

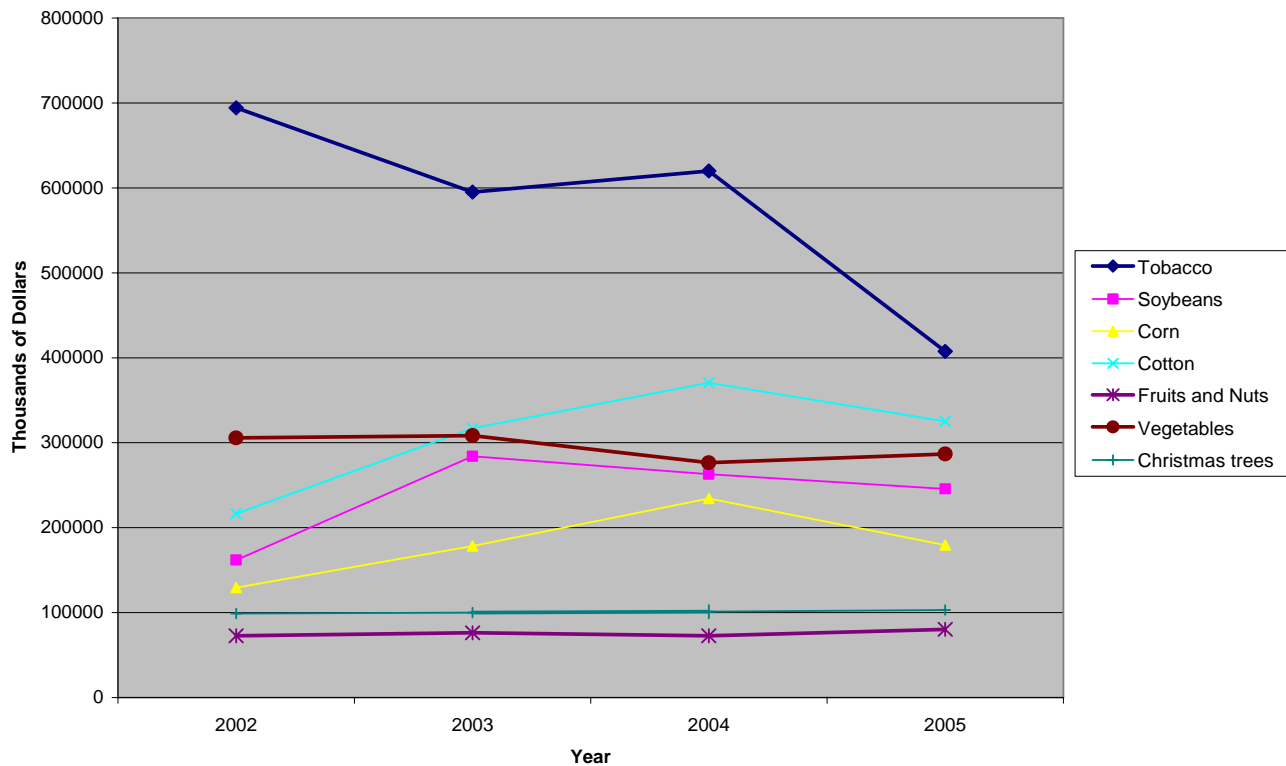
Student Profile-Migrant Education Students in North Carolina

A snapshot of migrant education students in North Carolina is better thought of as a moving picture, because the population has undergone major changes in the last few years, and is still changing. However, it is necessary to develop a profile, no matter how fleeting, in order to determine the needs of our students. In order to design effective programs for migrant students, we need to understand general demographics, the academic status of our students, and mobility.

General Agricultural Conditions

In North Carolina, during the years from 1997 to 2006, the number of farms decreased from 59,120 farms to 48,000 farms, a decrease of 18 percent, according to the North Carolina Department of Agriculture and Consumer Services. At the same time, the amount of land in farms decreased from 9.44 million acres to 8.8 million acres, a decline of 6 percent. During the period from 2002 to 2005, there were declines in cash sales of many agricultural commodities, especially those requiring hand labor, as seen below.

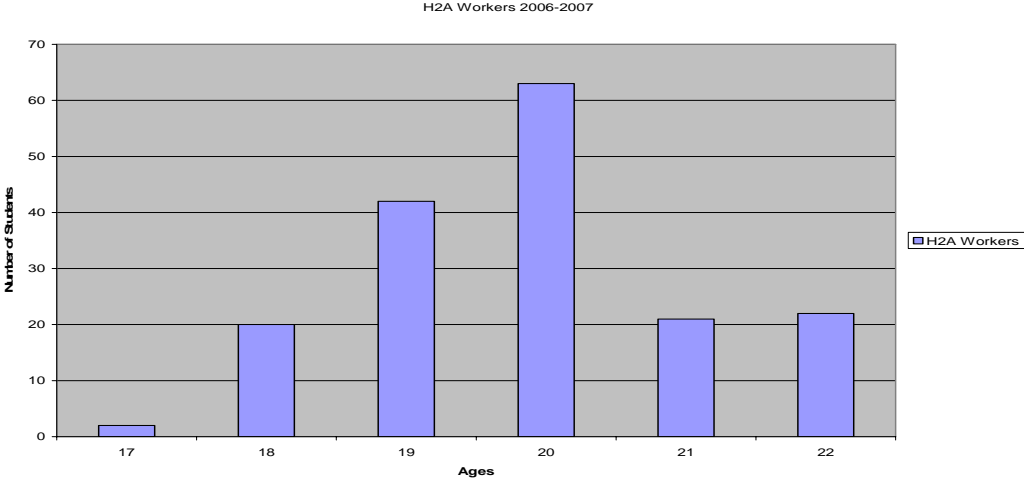
Cash Receipts from Farming, by Commodity, 2002-2005



Data Source: NC Dept. of Agriculture and Consumer Services

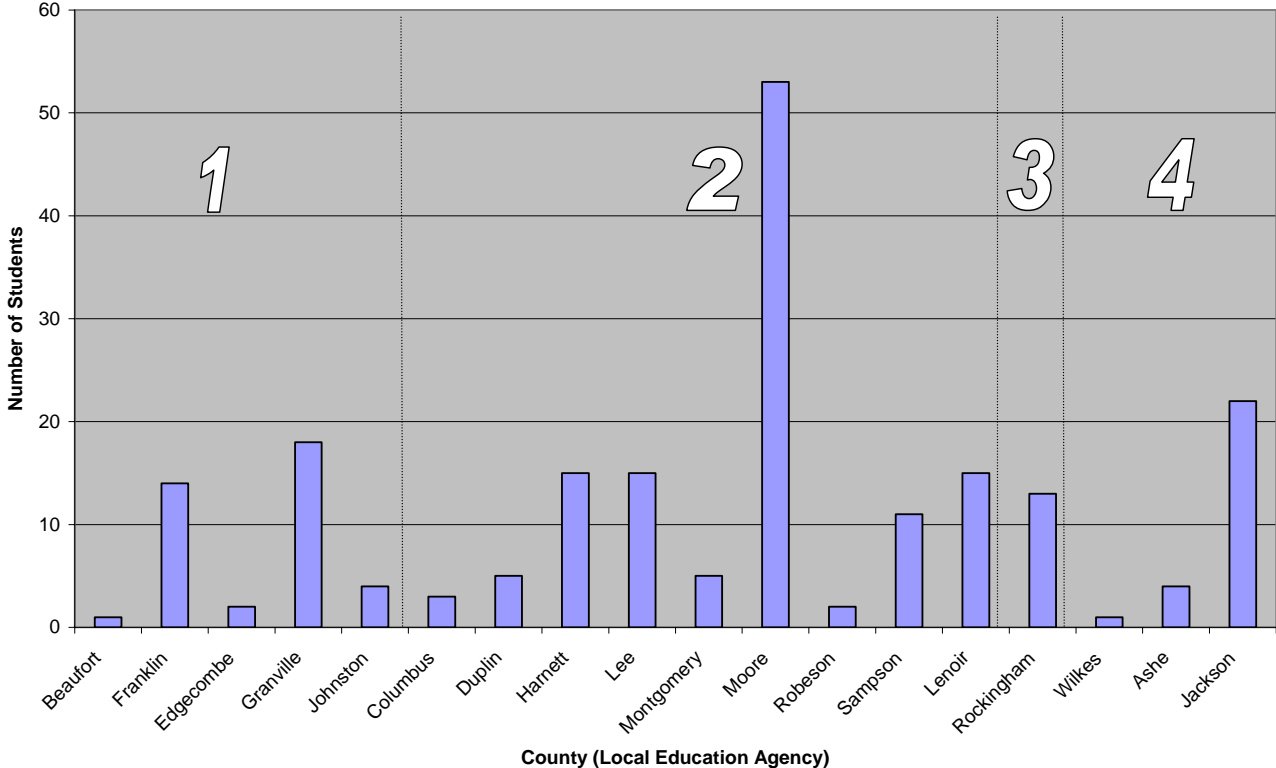
A decline in farming acreage, along with the change from hand-harvested to mechanically-harvested crops, has led to a decline in the agricultural workforce in the state. Anecdotal reports indicate that many former migrant farm workers are opting to “settle out,” and stay in one area, working at the available work in that area. As North Carolina becomes increasingly urban, that work is not in agriculture. As immigration policy has changed, farm workers also report that they are less likely to travel with their families. Additionally, there have been dramatic declines in the number of

H2A workers enrolled in the North Carolina Migrant Education Program, from 519 enrolled in the Migrant Education Program in 2002 to 170 enrolled in 2006-07. This is somewhat due to the drop in total numbers of H2A workers, in North Carolina, and also due to the preference by farmers for slightly older, more experienced workers. Nearly 62% of the MEP-eligible H2A workers are nineteen or twenty years old. They have generally been out of school for more than one year.



