

**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

New York



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
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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:

NEW YORK STATE EDUCATION DEPARTMENT

Address:

Person to contact about this report:

Name:

Maureen Codd

Telephone:

518-402-3755

Fax:

518-474-4351

e-mail:

maureen.codd@nysed.gov

Name of Authorizing State Official: (Print or Type):

Kristen DeSalvatore

Submitted Date and Time:

05/07/20 4:33:51 PM

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> .	data.nysed.gov
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Comments: The response is limited to 4,000 characters.

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		163,905	86.1%	163,905	S	53.6%
American Indian or Alaska Native	S	1,163	92%	1,163	S	50%
Asian or Pacific Islander	S	17,885	96.7%	17,885	S	76.9%
<i>Asian</i>	S	17,517	96.8%	17,517	S	77.3%
<i>Native Hawaiian or other Pacific Islander</i>	S	368	92%	368	S	57%
Black or African American	S	23,775	91.4%	23,775	S	36.1%
Hispanic or Latino	S	47,917	89.4%	47,917	S	41.1%
White	S	67,855	80.4%	67,855	S	62.3%
Two or more races	S	5,310	80.4%	5,310	S	55.4%
Children with disabilities (<i>IDEA</i>)	S	29,264	72.2%	29,264	S	28%
English learners	S	19,585	92.1%	19,585	S	28.1%
Economically disadvantaged students	S	97,060	91.2%	97,060	S	42.1%
Children in foster care	S	210	85%	210	S	28%
Children who are homeless	S	9,110	92.8%	9,110	S	33.6%
Migratory students	S	136	91%	136	S	19%
Military connected students	S	521	95%	521	S	59%
Male	S	84,383	85.5%	84,383	S	54.3%
Female	S	79,522	86.8%	79,522	S	52.8%

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	165,012	85.4%	165,012	S	50%
American Indian or Alaska Native	S	1,168	91%	1,168	S	44%
Asian or Pacific Islander	S	18,475	96.9%	18,475	S	76.2%
<i>Asian</i>	S	18,075	96.9%	18,075	S	76.7%
<i>Native Hawaiian or other Pacific Islander</i>	S	400	96%	400	S	51%
Black or African American	S	25,094	91.2%	25,094	S	30.7%
Hispanic or Latino	S	48,138	88.4%	48,138	S	36.9%
White	S	67,071	79.4%	67,071	S	59.3%
Two or more races	S	5,066	78.6%	5,066	S	51.7%
Children with disabilities (<i>IDEA</i>)	S	30,906	75.2%	30,906	S	24.2%
English learners	S	18,561	90.4%	18,561	S	19.6%
Economically disadvantaged students	S	98,175	89.7%	98,175	S	38.3%
Children in foster care	S	193	89%	193	S	22%
Children who are homeless	S	9,071	92.9%	9,071	S	28.9%
Migratory students	S	153	91%	153	S	19%
Military connected students	S	502	95%	502	S	52%
Male	S	85,536	85.3%	85,536	S	51.1%
Female	S	79,476	85.5%	79,476	S	48.7%

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	161,742	83%	161,742	S	46.1%
American Indian or Alaska Native	S	1,128	89%	1,128	S	40%
Asian or Pacific Islander	S	18,994	96.5%	18,994	S	73.8%
<i>Asian</i>	S	18,545	96.6%	18,545	S	74.2%
<i>Native Hawaiian or other Pacific Islander</i>	S	449	93%	449	S	57%
Black or African American	S	25,091	90.4%	25,091	S	27.2%
Hispanic or Latino	S	46,726	86.7%	46,726	S	33.2%
White	S	65,279	75.6%	65,279	S	54.6%
Two or more races	S	4,524	74.8%	4,524	S	46.5%
Children with disabilities (<i>IDEA</i>)	S	30,484	73.5%	30,484	S	21.3%
English learners	S	16,008	89.8%	16,008	S	16.3%
Economically disadvantaged students	S	96,547	87.9%	96,547	S	35%
Children in foster care	S	171	84%	171	S	19%
Children who are homeless	S	8,775	92.3%	8,775	S	26.4%
Migratory students	S	120	88%	120	S	15%
Military connected students	S	480	93%	480	S	45%
Male	S	84,067	83.1%	84,067	S	46.7%
Female	S	77,675	82.8%	77,675	S	45.5%

