

**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

Pennsylvania



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:

Pennsylvania Department of Education

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Person to contact about this report:

Name:

Milad Elhadri

Telephone:

7176230762

Fax:

7177058020

e-mail:

melhadri@pa.gov

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

Pennsylvania

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05/06/20 2:56:49 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> .	https://public.tableau.com/profile/padepstofed#!/vizhome/ESSA_Dashboard_2019/2018AnnualMeaningfulDifferentiationCSIA-TSI
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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	S	125,903	97.8%	125,903	S	55.2%
American Indian or Alaska Native	S	187	>=95%	187	S	45%
Asian or Pacific Islander	S	5,444	99%	5,444	S	75.7%
Asian	S	5,331	99.1%	5,331	S	76%
Native Hawaiian or other Pacific Islander	S	113	>=95%	113	S	59%
Black or African American	S	19,008	96.8%	19,008	S	25.4%
Hispanic or Latino	S	16,476	97.7%	16,476	S	33.2%
White	S	78,257	97.9%	78,257	S	66.1%
Two or more races	S	6,531	97.6%	6,531	S	50.1%
Children with disabilities (<i>IDEA</i>)	S	23,738	95%	23,738	S	29.9%
English learners	S	6,967	98.2%	6,967	S	26.3%
Economically disadvantaged students	S	62,349	97.6%	62,349	S	38.5%
Children in foster care	S	727	97%	727	S	29%
Children who are homeless	S	1,967	94%	1,967	S	26%
Migratory students	S	267	>=95%	267	S	18%
Military connected students	S	478	98%	478	S	67%
Male	S	64,791	97.5%	64,791	S	55.7%
Female	S	61,112	98.1%	61,112	S	54.7%

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	128,558	97.5%	128,558	S	45.8%
American Indian or Alaska Native	S	197	>=95%	197	S	36%
Asian or Pacific Islander	S	5,521	98.9%	5,521	S	70.4%
<i>Asian</i>	S	5,423	98.9%	5,423	S	70.9%
<i>Native Hawaiian or other Pacific Islander</i>	S	98	>=95%	98	S	46%
Black or African American	S	19,589	96.9%	19,589	S	17.2%
Hispanic or Latino	S	16,883	97.7%	16,883	S	23.8%
White	S	80,241	97.6%	80,241	S	56.2%
Two or more races	S	6,127	96.9%	6,127	S	40.4%
Children with disabilities (<i>IDEA</i>)	S	25,120	94.8%	25,120	S	22.6%
English learners	S	6,652	98.2%	6,652	S	16.2%
Economically disadvantaged students	S	63,412	97.5%	63,412	S	28.8%
Children in foster care	S	727	97%	727	S	18%
Children who are homeless	S	2,069	95%	2,069	S	18%
Migratory students	S	250	>=95%	250	S	10%
Military connected students	S	527	>=99%	527	S	56%
Male	S	65,952	97.2%	65,952	S	46.9%
Female	S	62,606	97.8%	62,606	S	44.7%

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	132,659	97.4%	132,659	S	42.4%
American Indian or Alaska Native	S	224	>=95%	224	S	31%
Asian or Pacific Islander	S	5,432	98.8%	5,432	S	70%
<i>Asian</i>	S	5,327	98.9%	5,327	S	70.5%
<i>Native Hawaiian or other Pacific Islander</i>	S	105	>=95%	105	S	40%
Black or African American	S	20,180	97.1%	20,180	S	15.1%
Hispanic or Latino	S	16,864	97.7%	16,864	S	22.2%
White	S	83,796	97.4%	83,796	S	51.8%
Two or more races	S	6,163	96.9%	6,163	S	35.7%
Children with disabilities (<i>IDEA</i>)	S	26,007	94.8%	26,007	S	16.8%
English learners	S	5,840	98%	5,840	S	12%
Economically disadvantaged students	S	64,482	97.5%	64,482	S	25.5%
Children in foster care	S	681	94%	681	S	16%
Children who are homeless	S	1,941	96%	1,941	S	16%
Migratory students	S	273	>=95%	274	S	11%
Military connected students	S	510	98%	510	S	51%
Male	S	68,349	97.2%	68,349	S	42.6%
Female	S	64,310	97.7%	64,310	S	42.3%