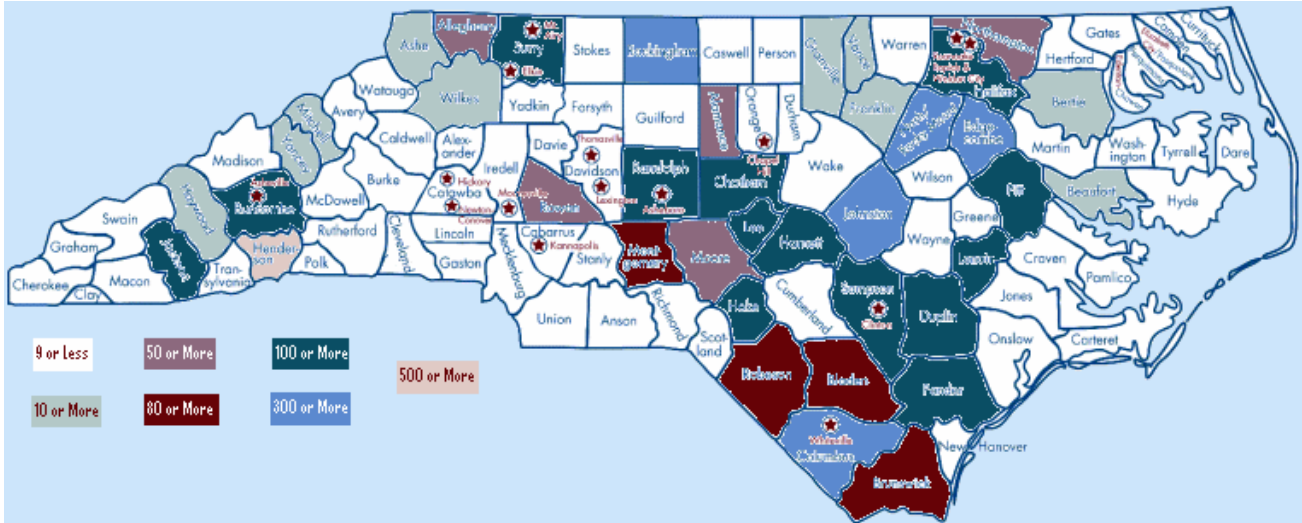
H2A workers are located primarily in the eastern part of North Carolina, as can be seen by the county distribution below.

H2A Workers by LEA and Region, 2006-07



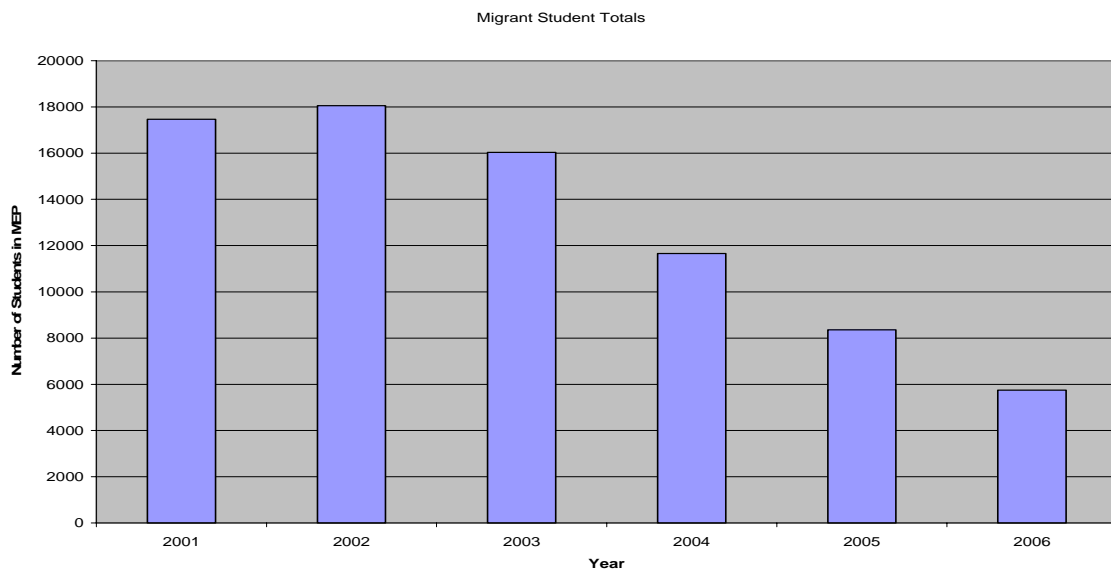
Demographics of Migrant Students

Migrant Education Programs operate in 36 counties of North Carolina, with a greater concentration of students in the eastern part of the state, although two counties, Jackson and Henderson, have over 100 students, with Henderson County being the largest program in the state (631 students).



Data Source: NC MEP MIS2000 Database

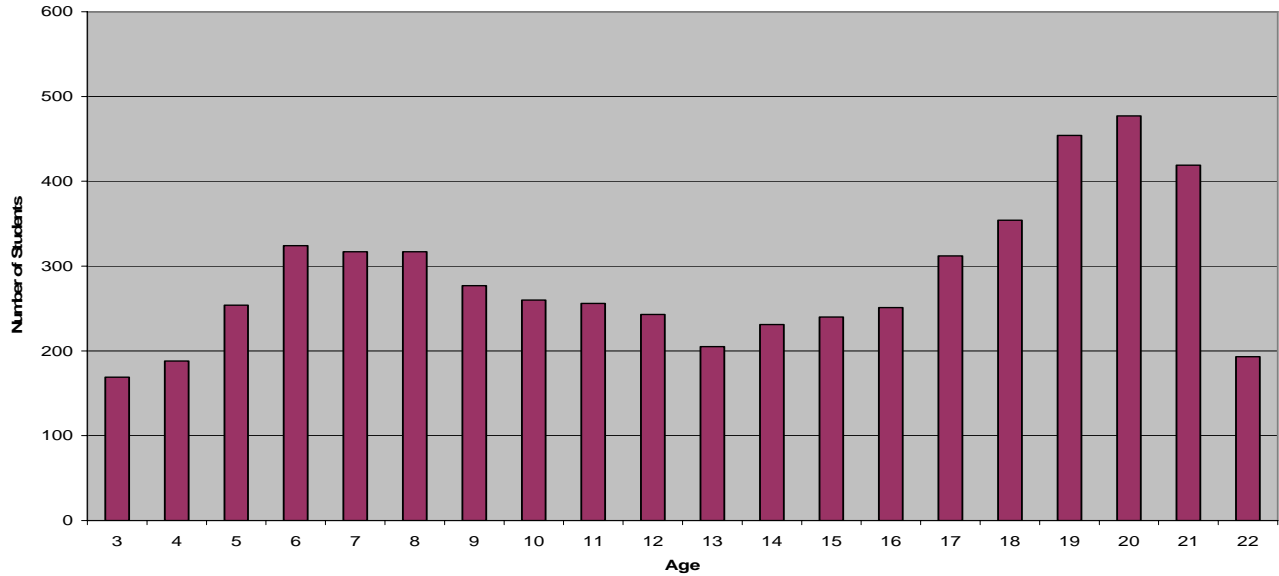
During the period 2002-2006, the number of migrant students in North Carolina has declined dramatically, from over 18,000 in 2002 to 5,741 in the 2006-2007 school year, according to the Consolidated Student Performance Report and NC MEP funding formulas. In the 2006-07 school year, 510 schools in North Carolina enrolled 4,823 migrant students, according to MIS2000 data maintained at NC DPI Migrant Education Program.



