

**CONSOLIDATED STATE PERFORMANCE REPORT:
Part I**

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

For reporting on
School Year 2018-19

Hawaii



PART I DUE Thursday, April 09, 2020

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

INTRODUCTION

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303¹ of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*².

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

¹ SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

² All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

OMB Number: 1810-0724
Expiration Date: 10/31/2022

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

Check the one that indicates the report you are submitting:

Part I, 2018-19 Part II, 2018-19

Name of State Education Agency (SEA) Submitting This Report:

Hawaii Department of Education

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05/06/20 2:39:08 AM

1.1 GENERAL INFORMATION

This section collects data on State's Annual State Report Cards required under Section 1111(h)(1)(A) of the *ESEA*.

1.1.1 State Report Cards

Provide the url for your State's publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the <i>ESEA</i> .	http://arch.k12.hi.us/school/strivehi/strivehi.html#
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Comments: The response is limited to 4,000 characters.
Annual State Report Card can be found by clicking on the year in the left column.

1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

This section collects data on student academic achievement and participation in the State assessments.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that align with their accountability system.

1.2.1 Academic Achievement and Participation in Mathematics Assessment

In the table below, provide information on the achievement and participation of students on the mathematics assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the mathematics assessment, the number of students who took the mathematics assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who participated in the assessment and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children with disabilities, as defined under the *Individuals with Disabilities Education Act* (*IDEA*), who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" should include recently arrived students who are identified as English Learners (ELs) and who have attended schools in the U.S. for less than 12 months. Do not include former ELs (i.e., those who exited EL status prior to the testing window within the past four years).

This table is repeated for each of grades three through eight and once for high school.

1.2.1.1 Academic Achievement and Participation in Mathematics Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	14,858	99.2%	14,858	S	55.2%
American Indian or Alaska Native	S	87	>=95%	87	S	43%
Asian or Pacific Islander	S	10,508	99.4%	10,508	S	52.7%
<i>Asian</i>	S	2,312	>=99%	2,312	S	76%
<i>Native Hawaiian or other Pacific Islander</i>	S	5,057	99.2%	5,057	S	37.4%
Black or African American	S	404	>=99%	404	S	50%
Hispanic or Latino	S	281	>=95%	281	S	46%
White	S	3,411	99%	3,411	S	64.4%
Two or more races	S	167	>=95%	167	S	59%
Children with disabilities (<i>IDEA</i>)	S	1,378	97%	1,378	S	18%
English learners	S	1,892	>=99%	1,892	S	32%
Economically disadvantaged students	S	7,561	99.3%	7,561	S	42.2%
Children in foster care	S	67	>=95%	67	S	28%
Children who are homeless	S	312	98%	312	S	29%
Migratory students	S	190	>=95%	190	S	29%
Military connected students	S	1,024	>=99%	1,024	S	71%
Male	S	7,636	99.2%	7,636	S	56.1%
Female	S	7,222	99.3%	7,222	S	54.3%

Comments: The response is limited to 4,000 characters.

1.2.1.2 Academic Achievement and Participation in Mathematics Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	11,721	99.1%	11,721	S	47.8%
American Indian or Alaska Native	S	78	>=95%	78	S	49%
Asian or Pacific Islander	S	8,007	99.3%	8,007	S	45.5%
<i>Asian</i>	S	1,735	>=99%	1,735	S	71%
<i>Native Hawaiian or other Pacific Islander</i>	S	3,925	98.9%	3,925	S	30.9%
Black or African American	S	372	>=99%	372	S	39%
Hispanic or Latino	S	330	>=99%	330	S	39%
White	S	2,840	>=99%	2,840	S	56%
Two or more races	S	94	>=95%	94	S	49%
Children with disabilities (<i>IDEA</i>)	S	1,253	96%	1,253	S	14%
English learners	S	1,352	>=99%	1,352	S	20%
Economically disadvantaged students	S	5,998	99.1%	5,998	S	35.3%
Children in foster care	S	74	>=95%	74	S	22%
Children who are homeless	S	226	>=95%	226	S	25%
Migratory students	S	158	>=95%	158	S	20%
Military connected students	S	913	>=99%	913	S	61%
Male	S	6,093	99%	6,093	S	48.5%
Female	S	5,628	99.3%	5,628	S	46.9%

Comments: The response is limited to 4,000 characters.