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	156,219	80%	156,219	S	47%
American Indian or Alaska Native	S	1,153	88%	1,153	S	36%
Asian or Pacific Islander	S	19,062	95.7%	19,062	S	74.1%
<i>Asian</i>	S	18,572	95.8%	18,572	S	74.7%
<i>Native Hawaiian or other Pacific Islander</i>	S	490	92%	490	S	54%
Black or African American	S	24,772	88.7%	24,772	S	26.1%
Hispanic or Latino	S	44,811	84.9%	44,811	S	31.9%
White	S	62,275	71.2%	62,275	S	57.8%
Two or more races	S	4,146	71.8%	4,146	S	51.9%
Children with disabilities (<i>IDEA</i>)	S	29,433	71.9%	29,433	S	19.5%
English learners	S	14,810	89.8%	14,810	S	14.5%
Economically disadvantaged students	S	92,364	85.5%	92,364	S	35.1%
Children in foster care	S	171	82%	171	S	18%
Children who are homeless	S	7,807	90.7%	7,807	S	24%
Migratory students	S	112	83%	112	S	18%
Military connected students	S	423	91%	423	S	55%
Male	S	81,118	80.7%	81,118	S	47%
Female	S	75,101	79.4%	75,101	S	47%

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	149,312	77%	149,312	S	44%
American Indian or Alaska Native	S	1,086	83%	1,086	S	37%
Asian or Pacific Islander	S	18,353	94.9%	18,353	S	71.7%
<i>Asian</i>	S	17,806	95%	17,806	S	72.2%
<i>Native Hawaiian or other Pacific Islander</i>	S	547	92%	547	S	53%
Black or African American	S	24,221	86.1%	24,221	S	23%
Hispanic or Latino	S	42,357	82.1%	42,357	S	29.2%
White	S	59,880	67.6%	59,880	S	54.3%
Two or more races	S	3,415	67.3%	3,415	S	48.1%
Children with disabilities (<i>IDEA</i>)	S	28,059	70.1%	28,059	S	17.7%
English learners	S	12,872	87.6%	12,872	S	12.9%
Economically disadvantaged students	S	87,584	82.3%	87,584	S	32.2%
Children in foster care	S	165	75%	165	S	13%
Children who are homeless	S	7,189	89%	7,189	S	22.6%
Migratory students	S	88	78%	88	S	14%
Military connected students	S	363	89%	363	S	48%
Male	S	77,999	77.9%	77,999	S	43.4%
Female	S	71,313	76%	71,313	S	44.5%

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	152,054	78.9%	152,054	S	45.8%
American Indian or Alaska Native	S	1,140	84%	1,140	S	33%
Asian or Pacific Islander	S	18,074	95%	18,074	S	71.6%
<i>Asian</i>	S	17,644	95.1%	17,644	S	72%
<i>Native Hawaiian or other Pacific Islander</i>	S	430	91%	430	S	53%
Black or African American	S	24,430	85.5%	24,430	S	22.9%
Hispanic or Latino	S	41,603	82.6%	41,603	S	29.1%
White	S	63,825	71.8%	63,825	S	58.1%
Two or more races	S	2,982	67.1%	2,982	S	48%
Children with disabilities (<i>IDEA</i>)	S	26,804	68.3%	26,804	S	17.5%
English learners	S	11,909	86.5%	11,909	S	14.1%
Economically disadvantaged students	S	84,810	81.9%	84,810	S	32.3%
Children in foster care	S	152	71%	152	S	17%
Children who are homeless	S	6,694	86.7%	6,694	S	20.5%
Migratory students	S	89	77%	89	S	19%
Military connected students	S	289	80%	289	S	48%
Male	S	79,369	79.4%	79,369	S	42.6%
Female	S	72,685	78.5%	72,685	S	49.3%