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	132,641	97%	132,641	S	38.7%
American Indian or Alaska Native	S	215	93%	215	S	28%
Asian or Pacific Islander	S	5,559	98.9%	5,559	S	67.7%
<i>Asian</i>	S	5,438	99%	5,438	S	68.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	121	>=95%	121	S	36%
Black or African American	S	19,616	96.6%	19,616	S	12.6%
Hispanic or Latino	S	16,807	97.4%	16,807	S	19.3%
White	S	84,484	97%	84,484	S	47.2%
Two or more races	S	5,960	96.2%	5,960	S	31.1%
Children with disabilities (<i>IDEA</i>)	S	25,439	94.1%	25,439	S	13.7%
English learners	S	4,917	97.7%	4,917	S	7.5%
Economically disadvantaged students	S	62,671	97%	62,671	S	22%
Children in foster care	S	656	94%	656	S	13%
Children who are homeless	S	1,820	93%	1,820	S	12%
Migratory students	S	252	>=95%	254	S	11%
Military connected students	S	499	98%	499	S	42%
Male	S	68,285	96.9%	68,285	S	37.5%
Female	S	64,356	97.1%	64,356	S	39.8%

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	130,988	96.2%	130,988	S	38%
American Indian or Alaska Native	S	193	>=95%	193	S	28%
Asian or Pacific Islander	S	5,426	98.8%	5,426	S	66.3%
<i>Asian</i>	S	5,310	98.8%	5,310	S	66.8%
<i>Native Hawaiian or other Pacific Islander</i>	S	116	>=95%	116	S	44%
Black or African American	S	18,988	95.8%	18,988	S	13.2%
Hispanic or Latino	S	16,046	96.6%	16,046	S	17.2%
White	S	84,938	96.2%	84,938	S	46.1%
Two or more races	S	5,397	95%	5,397	S	31.8%
Children with disabilities (<i>IDEA</i>)	S	24,596	93%	24,596	S	12.6%
English learners	S	4,883	97.2%	4,883	S	7%
Economically disadvantaged students	S	59,925	96%	59,925	S	21%
Children in foster care	S	664	92%	664	S	13%
Children who are homeless	S	1,687	92%	1,687	S	13%
Migratory students	S	269	>=95%	270	S	6%
Military connected students	S	474	96%	474	S	44%
Male	S	67,419	96.1%	67,419	S	37.5%
Female	S	63,569	96.4%	63,569	S	38.5%

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	128,054	95.3%	128,054	S	32%
American Indian or Alaska Native	S	195	89%	195	S	26%
Asian or Pacific Islander	S	5,313	98.5%	5,313	S	63.6%
<i>Asian</i>	S	5,209	98.5%	5,209	S	64.1%
<i>Native Hawaiian or other Pacific Islander</i>	S	104	>=95%	104	S	38%
Black or African American	S	18,328	94.7%	18,328	S	10.3%
Hispanic or Latino	S	15,444	95.6%	15,444	S	14.2%
White	S	83,975	95.2%	83,975	S	38.4%
Two or more races	S	4,799	94%	4,799	S	25.6%
Children with disabilities (<i>IDEA</i>)	S	23,828	91.7%	23,828	S	9.7%
English learners	S	4,537	96.6%	4,537	S	5.5%
Economically disadvantaged students	S	57,138	95%	57,138	S	16.9%
Children in foster care	S	646	88%	646	S	9%
Children who are homeless	S	1,524	91%	1,524	S	9%
Migratory students	S	201	>=95%	201	S	7%
Military connected students	S	473	97%	473	S	39%
Male	S	66,166	95.5%	66,166	S	30.6%
Female	S	61,888	95%	61,888	S	33.5%

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	123,849	96%	123,849	S	62.3%
American Indian or Alaska Native	S	184	93%	184	S	59%
Asian or Pacific Islander	S	5,180	97%	5,180	S	80.5%
<i>Asian</i>	S	5,071	97%	5,071	S	80.8%
<i>Native Hawaiian or other Pacific Islander</i>	S	109	>=95%	109	S	68%
Black or African American	S	16,705	92.6%	16,705	S	30.9%
Hispanic or Latino	S	12,664	93%	12,664	S	38.7%
White	S	86,045	97.1%	86,045	S	71.2%
Two or more races	S	3,071	94.8%	3,071	S	53.1%
Children with disabilities (<i>IDEA</i>)	S	20,298	90.7%	20,298	S	21.7%
English learners	S	3,729	89.6%	3,729	S	10.9%
Economically disadvantaged students	S	48,316	94.8%	48,316	S	44.6%
Children in foster care	S	726	81%	726	S	21%
Children who are homeless	S	1,397	90%	1,397	S	30%
Migratory students	S	224	90%	225	S	16%
Military connected students	S	512	93%	512	S	57%
Male	S	63,149	95.6%	63,149	S	60.6%
Female	S	60,700	96.5%	60,700	S	64.2%