Data Source: NC Migrant Education Program, NC DPI CSPR

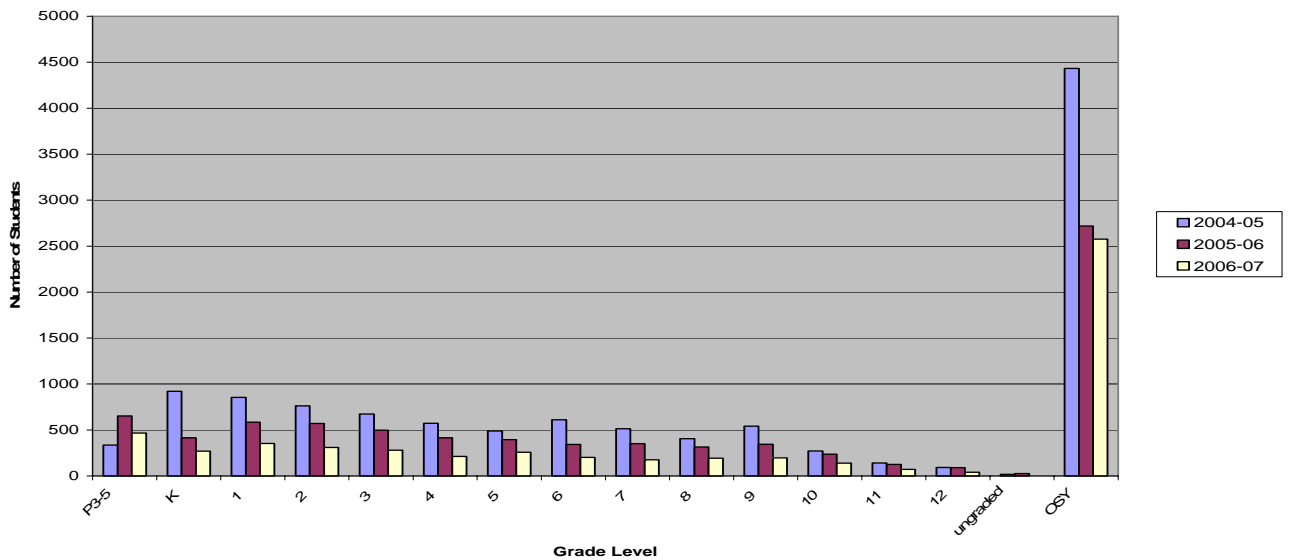
The age distribution of Migrant Education students in North Carolina shows an interesting bimodal form. This is a result of the large numbers of late adolescent Out-of-School Youth in the program. The total number of Out-of-School Youth (OSY) in 2006-07 was 2,576, or 44.9% of the MEP population.

Age Distribution of NC Migrant Education Students, 2006-07



The current distribution of students by grade shows that numbers decline fairly consistently throughout elementary and middle schools, with a sharp decline in high school. Again, we see that the largest single group of students in the current Migrant Education Program is Out-of-School Youth, who may be students under five years of age not enrolled in school programs, or 16-22 year olds who have either dropped out of school or never attended school in the United States. The ELL needs of this older group are not clearly documented, although interviews and anecdotal evidence indicates that these students are overwhelmingly non-English speakers and have a desire to learn English.

Migrant Student Distribution by Grade Level



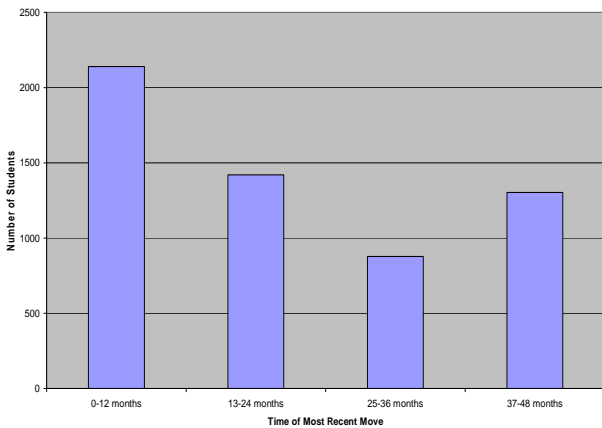
The ethnicity of migrant students is overwhelmingly Hispanic, at about 98% of the migrant student population.

	2004-05		2005-06		2006-07	
Ethnicity-American Indian	3	0.03%	3	0.04%	4	0.07%
Ethnicity-Asian	27	0.23%	3	0.04%	4	0.07%
Ethnicity-Black	207	1.77%	119	1.46%	54	0.94%
Ethnicity-Hispanic	11413	97.32%	8007	97.96%	5655	98.50%
Ethnicity-Other	24	0.20%	13	0.16%	15	0.26%
Ethnicity-White	53	0.45%	29	0.35%	9	0.16%
Totals	11727	100.00%	8174	100.00%	5741	100.00%

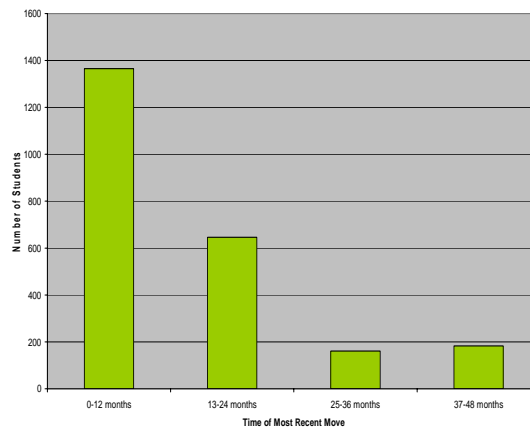
In that student population, over 65.2% are male.

The migrant student population is mobile, by definition. In North Carolina, the greatest number of students have moved within the last 12 months. Out-of-School Youth show the greatest mobility rate, with more than half of them moving during the last 12 months.

NC Migrant Student Mobility, All Students, 2006-2007

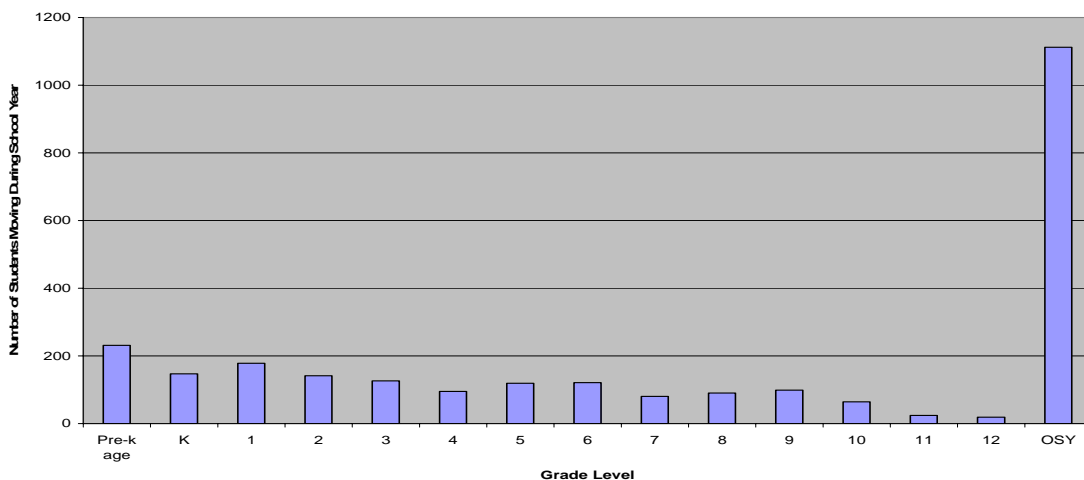


Mobility of Out-of-School Youth



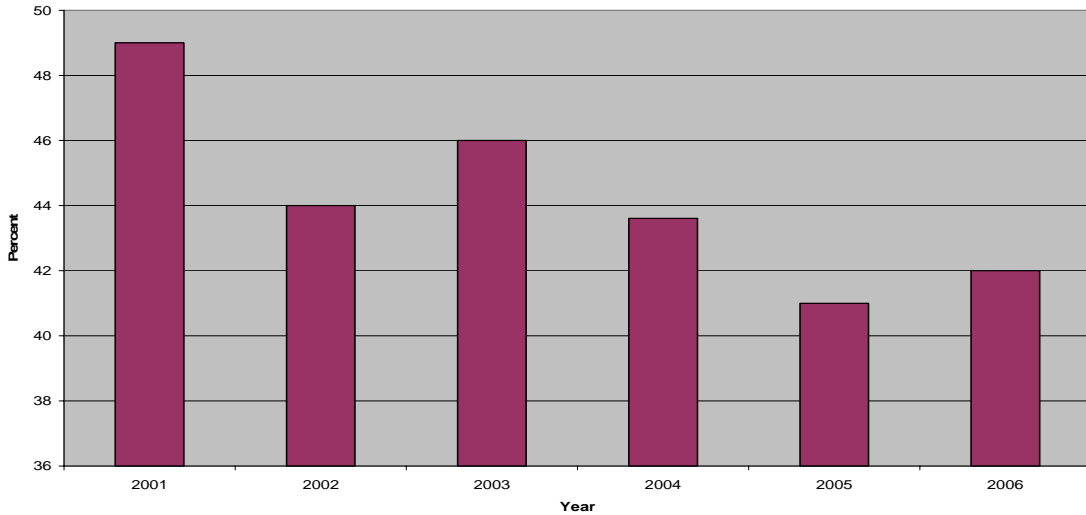
The most likely students to move during the school year are also Out-of-School Youth. With the exception of these OSY, there is a decline in school-year moves as children reach higher grades.

