



2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)

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

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	100,975	71,059	70.4
4	92,015	58,780	63.9
5	91,935	48,973	53.3
6	52,233	20,972	40.2
7	49,260	23,789	48.3
8	44,940	24,426	54.4
High School	27,315	13,567	49.7
Total	458,673	261,566	57.0
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: *CSPR & EDFacts* Data Crosswalk.

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

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

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	101,017	64,975	64.3
4	92,012	56,535	61.4
5	91,904	53,889	58.6
6	52,252	26,333	50.4
7	49,318	24,958	50.6
8	45,003	17,736	39.4
High School	27,607	6,611	24.0
Total	459,113	251,037	54.7
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: *CSPR & EDFacts* Data Crosswalk.

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

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

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	1,983	1,460	73.6
4	1,873	1,279	68.3
5	1,937	1,021	52.7
6	807	488	60.5
7	837	579	69.2
8	906	630	69.5
High School	887	673	75.9
Total	9,230	6,130	66.4
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: *CSPR & EDFacts* Data Crosswalk.

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

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

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	1,984	1,436	72.4
4	1,876	1,337	71.3
5	1,938	1,306	67.4
6	807	567	70.3
7	837	614	73.4
8	904	481	53.2
High School	893	471	52.7
Total	9,239	6,212	67.2
Comments:			

Source – Initially populated from *EDFacts*. See Attachment D: *CSPR & EDFacts* Data Crosswalk.

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

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

	# Students Served
Children with disabilities (<i>IDEA</i>)	129,944
Limited English proficient students	118,276
Students who are homeless	15,631
Migratory students	13,252
Comments:	

Source – The table above is produced through *EDFacts*. The SEA submits the data in file N/X037 that is data group 548, category sets B, C, D and E.

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

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

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

Race/Ethnicity	# Students Served
American Indian or Alaska Native	2,287
Asian or Pacific Islander	12,097
Black, non-Hispanic	289,133
Hispanic	264,751
White, non-Hispanic	243,103
Total	811,371
Comments: 39,242 multi-racial students are not included in the table above. Totals in this table will not match totals in section 2.1.2.3 below.	

Source – The table above is produced through *EDFacts*. The SEA submits the data in file N/X037 that is data group 548, category set A.

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

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

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2	0	0	0	0	0
Age 3-5 (not Kindergarten)	0	0	0	0	0
K	186	92,278	558	0	93,022
1	486	114,355	830	0	115,671
2	426	110,178	858	0	111,462
3	281	111,892	773	1	112,947
4	165	101,395	676	5	102,241
5	147	100,297	559	12	101,015
6	84	59,126	471	88	59,769
7	132	55,695	271	209	56,307
8	135	50,892	165	400	51,592
9	16	17,360	153	932	18,461
10	23	14,681	120	567	15,391
11	15	9,970	139	257	10,381
12	2	2,192	102	58	2,354
Ungraded	0	0	0	0	0
TOTALS	2,098	840,311	5,675	2,529	850,613
Comments:					

Source – The table above is produced through *EDFacts*. The SEA submits the data in file N/X134, that is data group 670, category set A.

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

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

	# Students Served
Mathematics	405
Reading/language arts	1,113
Science	0
Social studies	0
Vocational/career	0
Other instructional services	920
Comments:	

Source – The table above is produced through *EDFacts*. The SEA submits the data in file N/X036 that is data group 549, category set A.

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

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

	# Students Served
Health, dental, and eye care	0
Supporting guidance/advocacy	2
Other support services	522
Comments:	

Source – The table above is produced through *EDFacts*. The SEA submits the data in file N/X036, that is data group 549, category set B.

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

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

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

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	19.40	
Paraprofessionals ¹	7.30	100.0
Other paraprofessionals (translators, parental involvement, computer assistance) ²	0.00	
Clerical support staff	1.47	
Administrators (non-clerical)	9.65	
Comments:		

Source – Manual entry by SEA into the online collection tool.

FAQs on staff information

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

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

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

2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs

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

	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals ³	656.71	94.1
Comments: Note: 824 instructional paraprofessional and 775 HQ instructional Paraprofessionals		

Source – Manual entry by SEA into the online collection tool.

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