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	125,282	97.3%	125,282	S	61.2%
American Indian or Alaska Native	S	187	>=95%	187	S	53%
Asian or Pacific Islander	S	5,346	97.2%	5,346	S	75.8%
Asian	S	5,232	97.2%	5,232	S	76%
Native Hawaiian or other Pacific Islander	S	114	>=95%	114	S	66%
Black or African American	S	18,930	96.5%	18,930	S	34.2%
Hispanic or Latino	S	16,117	95.6%	16,117	S	40.6%
White	S	78,183	97.8%	78,183	S	71.4%
Two or more races	S	6,519	97.4%	6,519	S	56.8%
Children with disabilities (<i>IDEA</i>)	S	23,712	94.9%	23,712	S	31.1%
English Learners	S	6,400	90.2%	6,400	S	28.1%
Economically disadvantaged students	S	62,044	97.2%	62,044	S	45.5%
Children in foster care	S	727	96%	727	S	34%
Children who are homeless	S	1,917	92%	1,917	S	34%
Migratory students	S	241	89%	241	S	18%
Military connected students	S	476	98%	476	S	75%
Male	S	64,461	97%	64,461	S	58.2%
Female	S	60,821	97.6%	60,821	S	64.5%

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

The EL students in 1st year enrolled in US schools are not required to participate in Reading/Language Arts assessment. So their numbers were not included in the numerator but were included in the denominator.

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	127,839	97%	127,839	S	63.2%
American Indian or Alaska Native	S	198	>=95%	198	S	54%
Asian or Pacific Islander	S	5,427	97.2%	5,427	S	79.4%
<i>Asian</i>	S	5,331	97.3%	5,331	S	79.9%
<i>Native Hawaiian or other Pacific Islander</i>	S	96	>=95%	96	S	54%
Black or African American	S	19,493	96.4%	19,493	S	37.5%
Hispanic or Latino	S	16,475	95.4%	16,475	S	44.1%
White	S	80,127	97.4%	80,127	S	72.6%
Two or more races	S	6,119	96.8%	6,119	S	60.1%
Children with disabilities (<i>IDEA</i>)	S	25,085	94.6%	25,085	S	30.7%
English Learners	S	6,057	89.5%	6,057	S	27.5%
Economically disadvantaged students	S	63,038	96.9%	63,038	S	47.7%
Children in foster care	S	722	96%	722	S	34%
Children who are homeless	S	2,004	92%	2,004	S	36%
Migratory students	S	222	86%	222	S	22%
Military connected students	S	523	98%	523	S	71%
Male	S	65,534	96.6%	65,534	S	58.7%
Female	S	62,305	97.3%	62,305	S	67.9%

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

The EL students in 1st year enrolled in US schools are not required to participate in Reading/Language Arts assessment. So their numbers were not included in the numerator but were included in the denominator.

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	132,117	97%	132,117	S	58.1%
American Indian or Alaska Native	S	223	>=95%	223	S	52%
Asian or Pacific Islander	S	5,348	97.2%	5,348	S	77.4%
<i>Asian</i>	S	5,244	97.3%	5,244	S	77.7%
<i>Native Hawaiian or other Pacific Islander</i>	S	104	>=95%	104	S	63%
Black or African American	S	20,118	96.8%	20,118	S	32%
Hispanic or Latino	S	16,523	95.8%	16,523	S	39.3%
White	S	83,747	97.4%	83,747	S	67.2%
Two or more races	S	6,158	96.9%	6,158	S	54.8%
Children with disabilities (<i>IDEA</i>)	S	25,993	94.7%	25,993	S	25.2%
English Learners	S	5,325	89.4%	5,325	S	18.3%
Economically disadvantaged students	S	64,219	97.1%	64,219	S	42.1%
Children in foster care	S	684	94%	684	S	31%
Children who are homeless	S	1,888	93%	1,888	S	32%
Migratory students	S	245	88%	246	S	22%
Military connected students	S	505	97%	505	S	69%
Male	S	68,063	96.8%	68,063	S	53.6%
Female	S	64,054	97.3%	64,054	S	62.9%

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

The EL students in 1st year enrolled in US schools are not required to participate in Reading/Language Arts assessment. So their numbers were not included in the numerator but were included in the denominator.

