medical examination indicates that the student is under the influence of alcoholic beverages, marijuana, and/or other drug (controlled dangerous substance, but not including cigarettes), or indicates that the student has used anabolic steroids. A report should be completed when suspected use is confirmed by a positive determination from a physician.
	Possession - Student is found with alcohol, other drug (controlled dangerous substance, including anabolic steroids, but not including cigarettes) in his/her locker or vehicle, or on his/her person. Includes possession of unauthorized prescription drugs and drug paraphernalia.
	Distribution - Student is selling, buying, or giving alcohol, marijuana, and/or any other controlled dangerous substance(s) or anabolic steroids to others, or employs others to do the same. The student need not be caught in the act of selling or giving. The term "distribution" includes having alcohol or other drugs under circumstances where it may be inferred that the student would distribute to others. Therefore, possession of a large amount of drugs should be reported as "distribution," not as possession."

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	3		3
Middle School	189		82
High School	1728		230
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	0		0
Middle School	20		6
High School	36		20

Comments: Normal Variance. Change of five percent or more are typical in school crime data reported year to year by districts, particularly when the numbers are very small.

Change in definition of Expulsion. In 2005-2006, the disciplinary action Expulsion and Removal (to alternative program or school) were used to define Expulsion. In 2004-2005, only those incidents in which Expulsion was specified as the disciplinary action taken were counted.

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.

New Jersey has undertaken the following efforts to inform and include parents in drug and violence prevention efforts.

State Statutes and Regulations - Parent involvement is required in a variety of ways under the following state statutes and regulations:

N.J.S.A. 18A:40A-16, N.J.S.A. 18A:40A-17 and N.J.A.C. 6A:16-3.1(a)6 - Pursuant to these requirements, local boards of education are required to offer substance abuse education programs to the parents or legal guardians of public school students according to the requirements established in the authorizing statutes and at times and places convenient to the parents and guardians of enrolled students.

N.J.S.A. 18A:37-15 et seq. and N.J.A.C. 6A:16-7.9 - Pursuant to these requirements, local boards of education are required to adopt policies prohibiting harassment, intimidation and bullying on school property, at a school-sponsored function or on a school bus. The school districts also are required to adopt the policy through a process that includes representation of parents and guardians and other school and community representatives.

N.J.S.A. 18A:17-46 and N.J.A.C. 6A:16-5.2(a)4 and 5.3(f) - Pursuant to these requirements chief school administrators (CSAs) are required to hold annual public hearings at which time the CSAs report to their respective boards of education all

acts of violence and vandalism which occurred during the previous school year. The public hearings provide parents and other community members with the opportunity to learn about and comment on local school violence and vandalism issues.

N.J.A.C. 6A:16-7 - Pursuant to these regulations, school district's codes of student conduct must be based on parent, student and community involvement which represents, where possible, the composition of the schools and community, and parent, student and community members must be involved in the annual review and update of the codes of student conduct.

N.J.A.C. 6A:16-8 - Pursuant to the Intervention and Referral Services (I&RS) regulations, school districts are required to establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs. Pursuant to N.J.A.C. 6A:16-8.2(a)6 under the I&RS regulations, I&RS teams are required to "Actively involve parents or guardians in the development and implementation of intervention and referral services action plans."

No Child Left Behind Advisory Council - The New Jersey Department of Education (NJDOE) has established an advisory council to consult on all matters pertaining to the No Child Left Behind Act. The Council includes parent representation from two local school districts.

Unsafe School Choice Option Policy - In accordance with the federal Unsafe School Choice Option (USCO) requirement (Title IX, Part E, Subpart 2, Section 9532 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001), the NJDOE developed its USCO Policy, in part, in consultation with the NCLB Advisory Council, which, as explained above, includes parent representation.

NCLB Consolidated Formula Subgrant Application - The NJDOE's application to LEAs for NCLB funds, which includes Title IV-A, requires parent participation in the following ways:

- Statement of Assurances and Certification Form - Each CSA is required to sign a statement of assurances that includes the following assurance for the use of Title IV-A funds: "Appropriate persons, including parents have been involved in timely and meaningful consultation at all stages of the design, development and administration of all programs, services or activities funded under Title IV, Part A, including efforts to fulfill the principles of effectiveness, pursuant to section 4115(a) and 20 U.S.C. 7101 et seq."

- Participants in Consultation & Collaboration in the Application Development Form - LEAs are required to provide the names of parents, as well as others, participating in the development of the NCLB application.

- Coordination of Programs & Participation Form - LEAs are required to provide narratives on: 1) how they will provide ongoing consultation with the application participants throughout the project period; and 2) the mechanisms to be used to provide effective notice to the community of the intention to submit an application for Title IV-A funds.

Positive Student Discipline Reform Demonstration Project - Under this project with the Violence Institute of New Jersey, University of Medicine and Dentistry of New Jersey, local advisory councils have been established, which included parents, in participating school districts to review existing conduct policies and practices and advise on changes to the policies and practices intended to promote positive learning environments and reduce out-of-school suspension as a disciplinary tool.

Children We Share: Partners in Student Discipline and Development

Under this Title IV-funded project, assistance was provided to schools through a collaborative effort among NJDOE and The College of New Jersey, with support provided by the New Jersey Principals and Supervisors Association, to effectively engage parents and families in promoting positive youth development, with particular attention given to discipline issues. The project included the development and dissemination of a guidebook and companion program in CD-ROM format, as well as a videotape program to school districts designed to provide relevant research, strategies and materials to use with parents in promoting positive youth development, and the provision of a principals' institute supporting use of the materials developed under the project.

2.8 INNOVATIVE PROGRAMS (TITLE V, PART A)

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

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

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

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

617

Comments: Please note that there were 3 districts eligible for funding that declined the allocations.

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.)

\$ 50748

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	386	356
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	59	50
	445	406
TOTAL	(total = all LEAS receiving Title V, Part A funds)	(total = all LEAS receiving Title V, Part A funds <u>that met AYP</u>)

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

Comments: Please note that the figure provided for the total number of LEAs (445) does not contain responses from 172 districts.

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: Please note that the REAP recipient districts do not report to the NJDOE Office of Specialized Populations.

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

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

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

Comments:

2.9.2.2 Describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.
No changes have been made.

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?

No

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.

8

Comments:

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

Program	Total Number of LEAs transferring funds <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)	0	0
Educational Technology State Grants (section 2412(a)(2)(A))	0	0
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	0	0
State Grants for Innovative Programs (section 5112(a))	4	49815
Title I, Part A, Improving Basic Programs Operated by LEAs	6	336277
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	383134
Educational Technology State Grants (section 2412(a)(2)(A))	0	0
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	2	2958
State Grants for Innovative Programs (section 5112(a))	0	0

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.