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	184,758	99.6%	184,758	S	90.9%
American Indian or Alaska Native	S	1,151	>=99%	1,151	S	88%
Asian or Pacific Islander	S	18,240	>=99.9%	18,240	S	96.8%
<i>Asian</i>	S	17,767	>=99.9%	17,767	S	96.8%
<i>Native Hawaiian or other Pacific Islander</i>	S	473	>=99%	473	S	95%
Black or African American	S	31,013	99.4%	31,013	S	83%
Hispanic or Latino	S	43,255	99.4%	43,255	S	85.8%
White	S	88,249	99.7%	88,249	S	95%
Two or more races	S	2,850	>=99%	2,850	S	93%
Children with disabilities (<i>IDEA</i>)	S	27,019	97.5%	27,019	S	65.1%
English learners	S	7,834	99.2%	7,834	S	64.2%
Economically disadvantaged students	S	94,139	99.5%	94,139	S	86.9%
Children in foster care	S	157	>=95%	157	S	78%
Children who are homeless	S	5,944	99.1%	5,944	S	79.3%
Migratory students	S	254	>=95%	254	S	78%
Military connected students	S	237	>=95%	237	S	>=95%
Male	S	93,609	99.5%	93,609	S	89.6%
Female	S	91,149	99.7%	91,149	S	92.3%

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	164,018	86.2%	162,073	S	51.5%
American Indian or Alaska Native	S	1,172	93%	1,165	S	48%
Asian or Pacific Islander	S	17,844	96.4%	17,415	S	71%
Asian	S	17,475	96.6%	17,052	S	71.3%
Native Hawaiian or other Pacific Islander	S	369	92%	363	S	58%
Black or African American	S	23,833	91.6%	23,685	S	39.4%
Hispanic or Latino	S	48,006	89.6%	46,891	S	41.3%
White	S	67,817	80.4%	67,575	S	57.6%
Two or more races	S	5,346	80.9%	5,342	S	53.2%
Children with disabilities (<i>IDEA</i>)	S	29,192	72%	29,141	S	24.4%
English Learners	S	19,541	92.1%	17,619	S	20.2%
Economically disadvantaged students	S	97,362	91.4%	95,947	S	40.5%
Children in foster care	S	216	87%	216	S	26%
Children who are homeless	S	9,154	93.3%	8,691	S	33.8%
Migratory students	S	133	92%	120	S	18%
Military connected students	S	517	96%	517	S	56%
Male	S	84,072	85.1%	83,060	S	47.6%
Female	S	79,946	87.3%	79,013	S	55.5%

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	165,089	85.4%	163,161	S	47.5%
American Indian or Alaska Native	S	1,165	91%	1,159	S	43%
Asian or Pacific Islander	S	18,393	96.5%	17,990	S	69%
<i>Asian</i>	S	17,995	96.6%	17,598	S	69.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	398	95%	392	S	51%
Black or African American	S	25,190	91.5%	25,051	S	34.8%
Hispanic or Latino	S	48,218	88.6%	47,082	S	37.3%
White	S	67,041	79.3%	66,808	S	53.6%
Two or more races	S	5,082	78.8%	5,071	S	49%
Children with disabilities (<i>IDEA</i>)	S	30,993	75.4%	30,945	S	22%
English Learners	S	18,527	90.4%	16,622	S	12.5%
Economically disadvantaged students	S	98,589	90%	97,203	S	37%
Children in foster care	S	193	90%	193	S	23%
Children who are homeless	S	9,086	93.3%	8,666	S	31.2%
Migratory students	S	151	89%	137	S	20%
Military connected students	S	505	95%	504	S	50%
Male	S	85,166	84.9%	84,166	S	42.7%
Female	S	79,923	85.9%	78,995	S	52.6%