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	132,247	96.7%	132,247	S	62.5%
American Indian or Alaska Native	S	217	94%	217	S	57%
Asian or Pacific Islander	S	5,475	97.5%	5,475	S	80.9%
<i>Asian</i>	S	5,355	97.5%	5,355	S	81.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	120	>=95%	120	S	63%
Black or African American	S	19,568	96.3%	19,568	S	35.5%
Hispanic or Latino	S	16,541	95.9%	16,541	S	43.1%
White	S	84,483	97%	84,483	S	71.8%
Two or more races	S	5,963	96.3%	5,963	S	57%
Children with disabilities (<i>IDEA</i>)	S	25,436	94.1%	25,436	S	26.9%
English Learners	S	4,465	88.8%	4,465	S	15.6%
Economically disadvantaged students	S	62,505	96.7%	62,505	S	46.7%
Children in foster care	S	648	94%	648	S	34%
Children who are homeless	S	1,782	92%	1,782	S	34%
Migratory students	S	232	88%	233	S	20%
Military connected students	S	498	98%	498	S	72%
Male	S	68,001	96.5%	68,001	S	57.2%
Female	S	64,246	96.9%	64,246	S	68.1%

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

The EL students in 1st year enrolled in US schools are not required to participate in Reading/Language Arts assessment. So their numbers were not included in the numerator but were included in the denominator.

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	130,730	96%	130,730	S	59.9%
American Indian or Alaska Native	S	194	>=95%	194	S	54%
Asian or Pacific Islander	S	5,356	97.5%	5,356	S	79.4%
<i>Asian</i>	S	5,241	97.5%	5,241	S	79.6%
<i>Native Hawaiian or other Pacific Islander</i>	S	115	>=95%	115	S	68%
Black or African American	S	18,958	95.7%	18,958	S	36.5%
Hispanic or Latino	S	15,774	94.9%	15,774	S	40%
White	S	85,039	96.3%	85,039	S	67.9%
Two or more races	S	5,409	95.1%	5,409	S	55.4%
Children with disabilities (<i>IDEA</i>)	S	24,678	93.2%	24,678	S	23.9%
English Learners	S	4,462	88.7%	4,462	S	16%
Economically disadvantaged students	S	59,829	95.8%	59,829	S	44%
Children in foster care	S	665	93%	665	S	31%
Children who are homeless	S	1,659	91%	1,659	S	34%
Migratory students	S	237	87%	237	S	18%
Military connected students	S	470	96%	470	S	67%
Male	S	67,294	95.9%	67,294	S	52.7%
Female	S	63,436	96.2%	63,436	S	67.5%

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

The EL students in 1st year enrolled in US schools are not required to participate in Reading/Language Arts assessment. So their numbers were not included in the numerator but were included in the denominator.

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	127,979	95.2%	127,979	S	57.3%
American Indian or Alaska Native	S	196	89%	196	S	51%
Asian or Pacific Islander	S	5,260	97.5%	5,260	S	77.9%
<i>Asian</i>	S	5,156	97.6%	5,156	S	78.5%
<i>Native Hawaiian or other Pacific Islander</i>	S	104	>=95%	104	S	53%
Black or African American	S	18,358	94.8%	18,358	S	31.6%
Hispanic or Latino	S	15,210	94.2%	15,210	S	35.3%
White	S	84,142	95.4%	84,142	S	65.9%
Two or more races	S	4,813	94.2%	4,813	S	51.8%
Children with disabilities (<i>IDEA</i>)	S	23,935	92%	23,935	S	21%
English Learners	S	4,158	88.5%	4,158	S	9.8%
Economically disadvantaged students	S	57,105	94.9%	57,105	S	40.2%
Children in foster care	S	663	91%	663	S	27%
Children who are homeless	S	1,496	89%	1,496	S	28%
Migratory students	S	177	85%	177	S	19%
Military connected students	S	471	96%	471	S	65%
Male	S	66,143	95.4%	66,143	S	50.4%
Female	S	61,836	94.9%	61,836	S	64.6%

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

The EL students in 1st year enrolled in US schools are not required to participate in Reading/Language Arts assessment. So their numbers were not included in the numerator but were included in the denominator.