Migrant Student Mobility During School Year, 2006-07



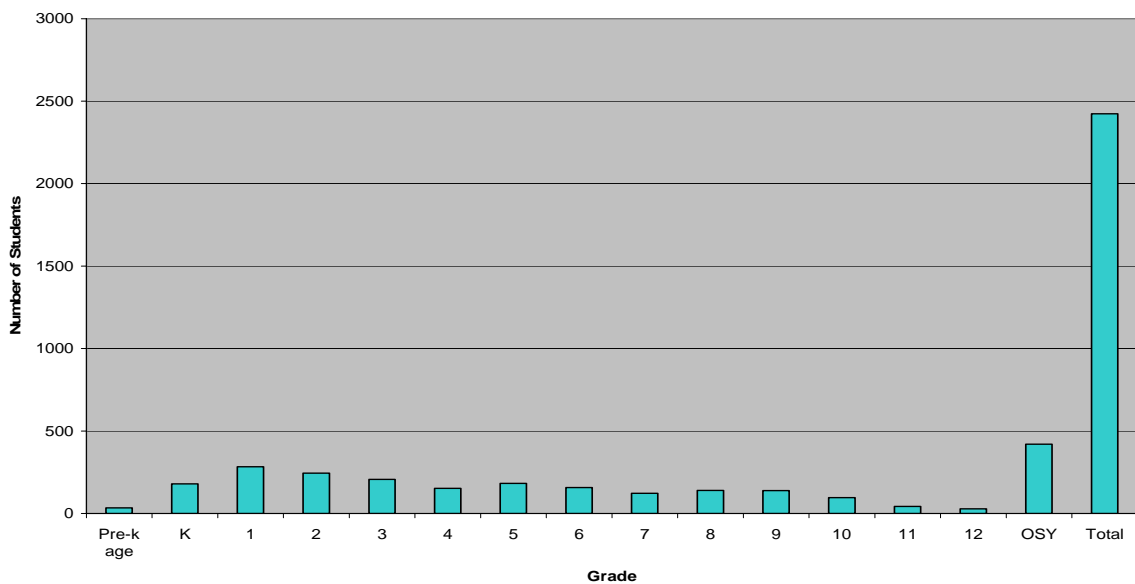
There has been some variability in the number of migrant students who are English Language Learners (Limited English Proficient), but the general tendency from 2001 to 2007 is a decline in students who are LEP, dropping from around 49% in 2001 to around 42% in 2006-07. Given that longer term residents often settle out of farm work or become ineligible for the program, the decline in LEP numbers is understandable.

Percentage of Migrant Education Students Who Are LEP



The number of LEP students seems to mirror the general student population across grade levels, with one exception, the Out-of-School Youth. This number is most likely lower than expected due to lack of a consistent instrument used to evaluate English Language Proficiency among Out-of-School Youth.

LEP Students by Grade, 2006-2007

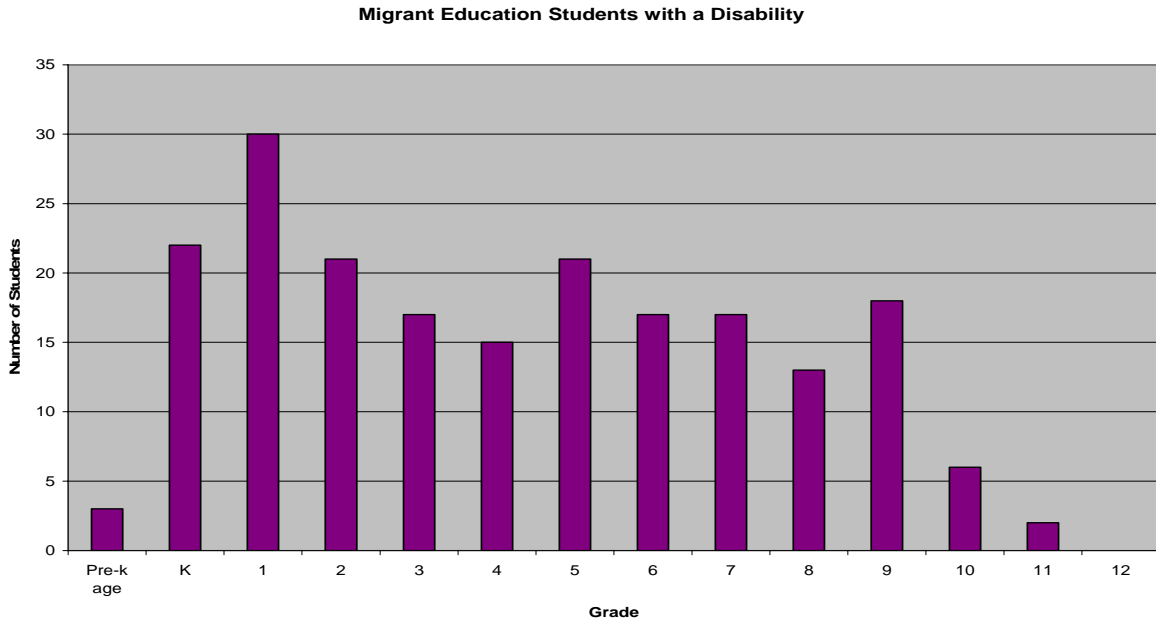


Data Source: NC DPI MIS2000 Database

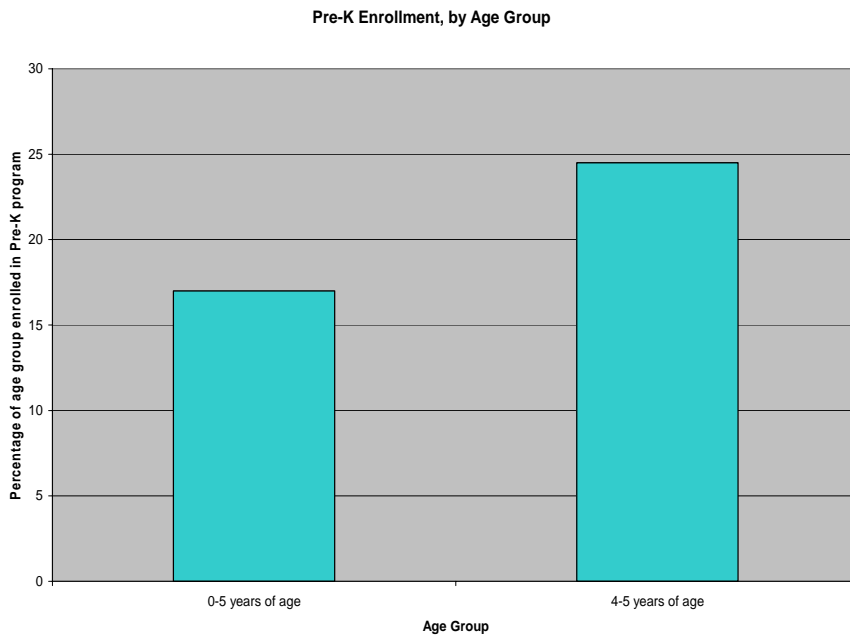
Interviews of Out of School Youth conducted by the NC Migrant Education Program in 11 counties examined the students' perceptions of their greatest needs. The participants rank-ordered

their needs, with the 35% reporting a driver's license as their greatest need, English classes as a second need, access to health care as a third major need. In addition, participants reported the need for interpreting/translating and transportation. As of 2006-2007, only 18.6% of Out-of-School Youth in the NC Migrant Education Program were receiving educational services.

For 2006-2007, there were 202 Migrant students with identified disabilities, or around 6.4% of the pre-K-12 population. There is a downward trend across grade levels, which somewhat echoes the overall grade distributions of students.



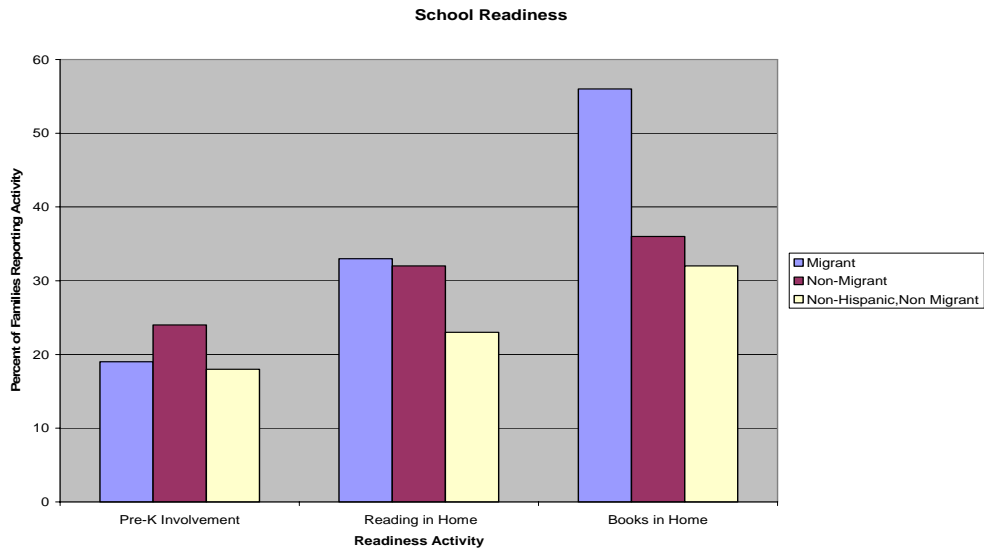
About 466 (8.2%) of North Carolina's Migrant Education students are pre-school age, with the largest age group being four year olds. Of those children, nearly 25% of the four and five year olds attend some form of pre-school program.