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	162,708	83.5%	160,807	S	38.1%
American Indian or Alaska Native	S	1,132	89%	1,119	S	33%
Asian or Pacific Islander	S	18,971	96.4%	18,535	S	59.2%
<i>Asian</i>	S	18,524	96.5%	18,095	S	59.6%
<i>Native Hawaiian or other Pacific Islander</i>	S	447	93%	440	S	45%
Black or African American	S	25,267	91.1%	25,131	S	26.4%
Hispanic or Latino	S	46,975	87.3%	45,875	S	28.3%
White	S	65,774	76.2%	65,562	S	43.3%
Two or more races	S	4,589	75.9%	4,585	S	40.5%
Children with disabilities (<i>IDEA</i>)	S	30,795	74.2%	30,746	S	16.7%
English Learners	S	16,048	90.3%	14,175	S	6.1%
Economically disadvantaged students	S	97,421	88.6%	96,017	S	28.3%
Children in foster care	S	176	86%	176	S	18%
Children who are homeless	S	8,827	93%	8,390	S	23%
Migratory students	S	122	92%	111	S	12%
Military connected students	S	484	92%	483	S	39%
Male	S	84,070	83.1%	83,027	S	33.5%
Female	S	78,638	83.9%	77,780	S	42.9%

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	158,784	81.4%	156,994	S	47.7%
American Indian or Alaska Native	S	1,165	89%	1,157	S	38%
Asian or Pacific Islander	S	19,096	95.9%	18,725	S	70.8%
<i>Asian</i>	S	18,606	95.9%	18,240	S	71%
<i>Native Hawaiian or other Pacific Islander</i>	S	490	93%	485	S	61%
Black or African American	S	25,170	90.2%	25,039	S	32.4%
Hispanic or Latino	S	45,542	86.3%	44,431	S	35.6%
White	S	63,554	72.6%	63,388	S	55.2%
Two or more races	S	4,257	73.7%	4,254	S	51.6%
Children with disabilities (<i>IDEA</i>)	S	30,190	73.8%	30,152	S	20.3%
English Learners	S	14,954	91%	13,191	S	9%
Economically disadvantaged students	S	94,105	87.1%	92,776	S	36.8%
Children in foster care	S	175	83%	175	S	22%
Children who are homeless	S	7,929	92.2%	7,525	S	27.9%
Migratory students	S	107	82%	88	S	19%
Military connected students	S	439	94%	436	S	52%
Male	S	81,933	81.5%	80,984	S	43.4%
Female	S	76,851	81.2%	76,010	S	52.2%

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	152,184	78.5%	150,318	S	40.3%
American Indian or Alaska Native	S	1,108	85%	1,100	S	34%
Asian or Pacific Islander	S	18,375	95%	18,030	S	63.9%
<i>Asian</i>	S	17,825	95.1%	17,485	S	64.2%
<i>Native Hawaiian or other Pacific Islander</i>	S	550	92%	545	S	52%
Black or African American	S	24,795	88.2%	24,659	S	26.5%
Hispanic or Latino	S	43,255	84%	42,052	S	29.7%
White	S	61,117	69%	60,947	S	46.1%
Two or more races	S	3,534	69.6%	3,530	S	44.2%
Children with disabilities (<i>IDEA</i>)	S	28,890	72.1%	28,841	S	16.2%
English Learners	S	13,097	89.6%	11,259	S	5.4%
Economically disadvantaged students	S	89,712	84.3%	88,302	S	30.6%
Children in foster care	S	168	77%	168	S	12%
Children who are homeless	S	7,267	90.4%	6,838	S	23.6%
Migratory students	S	88	79%	82	S	6%
Military connected students	S	365	88%	364	S	43%
Male	S	79,055	78.9%	78,086	S	34.3%
Female	S	73,129	78%	72,232	S	46.7%