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	122,802	95.2%	122,802	S	70.8%
American Indian or Alaska Native	S	186	94%	186	S	72%
Asian or Pacific Islander	S	5,162	96.7%	5,162	S	82.2%
<i>Asian</i>	S	5,053	96.6%	5,053	S	82.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	109	>=95%	109	S	73%
Black or African American	S	16,217	89.9%	16,217	S	45.3%
Hispanic or Latino	S	12,233	89.9%	12,233	S	51.1%
White	S	85,949	97.1%	85,949	S	77.9%
Two or more races	S	3,055	94.2%	3,055	S	65.8%
Children with disabilities (<i>IDEA</i>)	S	20,265	90.6%	20,265	S	30.9%
English Learners	S	3,370	81%	3,370	S	11.7%
Economically disadvantaged students	S	47,621	93.5%	47,621	S	55.4%
Children in foster care	S	693	78%	693	S	31%
Children who are homeless	S	1,327	85%	1,327	S	43%
Migratory students	S	202	81%	203	S	21%
Military connected students	S	522	95%	522	S	71%
Male	S	62,665	94.9%	62,665	S	65.8%
Female	S	60,137	95.6%	60,137	S	76%

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

The EL students in 1st year enrolled in US schools are not required to participate in Reading/Language Arts assessment. So their numbers were not included in the numerator but were included in the denominator.

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.

No Science Test 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	128,352	97.4%	128,352	S	76.6%
American Indian or Alaska Native	S	197	>=95%	197	S	70%
Asian or Pacific Islander	S	5,515	98.8%	5,515	S	86.2%
<i>Asian</i>	S	5,418	98.9%	5,418	S	86.5%
<i>Native Hawaiian or other Pacific Islander</i>	S	97	>=95%	97	S	74%
Black or African American	S	19,557	96.7%	19,557	S	50.8%
Hispanic or Latino	S	16,844	97.5%	16,844	S	58.6%
White	S	80,119	97.5%	80,119	S	86.1%
Two or more races	S	6,120	96.8%	6,120	S	74.8%
Children with disabilities (<i>IDEA</i>)	S	25,086	94.7%	25,086	S	51.9%
English Learners	S	6,640	98%	6,640	S	43.2%
Economically disadvantaged students	S	63,291	97.4%	63,291	S	64.5%
Children in foster care	S	725	96%	725	S	53%
Children who are homeless	S	2,051	94%	2,051	S	53%
Migratory students	S	251	>=95%	251	S	41%
Military connected students	S	524	98%	524	S	87%
Male	S	65,845	97.1%	65,845	S	76%
Female	S	62,507	97.7%	62,507	S	77.2%

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.

No Science Test 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.

No Science Test 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.

No Science Test 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	127,500	94.9%	127,500	S	57.4%
American Indian or Alaska Native	S	195	89%	195	S	53%
Asian or Pacific Islander	S	5,306	98.4%	5,306	S	77.9%
<i>Asian</i>	S	5,202	98.4%	5,202	S	78.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	104	>=95%	104	S	53%
Black or African American	S	18,186	93.9%	18,186	S	28%
Hispanic or Latino	S	15,369	95.1%	15,369	S	34.2%
White	S	83,674	94.9%	83,674	S	67.2%
Two or more races	S	4,770	93.5%	4,770	S	50.2%
Children with disabilities (<i>IDEA</i>)	S	23,677	91.1%	23,677	S	23.7%
English Learners	S	4,531	96.4%	4,531	S	11.6%
Economically disadvantaged students	S	56,811	94.5%	56,811	S	40.2%
Children in foster care	S	637	86%	637	S	25%
Children who are homeless	S	1,499	90%	1,499	S	27%
Migratory students	S	202	>=95%	202	S	19%
Military connected students	S	472	96%	472	S	67%
Male	S	65,907	95.1%	65,907	S	54.9%
Female	S	61,593	94.6%	61,593	S	60.2%