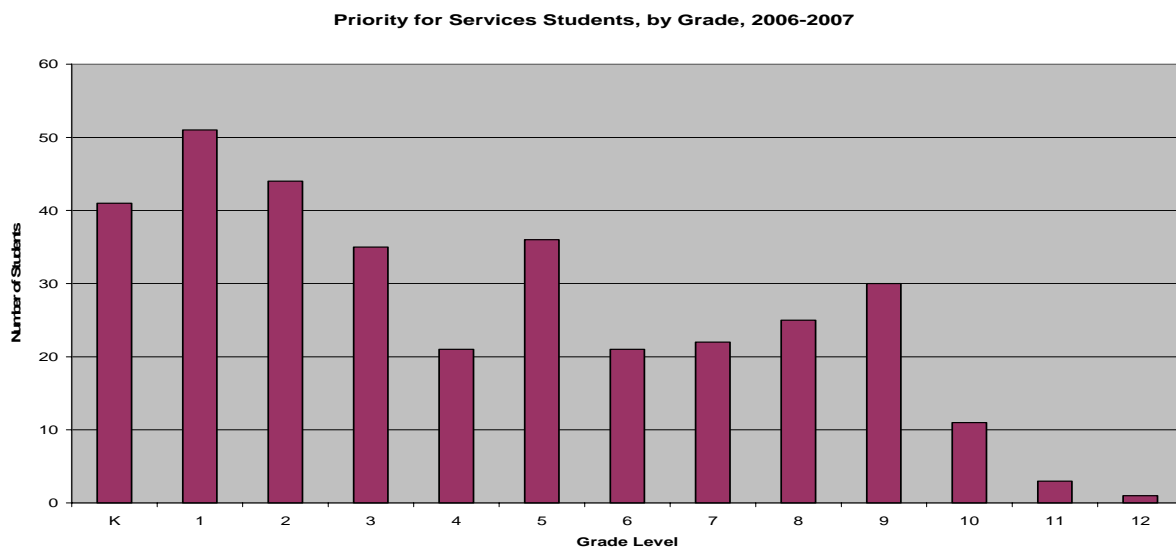
Several surveys were conducted among Migrant Education students and their families by the NC Migrant Education Program in order to learn more about the educational environment and needs

of migrant students. Pre-school parents, Secondary (grades 6-12) parents, and Out of School Youth were interviewed about their needs.

In the area of School Readiness, Migrant Students were compared with Non-Migrant Hispanic students, and with Non-Hispanic, Non-Migrant students in three areas: attendance at a Pre-K program, reading in the home, and the presence of books in the home. Probably due to the focus of the NC Migrant Education Program on school readiness and the provision of learning resources to families, both books and reading occurred in more Migrant homes than Non-Migrant. There is clearly a need for more information on pre-school options for Migrant parents, based on the lower number of Migrant students attending pre-K programs.



In North Carolina, there were only 341 students in 2006-2007 who were considered Priority for Services (PFS). This was based on a combination of a school year move within the last twelve months and an at-risk status in school.

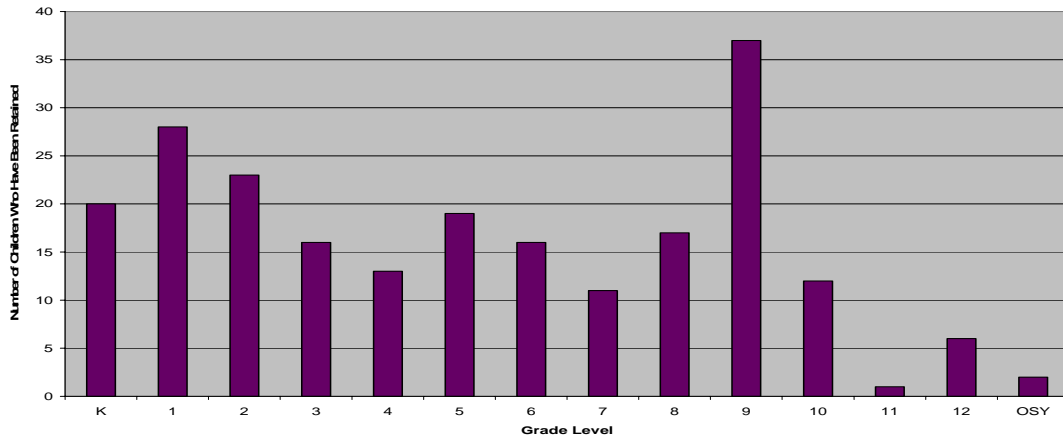


Academic Performance of K-12 Migrant Students

This student academic profile looks at retention data, information on failing and near-failing grades, and information on credit accrual for Algebra and English (both requirements for high school graduation), scores on English proficiency tests, and standardized testing information.

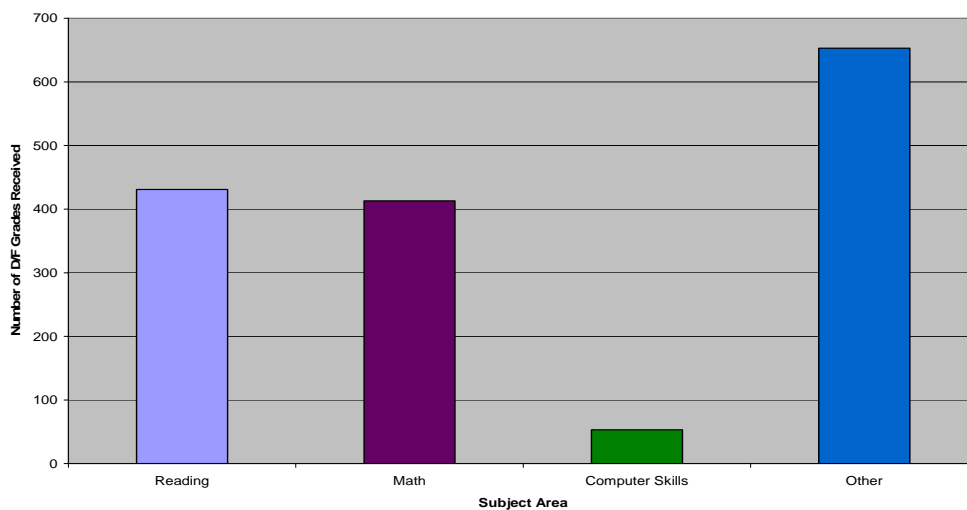
Migrant students have a retention rate of 8.2%, much higher than the total rate for North Carolina, which was 4.5% (in 2005-06, according to the *NC Schools Statistical Profile 2007*). The early years of elementary school, fifth grade, and ninth grade seem to be the most critical years for migrant children, given the strong effect retentions have on dropout rates and graduation rates.

Migrant Children Retained by Grade "X," 2006-2007



During the regular school year 2006-2007, there were over 1,550 “D” or “F” grades received by migrant students. While a single student may have received several “Ds” or “Fs,” this clearly indicates that a large number of migrant students are receiving failing or near failing grades. Reading and Math had almost equal numbers of “D/F” grades, as shown below.

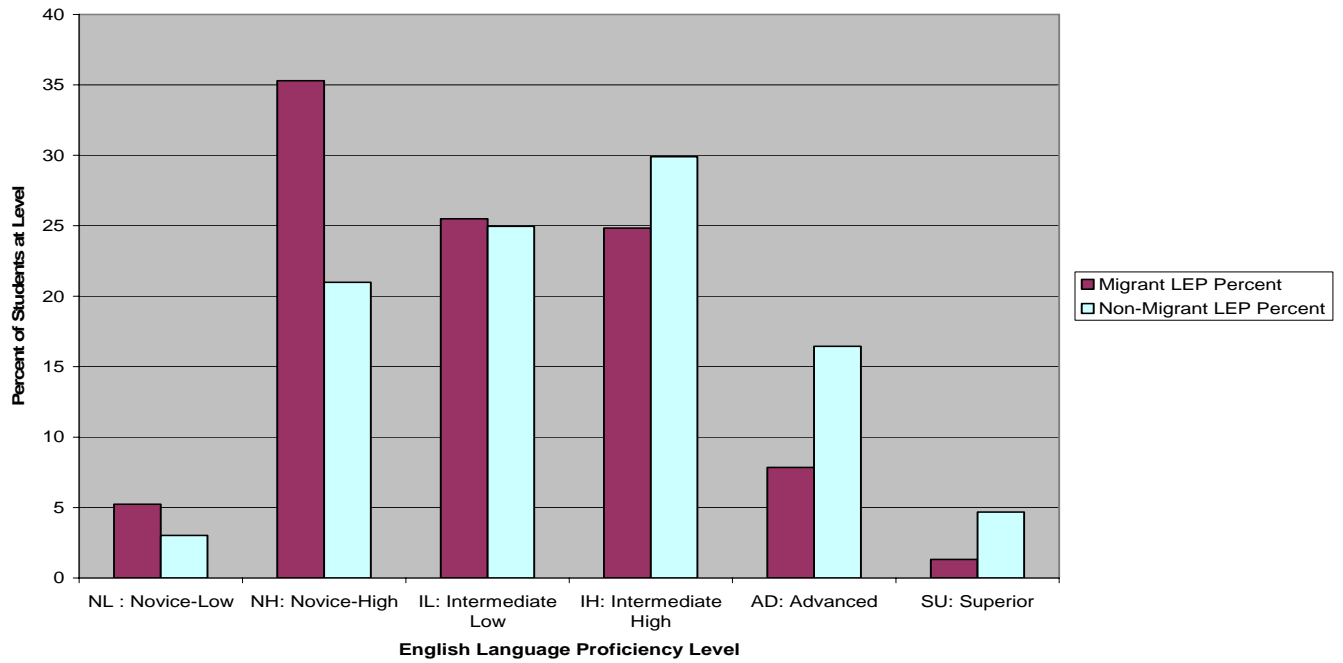
Migrant Students Receiving D's and F's During the Regular School Year