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	142,061	73.8%	140,240	S	47.9%
American Indian or Alaska Native	S	1,144	84%	1,132	S	40%
Asian or Pacific Islander	S	17,423	91.7%	17,116	S	70%
<i>Asian</i>	S	17,003	91.7%	16,702	S	70.3%
<i>Native Hawaiian or other Pacific Islander</i>	S	420	89%	414	S	56%
Black or African American	S	24,338	85.3%	24,215	S	34.8%
Hispanic or Latino	S	40,627	80.8%	39,406	S	38.5%
White	S	55,708	62.7%	55,552	S	53.6%
Two or more races	S	2,821	63.3%	2,819	S	48%
Children with disabilities (<i>IDEA</i>)	S	27,110	69.1%	27,080	S	20.5%
English Learners	S	12,032	87.9%	10,228	S	7.4%
Economically disadvantaged students	S	83,792	80.9%	82,372	S	38.6%
Children in foster care	S	152	73%	152	S	17%
Children who are homeless	S	6,750	87.6%	6,337	S	29.8%
Migratory students	S	91	82%	82	S	20%
Military connected students	S	290	79%	289	S	46%
Male	S	74,866	74.9%	73,902	S	41%
Female	S	67,195	72.6%	66,338	S	55.5%

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	184,883	99.3%	184,883	S	93%
American Indian or Alaska Native	S	1,145	>=99%	1,145	S	90%
Asian or Pacific Islander	S	18,336	99.8%	18,336	S	95.8%
<i>Asian</i>	S	17,857	99.8%	17,857	S	95.8%
<i>Native Hawaiian or other Pacific Islander</i>	S	479	>=99%	479	S	95%
Black or African American	S	30,982	98.9%	30,982	S	89%
Hispanic or Latino	S	43,503	99.1%	43,503	S	89.2%
White	S	88,055	99.5%	88,055	S	95.8%
Two or more races	S	2,862	>=99%	2,862	S	94%
Children with disabilities (<i>IDEA</i>)	S	26,560	95.6%	26,560	S	72.2%
English Learners	S	7,525	98.5%	7,525	S	50.5%
Economically disadvantaged students	S	93,961	99.1%	93,961	S	89.8%
Children in foster care	S	153	>=95%	153	S	82%
Children who are homeless	S	5,826	98.2%	5,826	S	82%
Migratory students	S	224	>=95%	224	S	75%
Military connected students	S	238	>=95%	238	S	>=95%
Male	S	93,231	99.1%	93,231	S	91.3%
Female	S	91,652	99.6%	91,652	S	94.8%

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.

New York does not administer a State assessment in science for Grade 3.

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	169,611	87.7%	169,611	S	86%
American Indian or Alaska Native	S	1,176	92%	1,176	S	83%
Asian or Pacific Islander	S	18,434	96.7%	18,434	S	92.9%
<i>Asian</i>	S	18,035	96.7%	18,035	S	93%
<i>Native Hawaiian or other Pacific Islander</i>	S	399	96%	399	S	86%
Black or African American	S	25,232	91.6%	25,232	S	75.6%
Hispanic or Latino	S	48,771	89.4%	48,771	S	79.2%
White	S	70,774	83.8%	70,774	S	92.4%
Two or more races	S	5,224	81%	5,224	S	88.3%
Children with disabilities (<i>IDEA</i>)	S	31,753	77.3%	31,753	S	68.4%
English Learners	S	18,695	90.7%	18,695	S	59.1%
Economically disadvantaged students	S	99,257	90.7%	99,257	S	80%
Children in foster care	S	195	90%	195	S	72%
Children who are homeless	S	9,049	92.3%	9,049	S	71.5%
Migratory students	S	151	88%	151	S	64%
Military connected students	S	493	95%	493	S	93%
Male	S	87,593	87.3%	87,593	S	85.2%
Female	S	82,018	88.1%	82,018	S	86.8%

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.