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	122,537	95%	122,537	S	62.4%
American Indian or Alaska Native	S	182	92%	182	S	63%
Asian or Pacific Islander	S	5,158	96.6%	5,158	S	78.5%
<i>Asian</i>	S	5,052	96.7%	5,052	S	78.7%
<i>Native Hawaiian or other Pacific Islander</i>	S	106	>=95%	106	S	69%
Black or African American	S	15,983	88.6%	15,983	S	30.8%
Hispanic or Latino	S	12,358	90.8%	12,358	S	37.8%
White	S	85,831	96.92%	85,831	S	71.1%
Two or more races	S	3,025	93.3%	3,025	S	54.1%
Children with disabilities (<i>IDEA</i>)	S	20,149	90%	20,149	S	26.2%
English Learners	S	3,591	86.3%	3,591	S	8.7%
Economically disadvantaged students	S	47,496	93.3%	47,496	S	44.6%
Children in foster care	S	673	75%	673	S	22%
Children who are homeless	S	1,345	86%	1,345	S	31%
Migratory students	S	223	90%	224	S	13%
Military connected students	S	509	93%	509	S	63%
Male	S	62,487	94.6%	62,487	S	61.2%
Female	S	60,050	95.4%	60,050	S	63.6%

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	54,327	32.14%
Regular Assessment with Accommodations	96,573	57.13%
Alternate Assessment Based on Alternate Achievement Standards	18,126	10.72%
Total	169,026	

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
18,126	902,652	2.01%

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

PA did not meet the one percent threshold federal requirement in 2019 for students assessed in Math. PDE submitted a 1.0 percent Compliance Plan of Action to USDE in August of 2019 to address additional measures of oversight and monitoring the state is implementing to address the 1.0 percent threshold requirement.

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.

PA did not meet the one percent threshold federal requirement in 2019 for students assessed in Math. PDE submitted a 1.0 percent Compliance Plan of Action to USDE in August of 2019 to address additional measures of oversight and monitoring the state is implementing to address the 1.0 percent threshold requirement.

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	52,823	31.24%
Regular Assessment with Accommodations	98,125	58.03%
Alternate Assessment Based on Alternate Achievement Standards	18,156	10.74%
Recently arrived ELs, took ELP		
Total	169,104	

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

PA does not have 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.

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
18,156	898,996	2.02%

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

PA did not meet the one percent threshold federal requirement in 2019 for students assessed in Reading/ELA. PDE submitted a 1.0 percent Compliance Plan of Action to USDE in August of 2019 to address additional measures of oversight and monitoring the state is implementing to address the 1.0 percent threshold requirement.

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.

PA did not meet the one percent threshold federal requirement in 2019 for students assessed in Reading/ELA. PDE submitted a 1.0 percent Compliance Plan of Action to USDE in August of 2019 to address additional measures of oversight and monitoring the state is implementing to address the 1.0 percent threshold requirement.

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	24,426	35.45%
Regular Assessment with Accommodations	36,930	53.59%
Alternate Assessment Based on Alternate Achievement Standards	7,556	10.96%
Total	68,912	

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
7,556	378,389	2.00%

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

PA did not meet the one percent threshold federal requirement in 2019 for students assessed in Science. PDE submitted a 1.0 percent Compliance Plan of Action to USDE in August of 2019 to address additional measures of oversight and monitoring the state is implementing to address the 1.0 percent threshold requirement.

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.

PA did not meet the one percent threshold federal requirement in 2019 for students assessed in Science. PDE submitted a 1.0 percent Compliance Plan of Action to USDE in August of 2019 to address additional measures of oversight and monitoring the state is implementing to address the 1.0 percent threshold requirement.

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	

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

PA does not have 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.

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).	YES	NO	Spanish; Castilian

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	66,057	S	S	>=99.9%	S	3.7%

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

The EL files that will be resubmitted are the 050, 139, and 205. By resubmitting those files, it should address the errors in the 137 and 138.

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	61,538	S	S	>=99.9%	S	3%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	9,580	S	S	73.5%	S	<=5%

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

The EL files that will be resubmitted are the 050, 139, and 205. By resubmitting those files, it should address the errors in the 137 and 138.

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	4,592	6.97%

*** 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	14,611	87.12%

* 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
2,828	1,111	3,042	2,325	9,306

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	2,048	54%	744	11%
Year Two	622	58%	464	12%
Year Three	2,802	52%	214	26%
Year Four	2,138	49%	167	27%

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	2,042	75%	746	17%
Year Two	621	77%	466	15%
Year Three	2,802	74%	213	42%
Year Four	2,137	73%	171	42%

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	681	83%	316	19%
Year Two	170	75%	254	12%
Year Three	689	75%	76	38%
Year Four	787	64%	82	38%

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>	10.00%
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>	90.00%

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> .	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.	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.	NO
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.	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.	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	17,061.48	4,018.08	23.55%
Low-poverty schools	53,693.93	4,827.03	8.99%
Total schools	123,350.43	14,987.31	

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

We are resubmitting the files to correct the errors.