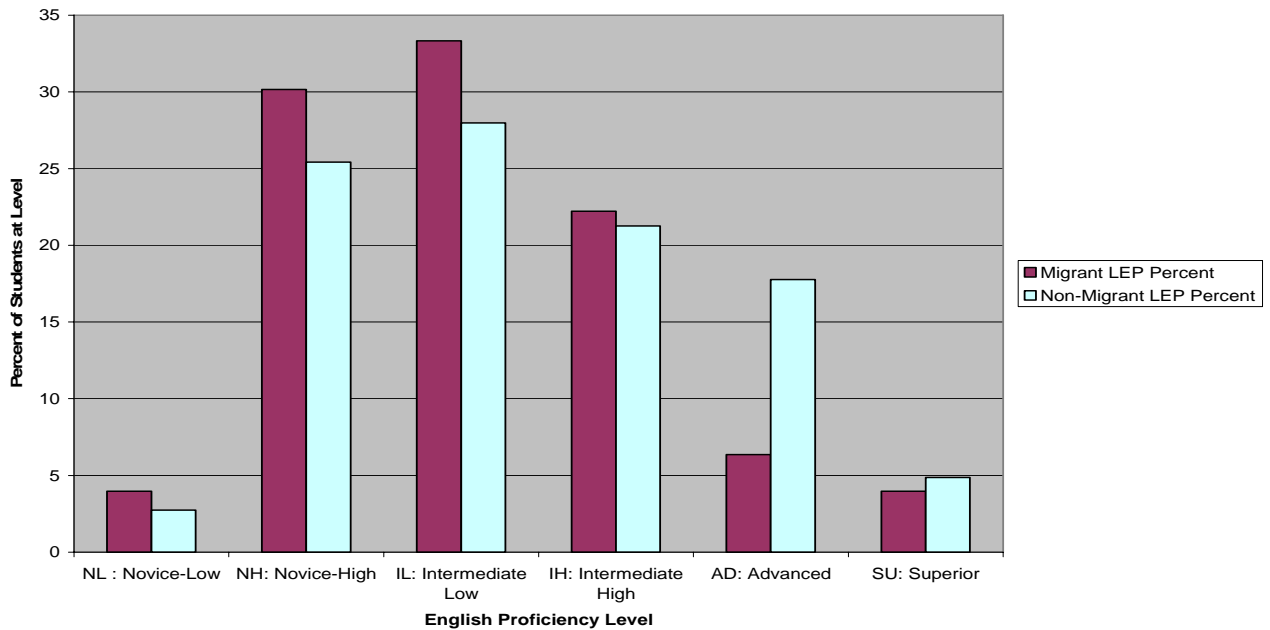
Currently, the IPT is the test given to evaluate English language proficiency among LEP students. An interesting phenomenon seems to occur with the composite scores of migrant and non-migrant students. At the Novice to Intermediate levels, migrant students seem to score higher than

non-migrant students. As the reading and writing becomes more difficult at the higher proficiency levels of Advanced and Superior, non-migrant students score higher.

Grades 6-8 IPT (English Proficiency Test) Levels, 2006-2007

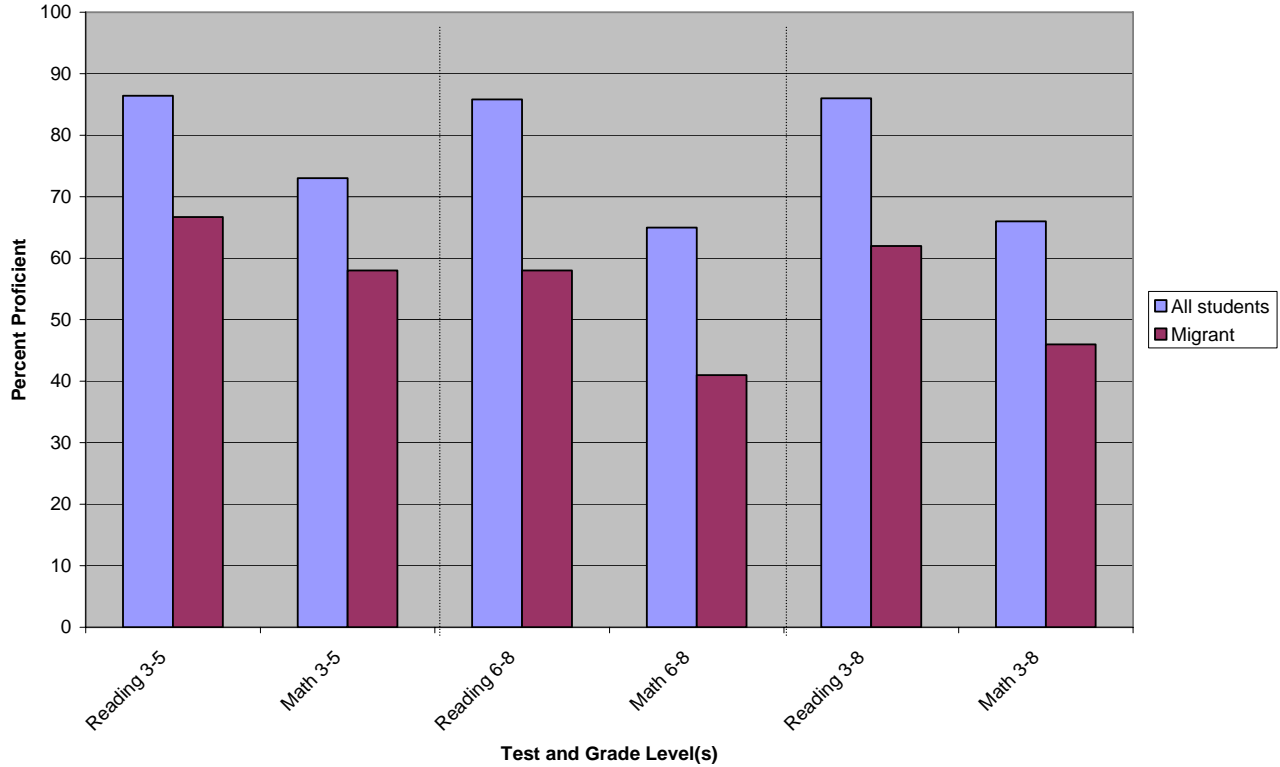


Grades 9-12 IPT (English Language Proficiency Test) Levels, 2006-2007



The EOG tests are given to students in grades 3-8. They consist of Math, Reading, and Writing (grades 4 and 7) exams. Migrant students show a clear lag behind other students at all levels in math and reading, as shown in the following graph.