1.2.1.3 Academic Achievement and Participation in Mathematics Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	15,183	99.4%	15,183	S	43.8%
American Indian or Alaska Native	S	96	>=95%	96	S	32%
Asian or Pacific Islander	S	10,736	99.5%	10,736	S	42.1%
<i>Asian</i>	S	2,339	>=99%	2,339	S	65%
<i>Native Hawaiian or other Pacific Islander</i>	S	5,123	99.2%	5,123	S	26.3%
Black or African American	S	447	>=99%	447	S	38%
Hispanic or Latino	S	418	>=99%	418	S	35%
White	S	3,352	98.9%	3,352	S	51.3%
Two or more races	S	134	>=95%	134	S	49%
Children with disabilities (<i>IDEA</i>)	S	1,557	98%	1,557	S	12%
English learners	S	1,387	>=99%	1,387	S	12%
Economically disadvantaged students	S	7,667	99.3%	7,667	S	31.1%
Children in foster care	S	74	>=95%	74	S	19%
Children who are homeless	S	303	98%	303	S	16%
Migratory students	S	202	>=95%	202	S	21%
Military connected students	S	936	>=99%	936	S	57%
Male	S	7,838	99.3%	7,838	S	44.8%
Female	S	7,345	99.4%	7,345	S	42.6%

Comments: The response is limited to 4,000 characters.

1.2.1.4 Academic Achievement and Participation in Mathematics Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	14,484	99%	14,484	S	40.4%
American Indian or Alaska Native	S	70	>=95%	70	S	47%
Asian or Pacific Islander	S	10,466	99.1%	10,466	S	38.1%
<i>Asian</i>	S	2,170	>=99%	2,170	S	63%
<i>Native Hawaiian or other Pacific Islander</i>	S	4,906	98.5%	4,906	S	23%
Black or African American	S	404	>=99%	404	S	37%
Hispanic or Latino	S	416	>=99%	416	S	32%
White	S	3,008	98.7%	3,008	S	49.4%
Two or more races	S	120	>=95%	120	S	48%
Children with disabilities (<i>IDEA</i>)	S	1,549	97%	1,549	S	9%
English learners	S	1,019	98%	1,019	S	9%
Economically disadvantaged students	S	7,417	98.8%	7,417	S	27.3%
Children in foster care	S	72	>=95%	72	S	19%
Children who are homeless	S	316	97%	316	S	16%
Migratory students	S	225	>=95%	225	S	17%
Military connected students	S	849	>=99%	849	S	64%
Male	S	7,485	98.9%	7,485	S	38%
Female	S	6,999	99.2%	6,999	S	42.9%

Comments: The response is limited to 4,000 characters.

1.2.1.5 Academic Achievement and Participation in Mathematics Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	13,869	98.5%	13,869	S	38%
American Indian or Alaska Native	S	78	>=95%	78	S	24%
Asian or Pacific Islander	S	10,288	98.6%	10,288	S	35.7%
<i>Asian</i>	S	2,073	>=99%	2,073	S	62%
<i>Native Hawaiian or other Pacific Islander</i>	S	4,862	97.8%	4,862	S	20.6%
Black or African American	S	395	98%	395	S	35%
Hispanic or Latino	S	380	>=99%	380	S	29%
White	S	2,620	98%	2,620	S	49%
Two or more races	S	108	>=95%	108	S	41%
Children with disabilities (<i>IDEA</i>)	S	1,414	96%	1,414	S	8%
English learners	S	901	98%	901	S	10%
Economically disadvantaged students	S	6,942	98%	6,942	S	25.8%
Children in foster care	S	76	>=95%	76	S	17%
Children who are homeless	S	296	96%	296	S	14%
Migratory students	S	178	>=95%	178	S	12%
Military connected students	S	767	>=99%	767	S	59%
Male	S	7,303	98.4%	7,303	S	36.2%
Female	S	6,566	98.5%	6,566	S	40%

Comments: The response is limited to 4,000 characters.

1.2.1.6 Academic Achievement and Participation in Mathematics Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	13,129	98%	13,129	S	37.7%
American Indian or Alaska Native	S	72	>=95%	72	S	35%
Asian or Pacific Islander	S	9,982	98.1%	9,982	S	35.6%
<i>Asian</i>	S	1,962	>=99%	1,962	S	62%
<i>Native Hawaiian or other Pacific Islander</i>	S	4,816	96.7%	4,816	S	20.6%
Black or African American	S	354	>=99%	354	S	34%
Hispanic or Latino	S	366	98%	366	S	30%
White	S	2,254	98%	2,254	S	49%
Two or more races	S	101	>=95%	101	S	45%
Children with disabilities (<i>IDEA</i>)	S	1,400	95%	1,400	S	8%
English learners	S	840	98%	840	S	13%
Economically disadvantaged students	S	6,242	97.3%	6,242	S	25.3%
Children in foster care	S	56	88%	56	S	18%
Children who are homeless	S	266	>=95%	266	S	14%
Migratory students	S	203	>=95%	203	S	16%
Military connected students	S	610	>=99%	610	S	60%
Male	S	6,826	97.8%	6,826	S	34.7%
Female	S	6,303	98.3%	6,303	S	41%

Comments: The response is limited to 4,000 characters.

