

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

NEW YORK



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 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

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, DC 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, DC 20202.

2.1 ACCOUNTABILITY

2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
NEW YORK	All students	S	207730	83.5
NEW YORK	American Indian or Alaska Native	S	1398	75
NEW YORK	Asian	S	19110	90.1
NEW YORK	Native Hawaiian or Other Pacific Islander	S	537	82
NEW YORK	Black or African American	S	36831	75.3
NEW YORK	Hispanic or Latino	S	51915	74.6
NEW YORK	White	S	94652	90.4
NEW YORK	Two or more races	S	3287	83.2
NEW YORK	Children with Disabilities (IDEA)	S	34018	60.7
NEW YORK	English Learners	S	12259	39.0
NEW YORK	Economically disadvantaged students	S	109798	77.2
NEW YORK	Children in foster care	S	248	57
NEW YORK	Children who are homeless	S	8145	61.0

Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

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

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

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
NEW YORK	Children with disabilities (IDEA)	283356
NEW YORK	English learners	198669
NEW YORK	Homeless students	109519
NEW YORK	Migrant students	1294

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

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

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

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
NEW YORK	American Indian or Alaska Native	14886
NEW YORK	Asian	143750
NEW YORK	Black or African American	354791
NEW YORK	Hispanic or Latino	552143
NEW YORK	Native Hawaiian or Other Pacific Islander	4862
NEW YORK	Total	1474334
NEW YORK	Two or more races	33723
NEW YORK	White	370179

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

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
NEW YORK	Age 3 through 5 (Not Kindergarten)	7842	919	0	593	9354
NEW YORK	Age Birth through 2	0	0	0	34	34
NEW YORK	Grade 1	109975	8325	0	3636	121936
NEW YORK	Grade 10	103557	3414	120	1882	108973
NEW YORK	Grade 11	90820	2891	72	1751	95534
NEW YORK	Grade 12	94575	2105	77	1608	98365
NEW YORK	Grade 2	111368	8323	0	3509	123200
NEW YORK	Grade 3	109517	8486	2	3370	121375
NEW YORK	Grade 4	109651	8565	1	3366	121583
NEW YORK	Grade 5	109131	8124	2	3183	120440
NEW YORK	Grade 6	109492	7395	3	3006	119896
NEW YORK	Grade 7	105805	7063	8	2694	115570
NEW YORK	Grade 8	103391	6813	18	2550	112772
NEW YORK	Grade 9	116459	4326	152	1990	122927
NEW YORK	Kindergarten	110187	5204	0	2816	118207
NEW YORK	Total	1400906	82189	475	36351	1519921
NEW YORK	Ungraded	9136	236	20	363	9755

2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as “Age 3 through 5 (not Kindergarten),” only if the child’s residency in the state was verified after the child turned 3.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2019 through August 31, 2020. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.3.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

FAQs on Child Count:

a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.

b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)

c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
N/A

2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
NEW YORK	Age 3 through 5 (Not Kindergarten)	485
NEW YORK	Kindergarten	192
NEW YORK	Grade 1	230
NEW YORK	Grade 2	195
NEW YORK	Grade 3	188
NEW YORK	Grade 4	174
NEW YORK	Grade 5	169
NEW YORK	Grade 6	162
NEW YORK	Grade 7	164
NEW YORK	Grade 8	142
NEW YORK	Grade 9	150
NEW YORK	Grade 10	147
NEW YORK	Grade 11	107
NEW YORK	Grade 12	77
NEW YORK	Ungraded	9
NEW YORK	Out of school	1623
NEW YORK	Total	4214

2.4.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
N/A

2.4.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
NEW YORK	Age Birth through 2	207

2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
NEW YORK	Age 3 through 5 (Not Kindergarten)	351
NEW YORK	Kindergarten	137
NEW YORK	Grade 1	169
NEW YORK	Grade 2	132
NEW YORK	Grade 3	131
NEW YORK	Grade 4	128
NEW YORK	Grade 5	122
NEW YORK	Grade 6	116
NEW YORK	Grade 7	117
NEW YORK	Grade 8	97
NEW YORK	Grade 9	109
NEW YORK	Grade 10	117
NEW YORK	Grade 11	80
NEW YORK	Grade 12	17
NEW YORK	Out of school	811
NEW YORK	Ungraded	8
NEW YORK	Total	2642