Migrant and Non-Migrant Student Performance on EOG Tests, 2006-2007

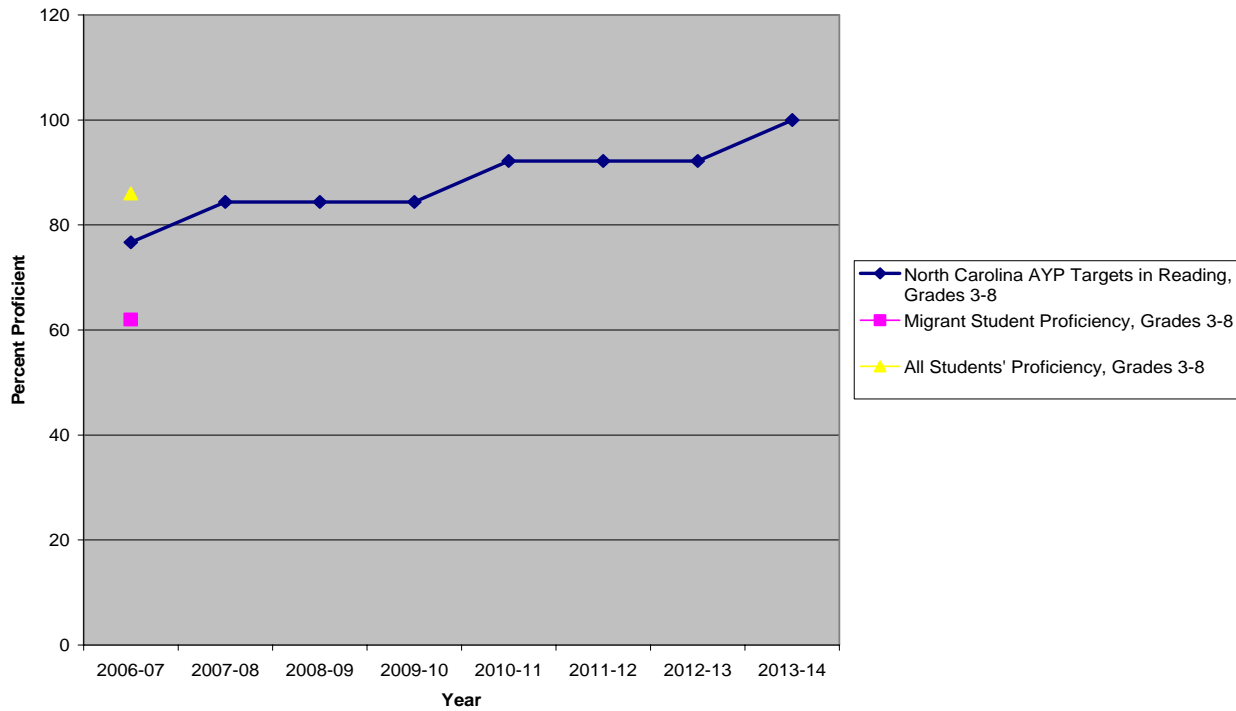


The State of North Carolina has Achievement Targets for performance on EOG tests, in keeping with No Child Left Behind. Interestingly, Non-LEP Migrant students either surpassed or came close to meeting the target levels for reading and math in 2006-07. However, for LEP Migrant students, the gap was significant. The grades 3-5 reading gap was 14.6%, and the math gap was 16.8%. For grades 6-8, Non-Migrant and Migrant students were compared, but the gaps between Migrant students' achievement and target levels were 18.7% for reading and 24.8% for math.

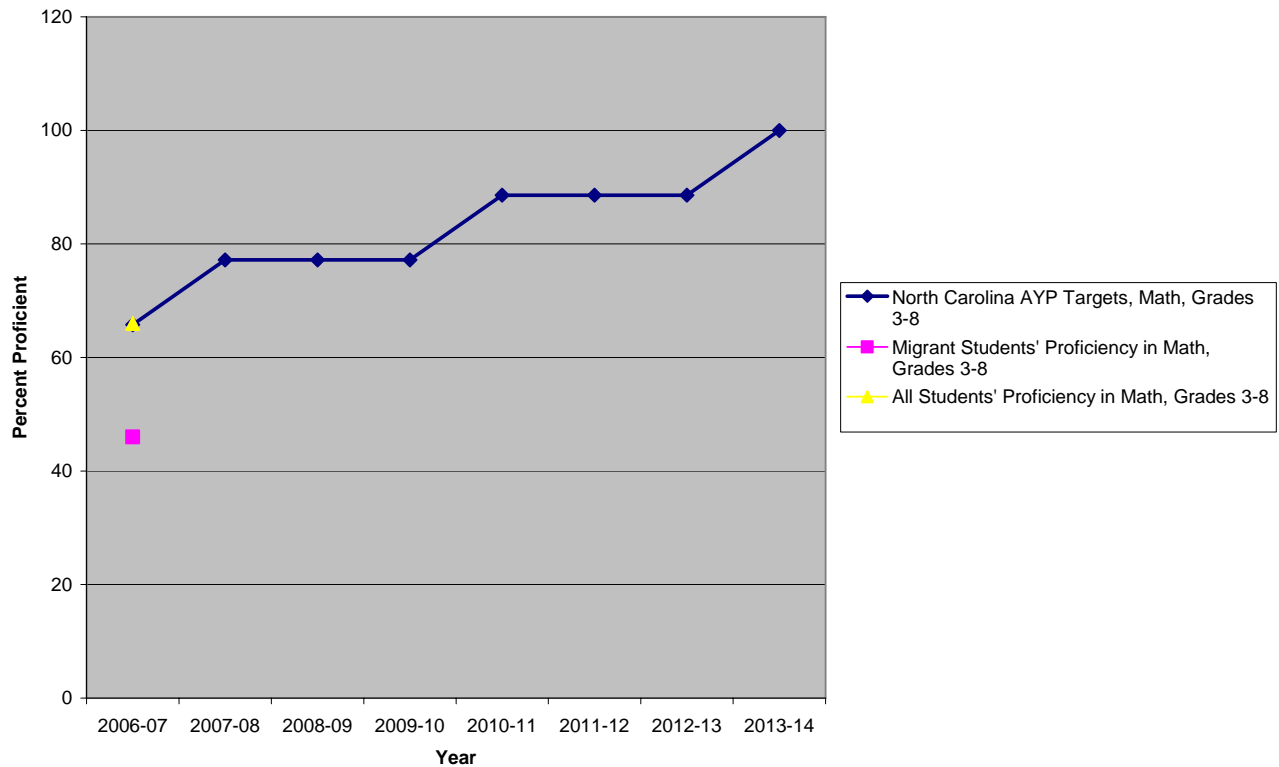
	Target 2006-07			
Grades 3-5		NonMig	NonLEPMig	LEP Mig
Reading	76.7	86.4	82	62
Math	65.8	73	63	49
Grades 6-8		Non-Mig		Migrant
Reading	76.7	85		58
Math	65.8	64.5		41

Presented graphically, the position of Migrant students is clear; there is a strong need for both reading and math intervention for migrant students.

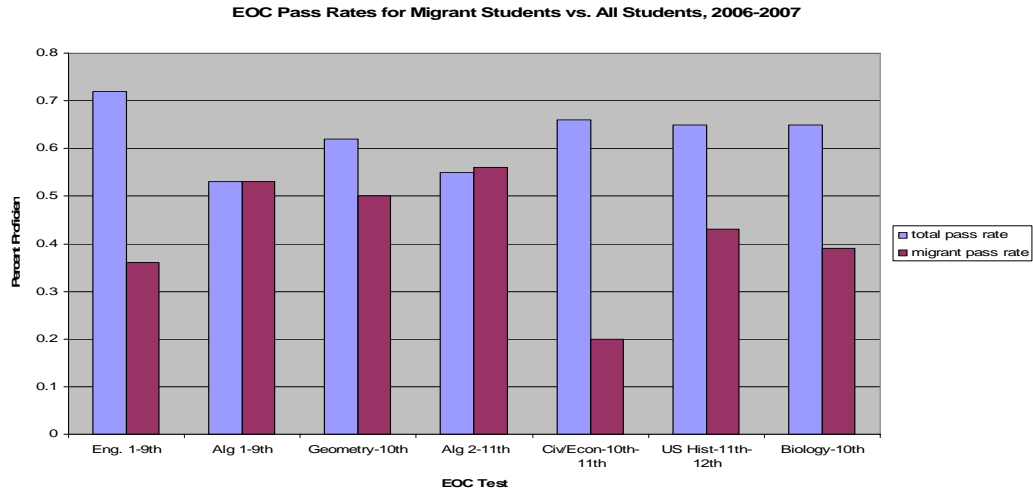
North Carolina Reading AYP Targets and 2006-2007 Proficiency



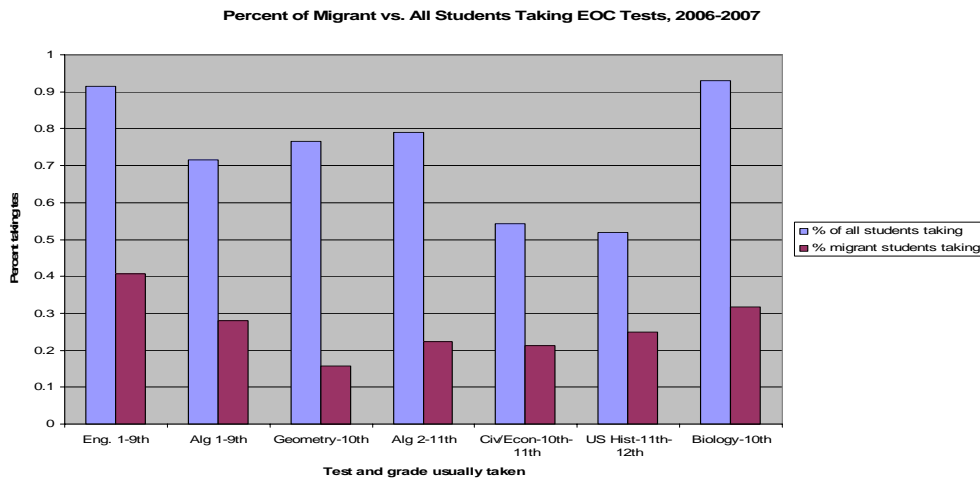
North Carolina Math AYP Targets and 2006-2007 Proficiency, Grades 3-8



For high school students, the question is not only that of gaps in test scores between Migrant and Non-migrant students, but of access to the critical courses needed for high school graduation. As can be seen from the following information, Migrant students taking Algebra classes had pass rates equivalent or higher to the total pass rate.