1.2.1.7 Academic Achievement and Participation in Mathematics Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	10,882	93.8%	10,882	S	30.2%
American Indian or Alaska Native	S	57	>=90%	57	S	19%
Asian or Pacific Islander	S	8,289	93.8%	8,289	S	29.2%
<i>Asian</i>	S	1,794	98%	1,794	S	54%
<i>Native Hawaiian or other Pacific Islander</i>	S	3,521	90.1%	3,521	S	15%
Black or African American	S	331	95%	331	S	24%
Hispanic or Latino	S	295	94%	295	S	18%
White	S	1,794	93%	1,794	S	38%
Two or more races	S	116	>=95%	116	S	35%
Children with disabilities (<i>IDEA</i>)	S	981	87%	981	S	6%
English learners	S	643	91%	643	S	7%
Economically disadvantaged students	S	4,143	91.6%	4,143	S	20.1%
Children in foster care	S	44	85%	44	S	14%
Children who are homeless	S	91	85%	91	S	14%
Migratory students	S	125	>=95%	125	S	13%
Military connected students	S	321	98%	321	S	38%
Male	S	5,550	93.9%	5,550	S	28.8%
Female	S	5,332	93.7%	5,332	S	31.7%

Comments: The response is limited to 4,000 characters.

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

In the table below, provide information on the achievement and participation of students on the reading/language arts assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the reading/language arts assessment, the number of students who took the reading/language arts assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency (ELP) in lieu of the State's reading/language arts assessment. Do not include former ELs.

This table is repeated for each of grades three through eight and once for high school.

1.2.2.1 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	14,846	99.2%	14,709	S	51.8%
American Indian or Alaska Native	S	86	>=95%	86	S	49%
Asian or Pacific Islander	S	10,496	99.3%	10,391	S	48.5%
Asian	S	2,308	>=99%	2,283	S	71%
Native Hawaiian or other Pacific Islander	S	5,050	99.1%	5,012	S	33.9%
Black or African American	S	403	>=99%	400	S	51%
Hispanic or Latino	S	286	>=95%	278	S	47%
White	S	3,407	98.9%	3,388	S	62.2%
Two or more races	S	168	>=95%	166	S	54%
Children with disabilities (<i>IDEA</i>)	S	1,385	97%	1,382	S	14%
English Learners	S	1,881	98%	1,752	S	25%
Economically disadvantaged students	S	7,552	99.1%	7,469	S	38.1%
Children in foster care	S	67	>=95%	67	S	22%
Children who are homeless	S	311	98%	305	S	23%
Migratory students	S	188	>=95%	188	S	27%
Military connected students	S	1,026	>=99%	1,016	S	67%
Male	S	7,630	99.1%	7,562	S	47.8%
Female	S	7,216	99.2%	7,147	S	55.9%

Comments: The response is limited to 4,000 characters.

1.2.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	11,703	99%	11,561	S	51.5%
American Indian or Alaska Native	S	78	>=95%	78	S	56%
Asian or Pacific Islander	S	7,994	99.1%	7,875	S	47.8%
<i>Asian</i>	S	1,731	>=99%	1,700	S	70%
<i>Native Hawaiian or other Pacific Islander</i>	S	3,921	98.8%	3,886	S	34%
Black or African American	S	370	>=99%	368	S	48%
Hispanic or Latino	S	330	>=99%	322	S	48%
White	S	2,837	>=99%	2,824	S	62%
Two or more races	S	94	>=95%	94	S	64%
Children with disabilities (<i>IDEA</i>)	S	1,252	96%	1,247	S	12%
English Learners	S	1,337	98%	1,210	S	16%
Economically disadvantaged students	S	5,989	99%	5,899	S	38.7%
Children in foster care	S	73	>=95%	73	S	30%
Children who are homeless	S	227	>=95%	218	S	30%
Migratory students	S	158	>=95%	156	S	21%
Military connected students	S	911	>=99%	900	S	66%
Male	S	6,081	98.7%	6,007	S	47.1%
Female	S	5,622	99.2%	5,554	S	56.2%

Comments: The response is limited to 4,000 characters.