New York does not administer a State assessment in science for Grade 5.

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.

New York does not administer a State assessment in science for Grade 6.

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.

New York does not administer a State assessment in science for Grade 7.

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	157,895	81.9%	157,895	S	67.1%
American Indian or Alaska Native	S	1,161	85%	1,161	S	53%
Asian or Pacific Islander	S	18,033	94.7%	18,033	S	81.3%
<i>Asian</i>	S	17,613	94.9%	17,613	S	81.7%
<i>Native Hawaiian or other Pacific Islander</i>	S	420	90%	420	S	65%
Black or African American	S	24,195	84.6%	24,195	S	43.7%
Hispanic or Latino	S	41,553	82.4%	41,553	S	50.6%
White	S	69,757	78.5%	69,757	S	81.3%
Two or more races	S	3,196	72.2%	3,196	S	72.8%
Children with disabilities (<i>IDEA</i>)	S	27,361	69.7%	27,361	S	36.2%
English Learners	S	11,444	82.5%	11,444	S	18.4%
Economically disadvantaged students	S	85,828	82.8%	85,828	S	53.5%
Children in foster care	S	144	67%	144	S	40%
Children who are homeless	S	6,433	83.1%	6,433	S	37.1%
Migratory students	S	81	69%	81	S	46%
Military connected students	S	301	84%	301	S	80%
Male	S	81,719	81.7%	81,719	S	65.8%
Female	S	76,176	82.2%	76,176	S	68.5%

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	182,897	99.4%	182,897	S	91.9%
American Indian or Alaska Native	S	1,144	>=99%	1,144	S	88%
Asian or Pacific Islander	S	18,050	>=99.9%	18,050	S	96.2%
<i>Asian</i>	S	17,584	>=99.9%	17,584	S	96.2%
<i>Native Hawaiian or other Pacific Islander</i>	S	466	>=99%	466	S	94%
Black or African American	S	30,434	98.9%	30,434	S	84.3%
Hispanic or Latino	S	42,230	99%	42,230	S	87.2%
White	S	88,214	99.7%	88,214	S	95.9%
Two or more races	S	2,825	>=99%	2,825	S	93%
Children with disabilities (<i>IDEA</i>)	S	26,467	95.9%	26,467	S	67%
English Learners	S	6,929	98%	6,929	S	56.9%
Economically disadvantaged students	S	92,411	99.1%	92,411	S	87.8%
Children in foster care	S	162	>=95%	162	S	75%
Children who are homeless	S	5,575	98.3%	5,575	S	81.3%
Migratory students	S	247	>=95%	247	S	65%
Military connected students	S	231	>=95%	231	S	94%
Male	S	92,499	99.2%	92,499	S	91.2%
Female	S	90,398	99.6%	90,398	S	92.6%

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	99,063	49.05%
Regular Assessment with Accommodations	83,500	41.34%
Alternate Assessment Based on Alternate Achievement Standards	19,406	9.61%
Total	201,969	

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
19,406	1,133,002	1.71%

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?	NO

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	103,272	50.69%
Regular Assessment with Accommodations	80,812	39.67%
Alternate Assessment Based on Alternate Achievement Standards	19,381	9.51%
Recently arrived ELs, took ELP	265	0.13%
Total	203,730	

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
19,381	1,129,727	1.72%

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?	NO

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	50,295	58.77%
Regular Assessment with Accommodations	27,444	32.07%
Alternate Assessment Based on Alternate Achievement Standards	7,842	9.16%
Total	85,581	

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
7,842	510,403	1.54%

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	11,251

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	Chinese, Russian, Spanish; Castilian, Haitian; Haitian Creole, Korean
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).	YES	NO	Chinese, Korean, Russian, Spanish; Castilian, Haitian; Haitian Creole

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	235,138	S	S	37.1%	S	13.1%

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	221,832	S	S	37.3%	S	13%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	51,071	S	S	27.3%	S	8.7%