2.4.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments
N/A

2.4.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
NEW YORK	Age Birth through 2	147

2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Comments

Through MIS2000 coding practices, the system only allows specific qualifying arrival dates, valid age ranges (3-21), and populates eligibility expiration dates based on 3 years (minus one day) from the qualifying date or the 22nd birth date. Each time a child is entered in the MIS2000 system, the system checks to make sure the child's age or grade status is eligible to be counted. If not, the computer refuses further data entry by relaying that the information is out of the range of acceptability. This also happens with eligibility expiration dates, residency dates and Qualifying Arrival Dates. Another check to ensure an accurate child count is last name/first name matching. When a new Certificate of Eligibility (COE) is reviewed for eligibility, the name is then entered as a query of similar last/first names to ascertain if the spelling could be different (e.g. Hernandez vs. Hernandes). This activity is even more intensely engaged in when a child has made a move from another residence in the State to the current residence in New York State (intrastate moves). If there is a close but not exact match, the date of birth, parents' names and other data points are compared to avoid duplication. If the information still continues to match somewhat closely, the recruiter is asked to revisit to further verify the student's identity. If two separate records exist for the same person, these two records are merged to create one unique student. When a new COE is received for students from out of state, data specialists will also search the Migrant Student Information System (MSIX) to see if the child was ever identified anywhere else and to avoid duplication within MSIX. These practices ensure the accuracy of both the Category 1 count and Category 2 counts. The process to count children identified in previous performance periods is called the Residency Verification Process. Each child has to be verified as being present in the State for at least one day by: " Recruiter Face-to-face, phone verification with family/student " Instructional or support service documented by migrant regional sites " Attendance in a New York State school (limited use in the 19-20 performance period due to the COVID-19 pandemic) " Departure out of state with verification of one day residency in New York State Safeguards for valid qualifying activities are taken by the Identification and Recruitment director on each Certificate of Eligibility received and inputted in New York State. The director individually reviews each COE for completeness and validity, returning unacceptable COEs to the recruiter stating why those COEs were rejected. Every child entered in the MIS-2000 database is assigned a unique student identification number. Each time a data entry specialist at any of the Regional METS sites enters a child's name, they must run a query based on child's unique number, last and first name and date of birth. If a match is found, then a new number is not created, thus ensuring only unique students are counted. If a match is not found, the child is assigned a unique number. When a currently eligible migrant student graduates or receives a high school equivalency diploma, the tutor/advocate and/or adolescent specialist informs the data specialists at each regional site who then update the term type field with either a G (graduation) or an H (high school equivalency). In addition the date of graduation or high school equivalency diploma is added to the Term Date field in the MIS2000 computer system. This ensures that children who graduate or receive their high school equivalency diploma are not counted in future years migrant counts. Two comparisons were added to our category 1 and 2 counts to ensure that no migrant children who turned 3 during the funding period (09/01/19-8/31/20) were counted if they departed or were withdrawn from the program before they turned 3. #ResVerDate >=ThirdBDay #ThirdBDay<=DepDate or DepDate is null #ThirdBDay<=WithdrawDate or WithdrawDate is null. The summer service code of 020 (OSY Instructional Bag) is excluded from our category 2 child count comparisons to ensure that migrant children who did not receive a face to face instructional or support service are not counted in our category 2 counts. New York State utilizes reports (Missing SP Codes) to review any student that has been coded as ☐Summer Served☐ (Type S) and it is missing a supplemental service code in that summer enrollment period. This ensures accurate submission of Category 2 report with children who were served for one or more days during the summer period.☐ For the performance period of 9/1/19-08/31/20 we added an additional data source to insure migrant child eligibility. The Migrant Student Information Exchange (MSIX) produces a child count reconciliation report. This report is compared to our state reports to insure MSIX data matches New York migrant education data. This helpful tool adds to the quality of data submitted.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.

Yes

Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?

Yes

If MSIX is utilized, please explain how.