1.2.2.3 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	15,170	99.3%	15,049	S	56.5%
American Indian or Alaska Native	S	96	>=95%	96	S	48%
Asian or Pacific Islander	S	10,724	99.4%	10,618	S	52.7%
<i>Asian</i>	S	2,334	>=99%	2,309	S	73%
<i>Native Hawaiian or other Pacific Islander</i>	S	5,123	99.2%	5,087	S	37.5%
Black or African American	S	446	>=99%	446	S	58%
Hispanic or Latino	S	418	>=99%	414	S	52%
White	S	3,352	98.9%	3,344	S	68.9%
Two or more races	S	134	>=95%	131	S	66%
Children with disabilities (<i>IDEA</i>)	S	1,553	98%	1,550	S	13%
English Learners	S	1,374	98%	1,268	S	13%
Economically disadvantaged students	S	7,664	99.2%	7,583	S	43.4%
Children in foster care	S	74	>=95%	74	S	30%
Children who are homeless	S	303	98%	293	S	26%
Migratory students	S	203	>=95%	203	S	30%
Military connected students	S	936	>=99%	930	S	74%
Male	S	7,830	99.2%	7,766	S	51.8%
Female	S	7,340	99.4%	7,283	S	61.6%

Comments: The response is limited to 4,000 characters.

1.2.2.4 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	14,453	98.8%	14,361	S	52.3%
American Indian or Alaska Native	S	70	>=95%	70	S	64%
Asian or Pacific Islander	S	10,441	98.9%	10,359	S	48.3%
<i>Asian</i>	S	2,166	>=99%	2,159	S	70%
<i>Native Hawaiian or other Pacific Islander</i>	S	4,896	98.3%	4,863	S	33.6%
Black or African American	S	402	>=99%	401	S	56%
Hispanic or Latino	S	415	>=99%	413	S	51%
White	S	3,005	98.6%	2,998	S	65%
Two or more races	S	120	>=95%	120	S	57%
Children with disabilities (<i>IDEA</i>)	S	1,545	97%	1,542	S	12%
English Learners	S	1,010	98%	919	S	9%
Economically disadvantaged students	S	7,390	98.4%	7,329	S	39.2%
Children in foster care	S	72	>=95%	72	S	29%
Children who are homeless	S	315	97%	309	S	27%
Migratory students	S	225	>=95%	224	S	27%
Military connected students	S	849	>=99%	845	S	74%
Male	S	7,464	98.6%	7,422	S	45.8%
Female	S	6,989	99%	6,939	S	59.1%

Comments: The response is limited to 4,000 characters.

1.2.2.5 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	13,822	98.1%	13,714	S	52.7%
American Indian or Alaska Native	S	77	>=95%	77	S	42%
Asian or Pacific Islander	S	10,243	98.2%	10,145	S	48.9%
<i>Asian</i>	S	2,068	>=99%	2,053	S	71%
<i>Native Hawaiian or other Pacific Islander</i>	S	4,831	97.2%	4,806	S	33.6%
Black or African American	S	398	>=99%	397	S	60%
Hispanic or Latino	S	379	>=99%	377	S	49%
White	S	2,616	98%	2,609	S	67%
Two or more races	S	109	>=95%	109	S	53%
Children with disabilities (<i>IDEA</i>)	S	1,394	94%	1,389	S	12%
English Learners	S	887	96%	784	S	10%
Economically disadvantaged students	S	6,902	97.5%	6,835	S	39.8%
Children in foster care	S	77	>=95%	77	S	29%
Children who are homeless	S	295	95%	291	S	28%
Migratory students	S	178	>=95%	178	S	30%
Military connected students	S	771	>=99%	767	S	76%
Male	S	7,267	97.9%	7,211	S	45.6%
Female	S	6,555	98.3%	6,503	S	60.5%

Comments: The response is limited to 4,000 characters.

1.2.2.6 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	13,101	97.8%	13,003	S	51.4%
American Indian or Alaska Native	S	72	>=95%	71	S	54%
Asian or Pacific Islander	S	9,964	97.9%	9,873	S	48%
<i>Asian</i>	S	1,961	>=99%	1,944	S	71%
<i>Native Hawaiian or other Pacific Islander</i>	S	4,809	96.6%	4,785	S	33.9%
Black or African American	S	353	>=99%	353	S	57%
Hispanic or Latino	S	367	98%	366	S	46%
White	S	2,244	97%	2,239	S	66%
Two or more races	S	101	>=95%	101	S	58%
Children with disabilities (<i>IDEA</i>)	S	1,389	94%	1,387	S	10%
English Learners	S	833	97%	740	S	8%
Economically disadvantaged students	S	6,231	97.1%	6,168	S	37.3%
Children in foster care	S	56	88%	56	S	32%
Children who are homeless	S	263	94%	258	S	29%
Migratory students	S	204	>=95%	201	S	24%
Military connected students	S	610	>=99%	609	S	75%
Male	S	6,814	97.7%	6,769	S	44.5%
Female	S	6,287	98%	6,234	S	58.9%

Comments: The response is limited to 4,000 characters.