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	40,929	17.51%

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

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

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	13,975	5.98%

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

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

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
25,170	16,558	2,649	19,368	63,745

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	22,296	55.2%	2,955	38%
Year Two	15,061	63.5%	1,688	41%
Year Three	2,331	61%	157	49%
Year Four	17,294	65.6%	1,643	40%

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	21,215	50.9%	2,778	35%
Year Two	13,379	59.4%	1,416	38%
Year Three	1,917	57%	107	40%
Year Four	15,765	65.4%	1,478	43%

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	10,475	72.7%	1,420	58%
Year Two	8,418	78.7%	991	60%
Year Three	964	75%	106	58%
Year Four	9,241	75.6%	969	55%

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>	60.00%
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>	40.00%

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> .	NO
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> .	NO
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.	NO
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> .	NO
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> .	NO
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	NO
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.	NO
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	47,407.45	11,795.30	24.88%
Low-poverty schools	63,416.12	5,975.50	9.42%
Total schools	217,699.75	34,740.95	

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	47,407.45	0.00	0.00%
Low-poverty schools	63,416.12	0.00	0.00%
Total schools	217,699.75	0.00	

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	47,407.45	10,331.69	21.79%
Low-poverty schools	63,416.12	2,441.23	3.85%
Total schools	217,699.75	24,786.25	

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	82.00%	34.36%

Poverty metric used	Free and Reduced Price Lunch
---------------------	------------------------------

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	238,762
Number of ELs identified as children with disabilities	56,827

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	223,386

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	Arabic, Bengali, Chinese, French, Haitian, Creole, Hebrew, Japanese, Korean, Nepali, Polish, Punjabi, Spanish, Urdu, Yiddish	32,831
Dual Language or Two-way Immersion	Arabic, Chinese, French, Haitian, Creole, Hebrew, Italian, Japanese, Korean, Other, Polish, Russian, Spanish, Yiddish	13,931
English as Second language (ESL) or English Language Development (ELD)	English	176,624
Content Classes with integrated ESL support	NA	0
Newcomer programs	NA	0
Other	NA	0

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.

English as Second language (ESL) or English Language Development (ELD) courses are taught in English. The instructions for responding to this question indicate that a language other than English is to be identified, but we are identifying English as the language the course is taught in.

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
Spanish; Castilian	152,758
Chinese	19,957
Arabic	12,724
Bengali	6,206
English	5,652

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.*
9,082	7,771	933

*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	227
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	173
Supporting implementation of school wide programs	211
Professional development to teachers and other personnel serving ELs	261
Parent and community engagement activities	0
Supporting the development and implementation of pre-school programs	103
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	212
Improving instruction of ELs with disabilities	236
Providing tutorials, career and technical education	171
Offering programs to help ELs achieve success in post-secondary education	170
Other	112

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.

The State failed to collect the explanations for activities listed under "Other".

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

There was an error in the data collection instrument resulting in the omission of the "Parent and community engagement activities" line. The data for this activity was therefore not collected.

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	YES
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	YES
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
159,102	112,447	95

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.

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
7/1/2018	9/1/2018	61

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.

We can change the grant period from September 1 - August 31 to July 1 - June 30.

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	2

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	926	761
LEAs with subgrants	131	120
Total	1,057	881

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

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)	7,494
K	11,176
1	12,334
2	12,431
3	12,331
4	12,083
5	11,575
6	11,018
7	9,877
8	9,284
9	11,177
10	9,445
11	7,616
12	8,070
Ungraded	2,574
Total	148,485

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	40,822	3,054
Doubled-up (e.g., living with another family)	99,034	6,599
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	5,640	896
Hotels/Motels	2,989	94
Total	148,485	10,643

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	10,643
Migrant children/youth	368
Children with disabilities (<i>IDEA</i>)	34,092
English Learners (ELs)	32,712

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	656
Age 3 through 5 (not Kindergarten)	7,528
Total	8,184

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