Comments
Statewide recruiters, data specialists and administrators use MSIX to determine migrant students identities, schools attended, grade placement and various other data elements to ensure the most accurate data possible. It is another valuable resource to ensure unduplicated child counts. In addition we track usage of MSIX by our regional data specialists to ensure they are utilizing the MSIX resources. Finally, we run the data reconciliation reports created by MSIX to find any errors prior to submitting CSPR data.

Data Quality Comments

2.4.3.2 Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	150
The number of eligibility determinations sampled for which a re-interview was completed.	50
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	49

<p>What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.</p>
2018-19

Comments

FAQ on independent prospective re-interviews:

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	Phone interviews
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2018-19.

Comments

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments
In New York State during the 2019-20 re-interview, one migrant child out of 50 was deemed ineligible based on an age discrepancy. In the future, if we have an age discrepancy in our data systems, we will require additional information verifying the child's birthdate. The New York MEP followed these corrective actions for the student incorrectly identified as migrant eligible for the 2019-20 performance period. " Inform the family that the child is not eligible for the NY MEP " Cease services for a child on the ineligible COE " Take the appropriate steps to remove from the local database the migrant status or other program eligibility indicators for the migrant students affected " Ensure the information on MSIX is corrected " Do not include the child(ren) in the state's migrant child count

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments

2.4.4 Eligible Migratory Children

2.4.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having "Priority for Services." The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

FAQ on priority for services:

Who is classified as having “priority for service?” Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

2.4.4.2 English Learners (ELs)

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
NEW YORK	Age 3 through 5 (Not Kindergarten)	.
NEW YORK	Kindergarten	124
NEW YORK	Grade 1	143
NEW YORK	Grade 2	119
NEW YORK	Grade 3	98
NEW YORK	Grade 4	107
NEW YORK	Grade 5	98
NEW YORK	Grade 6	95
NEW YORK	Grade 7	96
NEW YORK	Grade 8	71
NEW YORK	Grade 9	95
NEW YORK	Grade 10	87
NEW YORK	Grade 11	63
NEW YORK	Grade 12	41
NEW YORK	Out of school	.
NEW YORK	Ungraded	.
NEW YORK	Total	1237

2.4.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migratory children who are also children with disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Children with Disabilities (IDEA) During the Performance Period
NEW YORK	Age Birth through 2	1
NEW YORK	Age 3 through 5 (Not Kindergarten)	23
NEW YORK	Kindergarten	20
NEW YORK	Grade 1	20
NEW YORK	Grade 2	19
NEW YORK	Grade 3	21
NEW YORK	Grade 4	16
NEW YORK	Grade 5	28
NEW YORK	Grade 6	22
NEW YORK	Grade 7	16
NEW YORK	Grade 8	20
NEW YORK	Grade 9	13
NEW YORK	Grade 10	18
NEW YORK	Grade 11	11
NEW YORK	Grade 12	11
NEW YORK	Out of school	.
NEW YORK	Ungraded	3
NEW YORK	Total	262

2.4.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
NEW YORK	Age Birth through 2	96
NEW YORK	Age 3 through 5 (Not Kindergarten)	87
NEW YORK	Kindergarten	28
NEW YORK	Grade 1	36
NEW YORK	Grade 2	23
NEW YORK	Grade 3	32
NEW YORK	Grade 4	28
NEW YORK	Grade 5	24
NEW YORK	Grade 6	24
NEW YORK	Grade 7	26
NEW YORK	Grade 8	25
NEW YORK	Grade 9	25
NEW YORK	Grade 10	21
NEW YORK	Grade 11	14
NEW YORK	Grade 12	7
NEW YORK	Out of school	671
NEW YORK	Ungraded	.
NEW YORK	Total	1167

2.4.5 Academic Status

The following questions collect data about the academic status of eligible migratory students.

2.4.5.1 Dropouts

In the table below, provide the unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.

Populated with SEA-LEVEL FS032/DG326

State	Grade	Dropouts During the Performance Period
NEW YORK	Grade 7	3
NEW YORK	Grade 8	1
NEW YORK	Grade 9	4
NEW YORK	Grade 10	10
NEW YORK	Grade 11	9
NEW YORK	Grade 12	5
NEW YORK	Ungraded	0
NEW YORK	Total	32

FAQ on Dropouts:

How is “dropouts” defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2019-20 performance period should not be reported in this item.