1.2.2.7 Academic Achievement and Participation in Reading/Language Arts Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	10,853	93.6%	10,787	S	58.8%
American Indian or Alaska Native	S	53	>=90%	53	S	70%
Asian or Pacific Islander	S	8,256	93.4%	8,195	S	55.8%
<i>Asian</i>	S	1,787	97%	1,777	S	77%
<i>Native Hawaiian or other Pacific Islander</i>	S	3,493	89.4%	3,479	S	40.7%
Black or African American	S	328	94%	327	S	61%
Hispanic or Latino	S	294	94%	293	S	55%
White	S	1,806	94%	1,803	S	71%
Two or more races	S	116	>=95%	116	S	73%
Children with disabilities (<i>IDEA</i>)	S	985	88%	984	S	15%
English Learners	S	641	91%	579	S	9%
Economically disadvantaged students	S	4,142	91.6%	4,103	S	46.9%
Children in foster care	S	44	85%	44	S	43%
Children who are homeless	S	91	85%	91	S	38%
Migratory students	S	126	>=95%	126	S	40%
Military connected students	S	320	98%	317	S	74%
Male	S	5,539	93.7%	5,505	S	52.2%
Female	S	5,314	93.4%	5,282	S	65.6%

Comments: The response is limited to 4,000 characters.

1.2.3 Academic Achievement and Participation in Science Assessment

In the table below, provide information on the achievement and participation of students on the science assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the science assessment, the number of students who took the science assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

This table is repeated for each of grades three through eight and once for high school.

1.2.3.1 Academic Achievement and Participation in Science Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Science Assessment is administered in grades 4 and 8.

1.2.3.2 Academic Achievement and Participation in Science Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	11,724	99.2%	11,724	S	56.7%
American Indian or Alaska Native	S	81	>=95%	81	S	61%
Asian or Pacific Islander	S	8,004	99.2%	8,004	S	52.3%
<i>Asian</i>	S	1,732	>=99%	1,732	S	74%
<i>Native Hawaiian or other Pacific Islander</i>	S	3,926	98.9%	3,926	S	39.7%
Black or African American	S	371	>=99%	371	S	53%
Hispanic or Latino	S	331	>=99%	331	S	49%
White	S	2,844	>=99%	2,844	S	70%
Two or more races	S	93	>=95%	93	S	67%
Children with disabilities (<i>IDEA</i>)	S	1,249	96%	1,249	S	22%
English Learners	S	1,347	>=99%	1,347	S	20%
Economically disadvantaged students	S	6,000	99.1%	6,000	S	44%
Children in foster care	S	74	>=95%	74	S	35%
Children who are homeless	S	229	>=95%	229	S	32%
Migratory students	S	159	>=95%	159	S	24%
Military connected students	S	915	>=95%	915	S	74%
Male	S	6,097	99%	6,097	S	57%
Female	S	5,627	99.3%	5,627	S	56.4%

Comments: The response is limited to 4,000 characters.

1.2.3.3 Academic Achievement and Participation in Science Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Science Assessment is administered in grades 4 and 8.

1.2.3.4 Academic Achievement and Participation in Science Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Science Assessment is administered in grades 4 and 8.

1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.
 Science Assessment is administered in grades 4 and 8.

1.2.3.6 Academic Achievement and Participation in Science Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	13,166	98.3%	13,165	S	40.7%
American Indian or Alaska Native	S	71	96%	71	S	35%
Asian or Pacific Islander	S	10,001	98.3%	10,001	S	36.7%
<i>Asian</i>	S	1,964	>=99%	1,964	S	60%
<i>Native Hawaiian or other Pacific Islander</i>	S	4,833	97.1%	4,833	S	24.1%
Black or African American	S	357	>=99%	357	S	42%
Hispanic or Latino	S	370	>=99%	370	S	36%
White	S	2,264	98%	2,263	S	59%
Two or more races	S	103	>=95%	103	S	52%
Children with disabilities (<i>IDEA</i>)	S	1,395	95%	1,395	S	11%
English Learners	S	839	97%	839	S	8%
Economically disadvantaged students	S	6,268	97.7%	6,268	S	27.5%
Children in foster care	S	57	89%	57	S	16%
Children who are homeless	S	268	>=95%	268	S	21%
Migratory students	S	205	>=95%	205	S	15%
Military connected students	S	611	>=99%	611	S	68%
Male	S	6,842	98.1%	6,841	S	40%
Female	S	6,324	98.6%	6,324	S	41.6%

Comments: The response is limited to 4,000 characters.