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	17,061.48		
Low-poverty schools	53,693.93		
Total schools	123,350.43		

Comments: The response is limited to 4,000 characters.
We are resubmitting the files to correct the errors.

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	17,061.48		
Low-poverty schools	53,693.93		
Total schools	123,350.43		

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

We are resubmitting the files to correct the errors.

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	74.73%	40.65%
Poverty metric used	Percent of Enrollment from Low Income Families calculation field from Published Low Income Files	

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.

We are resubmitting the files to correct the errors.

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	68,379
Number of ELs identified as children with disabilities	11,037

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	67,725

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	Spanish	1,308
Dual Language or Two-way Immersion	Spanish	563
English as Second language (ESL) or English Language Development (ELD)		0
Content Classes with integrated ESL support	English	65,854
Newcomer programs		0
Other		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.

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	43,166
Arabic	3,227
Chinese	2,971
Nepali	1,840
Russian	1,474

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.*
3,349	2,935	525

*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	254
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	0
Supporting implementation of school wide programs	0
Professional development to teachers and other personnel serving ELs	614
Parent and community engagement activities	0
Supporting the development and implementation of pre-school programs	0
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	591
Improving instruction of ELs with disabilities	0
Providing tutorials, career and technical education	0
Offering programs to help ELs achieve success in post-secondary education	0
Other	99

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.

ELL teachers attended PATTAN PD for 4 days on teaching content to ELL students. This was turned around to Regular ed teachers. Also at various times throughout the year

A meeting was held with ELA Teachers and the ESL Teacher to align ELA curriculum to the language levels of ELs.

A professional learning Book group on immigrant students and newcomers to the US.

ACCESS for ELs's overview and Reclassification

Anti-Bias PD

Career Ready Fair at AIU 3 in December

Comment

Communication with parents

Compliance and Registration

Comprehension and Co-Teaching

Conferences

Conferences related to can do and student language needs. Meet on demand.

Consultative Services via CAIU

Continue to understand student data in order to support current LEP students. This is part of the MTSS system.

continued research-based strategy (SIOP) focusing on improving language acquisition skills of students

Cultural and Linguistic awareness

Cultural Diversity speaker

Cultural sensitivity

Differentiated instruction

District wide professional development

Duquesne Professors provided PD through workshops that focused on culturally competent teaching and instructional strategies for ELs.

During TEAM time I share information about the WIDA Access.

el classroom teachers at each building attended monthly ESL department meetings

EL Leadership Council Meeting 1

ELD staff met with classroom teachers

ELD Standards; ACCESS training

Elementary Teacher In-service about ESL

ELs & technology; Use of Interpreters

ESL Networking Supports for Immigrant and Refugee Students/Families

ESL Overview

ESL teachers share knowledge

ESL Websites

Fac Dist Adm Fed Prg Sch Psy EL Dpt Ch New Tch IU ESL Coun PAFPC Recrt SpcEd Ref Inser Coach Ses Webs

Foundations & School Wide Positive Behavior Support

General Info for Teachers working with Els

Grad classes at DeSales Univ in Master of ED pgm created & designed by, for ASD teachers to earn advanced ESL Certs or Master's degree in TESOL. Special arrangement for ASD teachers through our ESOL Dept with DeSales Univ.

I attended numerous conferences focusing on all aspects of EL strategies and standards at the local NEIU.

improve spoken academic language strategies for whole staff

Information on Vaping and Jewel Pods

Interrupted Foreign Education

LAS Links

Leadership skills to cultivate collaborative relationships between teachers

Liaison Mtgs

Monthly meet e-mails are sent to regualr education teacher for professional developepment. They are often required to do some activity or answer some questions each time.

NEIU 19 offerings of PDE for EL teachers were implemeted. ESL specialist sent online presentations to classroom teachers to assist with Els planning and assessment

NEIU ESL Program attended all meetings.

Offered at AIU3 Welcome to your new school video. The Trouble With My Name How to work with an interpreterper Implicit Bias Technology and Els and 4 technical trainings.

Online modules for summer training

PA Core Standards

PA Migrant and ESL Conference

Parent Open House/Staff Training

Participation in NEIU 19 ELL Cohort. Atteneded allmeetings and required trainigns.