2.4.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
4

Data Quality Comments

2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
NEW YORK	Age Birth through 2	195
NEW YORK	Age 3 through 5 (Not Kindergarten)	463
NEW YORK	Kindergarten	186
NEW YORK	Grade 1	222
NEW YORK	Grade 2	190
NEW YORK	Grade 3	177
NEW YORK	Grade 4	170
NEW YORK	Grade 5	164
NEW YORK	Grade 6	155
NEW YORK	Grade 7	157
NEW YORK	Grade 8	133
NEW YORK	Grade 9	145
NEW YORK	Grade 10	140
NEW YORK	Grade 11	102
NEW YORK	Grade 12	74
NEW YORK	Ungraded	9
NEW YORK	Out of school	1395
NEW YORK	Total	4077

2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “priority for services” and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Priority for Services During the Performance Period
NEW YORK	Age 3 through 5 (Not Kindergarten)	0
NEW YORK	Kindergarten	116
NEW YORK	Grade 1	129
NEW YORK	Grade 2	95
NEW YORK	Grade 3	88
NEW YORK	Grade 4	96
NEW YORK	Grade 5	98
NEW YORK	Grade 6	91
NEW YORK	Grade 7	103
NEW YORK	Grade 8	73
NEW YORK	Grade 9	88
NEW YORK	Grade 10	84
NEW YORK	Grade 11	51
NEW YORK	Grade 12	35
NEW YORK	Ungraded	0
NEW YORK	Out of school	0
NEW YORK	Total	1147

2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2–3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Continuation of Services During the Performance Period
NEW YORK	Age 3 through 5 (Not Kindergarten)	0
NEW YORK	Kindergarten	0
NEW YORK	Grade 1	1
NEW YORK	Grade 2	1
NEW YORK	Grade 3	0
NEW YORK	Grade 4	2
NEW YORK	Grade 5	2
NEW YORK	Grade 6	2
NEW YORK	Grade 7	1
NEW YORK	Grade 8	2
NEW YORK	Grade 9	3
NEW YORK	Grade 10	14
NEW YORK	Grade 11	15
NEW YORK	Grade 12	38
NEW YORK	Ungraded	0
NEW YORK	Out of school	0
NEW YORK	Total	81

FAQ on Continuation of Services:

What is Continuation of Services? The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

2.4.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
NEW YORK	Age Birth through 2	131
NEW YORK	Age 3 through 5 (Not Kindergarten)	386
NEW YORK	Kindergarten	168
NEW YORK	Grade 1	212
NEW YORK	Grade 2	182
NEW YORK	Grade 3	167
NEW YORK	Grade 4	157
NEW YORK	Grade 5	153
NEW YORK	Grade 6	147
NEW YORK	Grade 7	149
NEW YORK	Grade 8	115
NEW YORK	Grade 9	129
NEW YORK	Grade 10	122
NEW YORK	Grade 11	84
NEW YORK	Grade 12	62
NEW YORK	Ungraded	8
NEW YORK	Out of school	988
NEW YORK	Total	3360

2.4.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of eligible migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
NEW YORK	Age 3 through 5 (Not Kindergarten)	24	4	.
NEW YORK	Age Birth through 2	2	.	.
NEW YORK	Grade 1	51	19	.
NEW YORK	Grade 10	30	10	60
NEW YORK	Grade 11	20	3	43
NEW YORK	Grade 12	4	.	19
NEW YORK	Grade 2	47	27	.
NEW YORK	Grade 3	42	22	.
NEW YORK	Grade 4	38	23	.
NEW YORK	Grade 5	44	25	.
NEW YORK	Grade 6	38	24	.
NEW YORK	Grade 7	35	15	2
NEW YORK	Grade 8	27	17	24
NEW YORK	Grade 9	37	19	73
NEW YORK	Kindergarten	43	14	.
NEW YORK	Out of school	31	3	.
NEW YORK	Total	515	226	221
NEW YORK	Ungraded	2	1	.