1.2.3.7 Academic Achievement and Participation in Science Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	12,450	93.5%	12,451	S	34.7%
American Indian or Alaska Native	S	66	88%	66	S	38%
Asian or Pacific Islander	S	9,506	93%	9,506	S	31.3%
<i>Asian</i>	S	2,026	97%	2,026	S	51%
<i>Native Hawaiian or other Pacific Islander</i>	S	4,139	88.9%	4,139	S	18.2%
Black or African American	S	305	95%	305	S	34%
Hispanic or Latino	S	340	93%	340	S	29%
White	S	2,103	96%	2,104	S	50%
Two or more races	S	130	>=95%	130	S	49%
Children with disabilities (<i>IDEA</i>)	S	1,175	88%	1,175	S	9%
English Learners	S	805	89%	805	S	5%
Economically disadvantaged students	S	4,973	89.7%	4,973	S	22.7%
Children in foster care	S	45	70%	45	S	24%
Children who are homeless	S	148	80%	148	S	22%
Migratory students	S	138	93%	138	S	17%
Military connected students	S	348	>=99%	348	S	55%
Male	S	6,537	93.2%	6,538	S	34.6%
Female	S	5,913	93.8%	5,913	S	34.9%

Comments: The response is limited to 4,000 characters.

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

This section collects information on children with disabilities' participation in the mathematics, reading/language arts, and science assessments.

1.2.4.1 Participation of Children with Disabilities (IDEA) in Mathematics Assessment

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(2) of the *ESEA* by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	8,506	89.24%
Regular Assessment with Accommodations	63	0.66%
Alternate Assessment Based on Alternate Achievement Standards	963	10.10%
Total	9,532	

Comments: The response is limited to 4,000 characters.

1.2.4.2 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Mathematics

# Children with Disabilities (<i>IDEA</i>) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
963	94,126	1.02%

Comments: The response is limited to 4,000 characters.

1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2018-19?	YES

Comments: The response is limited to 4,000 characters.

1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment

The data provided should include reading/language arts participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Note: For this question only, report on children with disabilities (*IDEA*) who are also ELs in the U.S. less than 12 months who took the ELP assessment in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	8,433	88.74%
Regular Assessment with Accommodations	83	0.87%
Alternate Assessment Based on Alternate Achievement Standards	965	10.15%
Recently arrived ELs, took ELP	22	0.23%
Total	9,503	

Comments: The response is limited to 4,000 characters.

1.2.4.4 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Reading/Language Arts

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
965	93,948	1.03%

Comments: The response is limited to 4,000 characters.

1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in reading/language arts in SY2018-19?	YES

Comments: The response is limited to 4,000 characters.

1.2.4.5 Participation of Children with Disabilities (IDEA) in Science Assessment

The data provided should include science participation results from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	3,445	90.21%
Regular Assessment with Accommodations	4	0.10%
Alternate Assessment Based on Alternate Achievement Standards	370	9.69%
Total	3,819	

Comments: The response is limited to 4,000 characters.

1.2.4.6 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Science

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
370	37,340	0.99%

Comments: The response is limited to 4,000 characters.

1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in science in SY2018-19?	NO

Comments: The response is limited to 4,000 characters.

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

This sub-section collects information on provisions provided to ELs.

1.2.5.1.1 Recently Arrived ELs Taking ELP Assessments in Lieu of Reading/Language Arts Assessments

In the table below, provide the number of recently arrived ELs included in the participation counts in 1.2 who took an assessment of ELP in lieu of the State's reading/language arts assessment, as permitted under Section 1111(b)(3)(A)(i) of the *ESEA*.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	764

Comments: The response is limited to 4,000 characters.

1.2.5.1.2 Native Language Assessments Offered

In the table below, indicate whether native language assessments were offered in mathematics, reading/languages arts, and science. Write "Yes" if the specified assessment is used for accountability purposes. List languages, other than English, in which content tests were offered.

Native Language Testing	Yes/No	If yes, are the tests considered to be trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students' native language(s).	YES	NO	Spanish; Castilian
State offers the State reading/language arts content tests in the students' native language(s).	NO		
State offers the State science content tests in the students' native language(s).	NO		

Comments: The response is limited to 4,000 characters.

1.2.5.2 Performance of ELs on State ELP Assessment

In the table below, please provide for all ELs: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	16,460	S	S	40%	S	6%

Comments: The response is limited to 4,000 characters.

1.2.5.3 Performance of ELs in Local Educational Agencies (LEAs) Receiving Title III Funds on State ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds, and for ELs identified as children with disabilities in LEAs receiving Title III, Part A funds: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	16,460	S	S	40%	S	6%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	1,504	S	S	28%	S	<50%

Comments: The response is limited to 4,000 characters.

1.2.5.3.1 ELs in LEAs Receiving Title III Funds Who Have Exited Language Instruction Educational Program (LIEP) based on Attaining ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have exited an LIEP based on attaining ELP.

	#	%*
ELs in LEAs receiving Title III, Part A funds who exited	961	5.56%

*** The number is taken from FS204 but the percentage is manually entered.**

Comments: The response is limited to 4,000 characters.