Partnered with RACC to deliver Conversational Spanish PD

PD for Bloomsburg University Education majors as part of their Urban Initiative program.

PD on how to use translation and interpretation services.

Personalized Learning

Powerpoint for all staff on topcics: who are the Els in district

Professional Development - English as a Second Language (February PDS In-Service 2019)

Professional development provided for ELL training

Professional Learning Community and team meetings

Provided access to a professional development site where there are numerous resources for teachers to access related to Els.

Reclassification

Reclassification

Reclassification; PDE Updates

Representatives from the district attended PD with Local IU

Revised ELD Curriculum

SEL and trauma informed practice for ELs.

SIP training for teachers of ESL students.

Small group sessions on state EL requirements under ESSA

Strategies for ELs in Math

Strategies for working with Individual EL Students. State Mandates

Student concern meeting

Student intake meetings. When a new ELL moves into the district

Teaching complex content and skills to adolescent emergent

Technical Training

technology

The EL teachers come to our Induction session with new teachers and share the process of registration and assessment for our EL students.

They also share how to engage with the families

The ELD teachers attended the DCIU 2-day conference entitled Working Together to Ensure Equity to English Learners. We also attended the DCIU EL Consortium Meeting throughout the year to stay abreast of the new regulations/information from PDE.

The ESL teacher provides staff development to the regular education teachers to maximize student achievement.

The goal of the IU 13 Consortium Title III supplemental services is to provide districts highly effective professional development opportunities and inter-connected technical support services that will increase English proficiency for students served in district ESL programs

The Mid Valley School District provided professional development through our ESL teacher and ESL coordinator in the form of grade-level meeting presentations

Through our Diversity Task Force we did several professional development presentations throughout the school year for staff to better understand the different cultures

Title III consortium consultation

Title III Consortium PD is offered at the local level.

Training for EL teachers and regular teachers on the REACH program

Training with our entire K-12 staff with Bob Measel on understanding ESSA and EL strategies in the classroom.

Translation and Interpretation services

Translation of forms for all content in various classrooms

Two PD sessions at the LIU hosted by Francine Dutrisac and participated in a WEBINAR for the new ACCESS 2.0 training.

Understanding WIDA ACCESS scores

Update on new guidelines

We reviewed the WIDA scores and the CAN Do descriptors with the teachers of students of EL program.

When we perform trainings in writing/ELA/Reading a portion of that training is always dedicated to similarities in instructional practices for dealing with EL Needs.

Wida Conference

WIDA Training

Worked closely with a family to meet the needs of a kindergarten student who was having difficulty transitioning to the public school setting.

Writing strategies for EL students. EL technology resources

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

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	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
24,866	19,572	44

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
7/1/2019	7/1/2019	0

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.

We received the GAN on July 1, which was signed at USDE by Frank Brogan on July 1. And the funds were available on July 1 to LEAs as well. That's the earliest an LEA could access the funding.

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.

"Expedited processing of an LEA's application may be requested. Once an application is approved and monthly payments have been established, an LEA may request on-demand drawdowns of additional cash to address exceptional funding needs."

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	72	1
LEAs with subgrants	716	679
Total	788	680

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

The data are accurate. These LEAs

- 1) reported that they had not students (13)
- 2) were IUs (8) who do not operate or did not have any prekindergarten homeless students. K-12 students who attend IU programs are reported with their district/charter LEA
- 3) did not report any students (16).

These answers are provided in the 170 file every year.

- 1 is a university and not an LEA under McKV
- 1 is a district that does not serve any student
- 6 ar SJCI and not an LEA under MCKV
- 3 are district vocational programs and reported with the district
- 2 are IUs that only serve the district and students are reported with the district
- 60 are OCCTC and are not considered LEAs under McKV. Students are reported with their LEA.

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)	852
K	2,685
1	2,608
2	2,706
3	2,581
4	2,586
5	2,464
6	2,328
7	2,201
8	2,062
9	2,400
10	1,917
11	2,056
12	2,376
Ungraded	0
Total	31,822

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	7,281	856
Doubled-up (e.g., living with another family)	21,587	4,726
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	526	103
Hotels/Motels	2,428	104
Total	31,822	5,789

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	5,789
Migrant children/youth	1,422
Children with disabilities (<i>IDEA</i>)	8,907
English Learners (ELs)	3,498

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	4,636
Age 3 through 5 (not Kindergarten)	3,615
Total	8,251

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