FAQ on Types of Instructional Services:

What is “high school credit accrual”? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

2.4.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
NEW YORK	Age 3 through 5 (Not Kindergarten)	449	.
NEW YORK	Age Birth through 2	186	1
NEW YORK	Grade 1	219	.
NEW YORK	Grade 10	140	1
NEW YORK	Grade 11	99	.
NEW YORK	Grade 12	73	.
NEW YORK	Grade 2	182	2
NEW YORK	Grade 3	176	.
NEW YORK	Grade 4	165	.
NEW YORK	Grade 5	162	2
NEW YORK	Grade 6	153	.
NEW YORK	Grade 7	153	.
NEW YORK	Grade 8	131	.
NEW YORK	Grade 9	139	.
NEW YORK	Kindergarten	180	.
NEW YORK	Out of school	1204	2
NEW YORK	Total	3820	8
NEW YORK	Ungraded	9	.

FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

2.4.7 School Data during the Regular School Year

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

2.4.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled eligible migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of eligible migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
NEW YORK	557	2286

2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2019 through June 30, 2020.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	5	113
Juvenile corrections	0	0
Juvenile detention	12	151
Neglected programs	0	0
Other programs	0	0
Total	17	.

FAQ on Programs and Facilities - Subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

The Average Length of Stay for Juvenile Detention Facilities under Subpart 1 (151) is correct.

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	5
Juvenile corrections	0
Juvenile detention	12
Neglected programs	0
Other programs	0
Total	17

Data Quality Comments

2.5.1.3 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW YORK	Total Long-Term Students Served	.	402	.	155	.
NEW YORK	Total Unduplicated Students Served	.	579	.	732	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW YORK	Children with one or more disabilities (IDEA)	.	312	.	152	.
NEW YORK	English learner	.	6	.	6	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW YORK	American Indian or Alaska Native	.	1	.	11	.
NEW YORK	Asian	.	1	.	5	.
NEW YORK	Black or African American	.	287	.	440	.
NEW YORK	Hispanic or Latino	.	105	.	157	.
NEW YORK	Native Hawaiian or Other Pacific	.	0	.	0	.
NEW YORK	Total	.	579	.	732	.
NEW YORK	Two or more races	.	64	.	11	.
NEW YORK	White	.	121	.	108	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW YORK	Female	.	123	.	28	.
NEW YORK	Male	.	456	.	704	.
NEW YORK	Total	.	579	.	732	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW YORK	10 years old	.	0	.	0	.
NEW YORK	11 years old	.	2	.	0	.
NEW YORK	12 years old	.	6	.	0	.
NEW YORK	13 years old	.	19	.	0	.
NEW YORK	14 years old	.	69	.	0	.
NEW YORK	15 years old	.	143	.	0	.
NEW YORK	16 years old	.	193	.	1	.
NEW YORK	17 years old	.	125	.	37	.
NEW YORK	18 years old	.	13	.	95	.
NEW YORK	19 years old	.	9	.	171	.
NEW YORK	20 years old	.	0	.	279	.
NEW YORK	21 years old	.	0	.	149	.
NEW YORK	3 through 5	.	0	.	0	.
NEW YORK	6 years old	.	0	.	0	.
NEW YORK	7 years old	.	0	.	0	.
NEW YORK	8 years old	.	0	.	0	.
NEW YORK	9 years old	.	0	.	0	.
NEW YORK	Total	.	579	.	732	.

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW YORK	Enrolled in local district school		S		S	

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
NEW YORK	Were accepted and/or enrolled into post-secondary education			22	S	
NEW YORK	Obtained high school diploma			4	S	
NEW YORK	Obtained employment			S	S	
NEW YORK	Enrolled in job training courses/programs			130	S	
NEW YORK	Enrolled in a GED program			21	S	
NEW YORK	Earned high school course credits			290	S	
NEW YORK	Earned a GED			9	S	

State	Outcomes	Juvenile Corrections - 90 Days After Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
NEW YORK	Were accepted and/or enrolled into post-secondary education		3	S		
NEW YORK	Obtained high school diploma		S	S		
NEW YORK	Obtained employment		215	31		
NEW YORK	Enrolled in job training courses/programs		215	14		
NEW YORK	Enrolled in a GED program		53	S		
NEW YORK	Earned high school course credits		S	S		
NEW YORK	Earned a GED		32	S		