To calculate the percentage, the denominator we used was the number of ELs at the time of the assessment (17,288).

1.2.5.3.2 ELs in LEAs Receiving Title III Funds Who Have Not Attained Proficiency in 5 Years

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have not attained proficiency within five years.

	#	%*
ELs in LEAs receiving Title III, Part A funds who have not attained proficiency within 5 years	3,551	20.54%

* The number is taken from FS204 but the percentage is manually entered.

Comments: The response is limited to 4,000 characters.

To calculate the percentage, the denominator we used was the number of ELs at the time of the assessment (17,288).

1.2.5.4 Students in LEAs Receiving Title III Funds who have Exited EL Status

This section collects data on the performance of students who have exited EL status as required by Sections 3121(a)(5) and 3122(a) of the ESEA.

1.2.5.4.1 Students in LEAs Receiving Title III Funds who have Exited EL Status by Year

In the table below, report the count of students in LEAs receiving Title III funds who have exited EL status for each of the four years after such students have exited EL status.

# Year One	# Year Two	# Year Three	# Year Four	Total
752	301	2,610	2,009	5,672

Comments: The response is limited to 4,000 characters.

1.2.5.4.2 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Mathematics

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who identified as children with disabilities who have exited EL status on the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs (LIEPs) and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	526	61%	11	<50%
Year Two	207	75%	0	
Year Three	1,969	40%	53	<=10%
Year Four	1,614	45%	40	13%

Comments: The response is limited to 4,000 characters.

1.2.5.4.3 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Reading/Language Arts

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual reading/language arts assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	527	79%	11	>=50%
Year Two	207	83%	0	
Year Three	1,970	51%	53	15%
Year Four	1,611	58%	40	10%

Comments: The response is limited to 4,000 characters.

1.2.5.4.4 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Science

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual science assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	72	85%	0	
Year Two	43	84%	0	
Year Three	289	42%	8	<50%
Year Four	412	44%	14	<50%

Comments: The response is limited to 4,000 characters.

1.2.6 Grants for State Assessments and Related Activities**1.2.6.1 Grants for State Assessments and Related Activities**

This section requests information on your State's use of funds under Section 1201 of *ESEA*.

1.2.6.1.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	30.00%
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	70.00%

Comments: The response is limited to 4,000 characters.

1.2.6.1.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*, for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	YES
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	YES
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	YES
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	YES
Ensuring the continued validity and reliability of State assessments.	YES
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	YES
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	YES
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	YES
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	YES
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	YES
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	YES
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	YES
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	NO
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	YES
Other	NO

Comments: The response is limited to 4,000 characters.

1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

1.3.1 Inexperienced Teachers

In the table below, provide information on the experience of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	1,985.00	101.00	5.09%
Low-poverty schools	3,010.00	100.00	3.32%
Total schools	10,928.00	436.00	

Comments: The response is limited to 4,000 characters.

1.3.2 Teachers Teaching with Emergency or Provisional Credentials

In the table below, provide information on the credentials of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers teaching with emergency or provisional credentials	Percentage Teachers teaching with emergency or provisional credentials
High-poverty schools	1,985.00	116.00	5.84%
Low-poverty schools	3,010.00	107.00	3.55%
Total schools	10,928.00	438.00	

Comments: The response is limited to 4,000 characters.

1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers who are not teaching in the subject or field for which they are certified or licensed	Percentage teachers who are not teaching in the subject or field for which they are certified or licensed
High-poverty schools	1,985.00	418.00	21.06%
Low-poverty schools	3,010.00	459.00	15.25%
Total schools	10,928.00	1,932.00	

Comments: The response is limited to 4,000 characters.

1.3.4 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
All schools	56.00%	37.00%

Poverty metric used	Percentage of students who qualify for the free or reduced-price lunch program.
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FAQ:

How are the poverty quartiles determined? Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

Comments: The response is limited to 4,000 characters.

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

1.4.1 EL Enrollment Data**1.4.1.1 Number of ALL ELs Enrolled in the State**

In the table below, provide the October 1 count of ALL ELs in the State who meet the EL definition under Section 8101(21) of the *ESEA*.

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.
- Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the *ESEA*) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the *ESEA*) in the ALL EL student count in this table.

Total ELs	#
Number of ALL ELs in the State	16,579
Number of ELs identified as children with disabilities	1,953

Comments: The response is limited to 4,000 characters.

1.4.1.2 Number of ELs in LEAs receiving Title III funds

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

ELs Receiving Services	#
ELs enrolled in LEAs receiving Title III funds who are served by a LIEP	16,579

Comments: The response is limited to 4,000 characters.