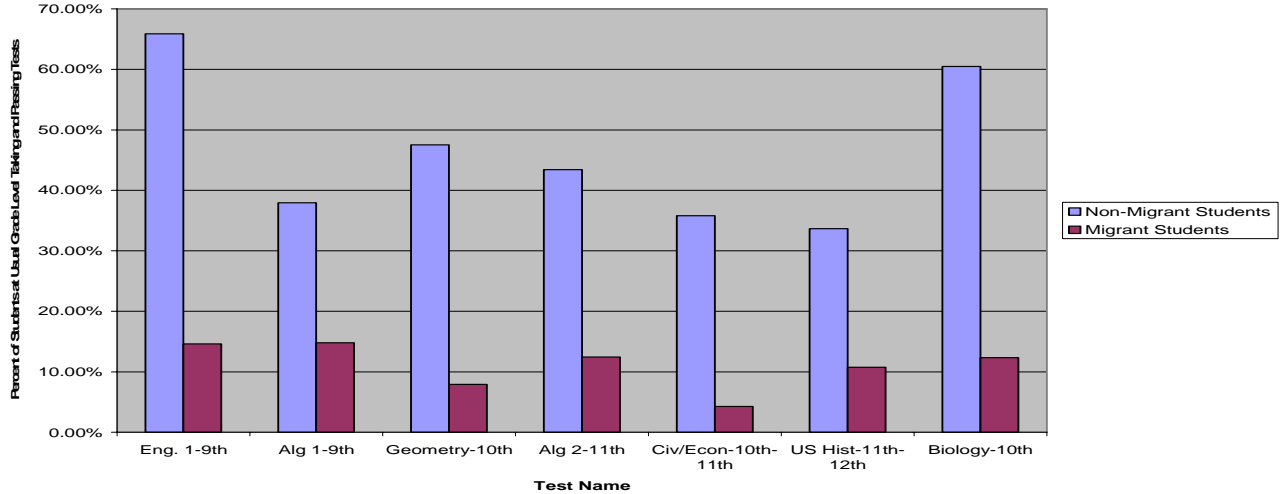


However, if we examine the actual percentage of the grade level populations taking the test, it can be seen that a much lower proportion of Migrant students actually have access to the courses.



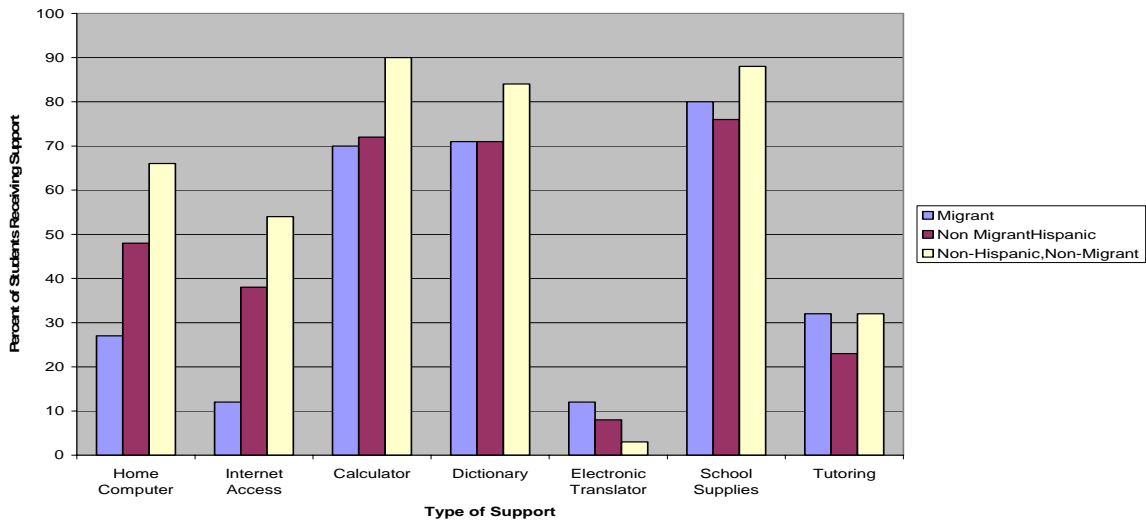
Finally, if we compare the percent of Migrant versus Non-migrants students taking AND passing the high school EOC tests, we see a clearer picture of the challenge Migrant students face in accruing credits to graduate from high school.

Percent of Students Taking AND Passing EOC Tests, 2006-07, by Content Area

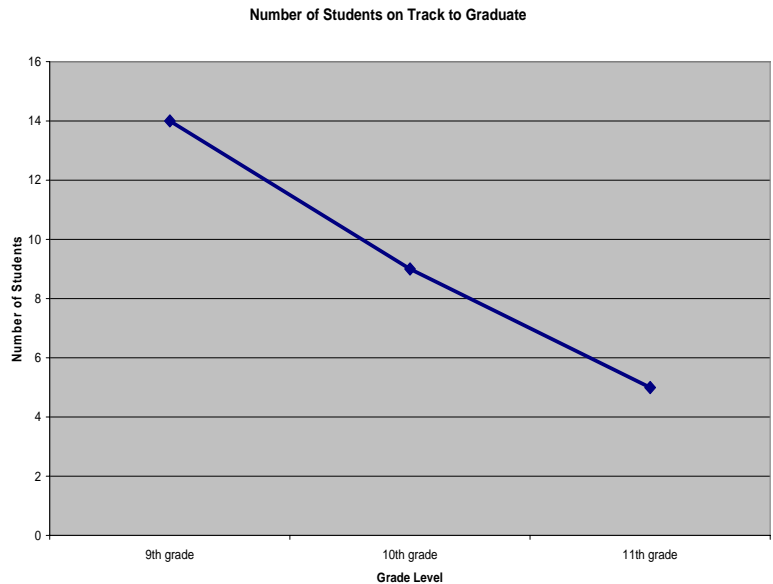


There is also a significant gap in the pass rate on the NC Computer Skills Test, with 45% of Migrants students passing, compared with 79% for all students. The difficulty may be explained, to some extent, by lack of access to technology. As seen below, while tutoring and books are very accessible to Migrant students, there is a lack of availability of computers and calculators.

Secondary School Support in the Home

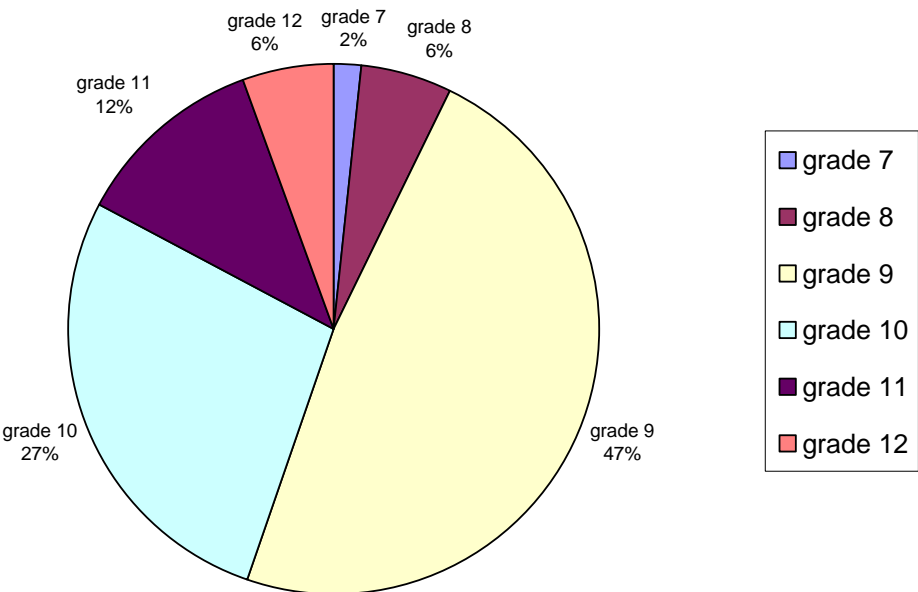


Taking and passing required courses is the real measure of whether a student is on track to graduate, and, as can be seen, most Migrant students are not on track to graduate. In fact, in 2006-2007, only 22 (5.4%) out of 408 freshmen, sophomores, and juniors had taken and passed the two fundamental graduation requirements: Algebra I and English I. The trend is downward from 9th to 11th grade, as students make the decision to leave school.



The dropout rate among North Carolina’s Migrant students declined from 179 to 19 students in the two year period 2004-2006. However, this statistic does not reflect students who were of school age, but didn’t enroll. It also reflects a change in the way dropouts are counted. Viewing grades 10, 11, and 12, a significant school population decline can be seen in those levels. Looking at the 2004-2005 data, one can see the overwhelming percentage of dropouts occurring in 9th grade. More recent information was not used because the numbers were too low to interpret.

Migrant Students Dropping Out, by Grade, 2004-2005



Total number of students who dropped out = 179

Looking at the North Carolina Migrant Student Profile as a whole, there is clearly much work to do with each identified group of students. There needs to be an increase in pre-school attendance and services, a strong focus on closing the gap between grades 3-5 LEP Migrant students and Non-LEP Migrant students, on assisting middle school students with reading and math in order to close the gap between Migrant and Non-Migrant students, on improving not only scores, but access to courses for high school students, and finally, on providing strong educational services for the nearly 45% of our students who are out of school.