1.4.2 LIEPs

Note: Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, identify the language of instruction (other than English) next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the *ESEA*.

LIEPs	Language of instruction (if applicable)	Number of ELs Enrolled
Transitional Bilingual		4
Dual Language or Two-way Immersion	Hawaiian	3
English as Second language (ESL) or English Language Development (ELD)		14,253
Content Classes with integrated ESL support		550
Newcomer programs		0
Other		1,769

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

1.4.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed. Report additional languages with significant numbers of ELs in the comment section.

Language	# ELs
Iloko	3,063
Chuukese	2,198
Marshallese	1,732
Tagalog	1,421
Spanish; Castilian	943

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the *ESEA* and reported in CSPR Section 1.4.2 (LIEPs) even if they are not paid with Title III funds.

Number of teachers serving in LIEPs (including core content (reading, math, science and social studies) in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL/bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years.*
733	74	457

*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

Comments: The response is limited to 4,000 characters.

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the *ESEA*.

Activities serving ELs in LEAs receiving Title III funds	# LEAs that conducted activity
Supporting the development and implementation of LIEPs	1
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	1
Supporting implementation of school wide programs	1
Professional development to teachers and other personnel serving ELs	1
Parent and community engagement activities	1
Supporting the development and implementation of pre-school programs	0
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	1
Improving instruction of ELs with disabilities	1
Providing tutorials, career and technical education	0
Offering programs to help ELs achieve success in post-secondary education	0
Other	0

If State reports a nonzero count of LEAs under "Other", please describe the activities that were conducted during SY2018-19 in the comment box below.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

Hawaii is a single SEA/LEA.

1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	YES
Helping ELs meet the same challenging State academic standards that all children are expected to meet	YES
Identifying or developing, and implementing, measures of English proficiency	NO
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	YES
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	NO
Other	NO

If "Other" is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren't captured by the first five types of activities in the table.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

1.4.7 Education Programs and Activities for Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and the number of immigrant students in LEAs receiving funds under Section 3114(d) of the *ESEA*.

Note: Not all immigrant students are ELs.

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	# of 3114(d)(1) Subgrants
6,649	4,170	1

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the *ESEA* or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

Hawaii is a unitary SEA/LEA and that is why we responded with 1 subgrant.

Table 1.4.7 Definitions:

- 1. Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the *ESEA* and enrolled in the elementary or secondary schools in the State.
- 2. Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the *ESEA*. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the *ESEA*, but not Section 3114(d) of the *ESEA*.
- 3. 3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the *ESEA*, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the *ESEA*, but that do not receive subgrants under Section 3114(d) of the *ESEA*, even if immigrant students are enrolled in those LEAs.

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY2018-19 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
7/2/2018	9/4/2018	64

Table 1.4.8.1 Definitions:

- Date State Received Allocation** = Date the State receives the Title III allocation from ED.
- Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
- # of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Comments: The response is limited to 4,000 characters.

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

HIDOE could re-examine and improve the memo and budget routing process, consolidate the grant application process across federal grants, and improve the efficiency of the Title III allocation process.

1.4.9 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.4.9.1 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the *ESEA*.

Termination of Title III Programs	Yes / No
Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	NO
If yes, provide the number of language instruction educational programs <u>or</u> activities terminated.	

Comments: The response is limited to 4,000 characters.

1.5 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Persistently Dangerous Schools	#
Persistently Dangerous Schools	

Comments: The response is limited to 4,000 characters.

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

LEAs	#	# LEAs Reporting Data
LEAs without subgrants		0
LEAs with subgrants	1	1
Total	1	1

Comments: The response is limited to 4,000 characters.

Hawaii is a unitary SEA/LEA so we report 1 for '# of LEAs'.

1.6.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youth in the State.

1.6.1.1 Homeless Children and Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youth Enrolled
Age 3 through 5 (not Kindergarten)	60
K	333
1	347
2	322
3	334
4	241
5	324
6	337
7	330
8	300
9	253
10	187
11	112
12	118
Ungraded	2
Total	3,600

Comments: The response is limited to 4,000 characters.

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

Primary Nighttime Residence	# of Homeless Children/Youth	# of Homeless Children/Youth who are Unaccompanied
Shelters and transitional housing	777	0
Doubled-up (e.g., living with another family)	2,510	30
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	297	0
Hotels/Motels	19	0
Total	3,603	30

Comments: The response is limited to 4,000 characters.

1.6.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Special Population	# Homeless Children/Youth
Unaccompanied homeless youth	30
Migrant children/youth	42
Children with disabilities (<i>IDEA</i>)	599
English Learners (ELs)	642

Comments: The response is limited to 4,000 characters.

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	4
Age 3 through 5 (not Kindergarten)	60
Total	64

Comments: The response is limited to 4,000 characters.