2.5.2 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.5.2.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW YORK	No Change		S		6	
NEW YORK	Negative change		S		49	
NEW YORK	Up to one full grade		6		14	
NEW YORK	More than one full grade		9		47	
NEW YORK	Total		22		116	

2.5.2.2 Academic Performance in Mathematics – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NEW YORK	No Change		S		6	
NEW YORK	Negative change		S		49	
NEW YORK	Up to one full grade		6		14	
NEW YORK	More than one full grade		9		47	
NEW YORK	Total		22		116	

2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	0	0
Juvenile corrections	151	123
Juvenile detention	42	65
Neglected programs	0	0
Other programs	0	0
Total	193	.

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	0
Juvenile corrections	135
Juvenile detention	34
Neglected programs	0
Other programs	0
Total	169

Data Quality Comments

The program office will continue to reach out to the eight (8) juvenile detention and sixteen (16) juvenile corrections facilities that need to submit the CSPR Data Report for 2019-20.

2.5.3.3 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW YORK	Total Long-Term Students Served	.	.	475	3523	.
NEW YORK	Total Unduplicated Students Served	.	.	1360	7129	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW YORK	Children with one or more disabilities (IDEA)	.	.	412	3802	.
NEW YORK	English learner	.	.	107	323	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW YORK	American Indian or Alaska Native	.	.	20	30	.
NEW YORK	Asian	.	.	40	82	.
NEW YORK	Black or African American	.	.	567	2857	.
NEW YORK	Hispanic or Latino	.	.	373	1898	.
NEW YORK	Native Hawaiian or Other Pacific	.	.	1	109	.
NEW YORK	Total	.	.	1360	7129	.
NEW YORK	Two or more races	.	.	39	242	.
NEW YORK	White	.	.	320	1911	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW YORK	Female	.	.	138	2293	.
NEW YORK	Male	.	.	1222	4836	.
NEW YORK	Total	.	.	1360	7129	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW YORK	10 years old	.	.	.	120	.
NEW YORK	11 years old	.	.	.	165	.
NEW YORK	12 years old	.	.	.	228	.
NEW YORK	13 years old	.	.	.	379	.
NEW YORK	14 years old	.	.	.	733	.
NEW YORK	15 years old	.	.	.	1154	.
NEW YORK	16 years old	.	.	.	1358	.
NEW YORK	17 years old	.	.	149	1391	.
NEW YORK	18 years old	.	.	322	849	.
NEW YORK	19 years old	.	.	390	263	.
NEW YORK	20 years old	.	.	394	145	.
NEW YORK	21 years old	.	.	105	80	.
NEW YORK	3 through 5	.	.	.	25	.
NEW YORK	6 years old	.	.	.	41	.
NEW YORK	7 years old	.	.	.	45	.
NEW YORK	8 years old	.	.	.	66	.
NEW YORK	9 years old	.	.	.	87	.
NEW YORK	Total	.	.	1360	7129	.

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW YORK	Enrolled in local district school			52	571	

State	Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
NEW YORK	Were accepted and/or enrolled into post-secondary education					16
NEW YORK	Obtained high school diploma					17
NEW YORK	Obtained employment					24
NEW YORK	Enrolled in job training courses/programs					93
NEW YORK	Enrolled in a GED program					1200
NEW YORK	Earned high school course credits					67
NEW YORK	Earned a GED					125

State	Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
NEW YORK	Were accepted and/or enrolled into post-secondary education	11	100	27		
NEW YORK	Obtained high school diploma	11	172	41		
NEW YORK	Obtained employment	89	364	27		
NEW YORK	Enrolled in job training courses/programs	25	1098	78		
NEW YORK	Enrolled in a GED program	95	193	49		
NEW YORK	Earned high school course credits	26	2497	398		
NEW YORK	Earned a GED	7	48	18		

2.5.3.5 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.5.3.5.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW YORK	Negative change			16	182	
NEW YORK	No change			23	373	
NEW YORK	Up to one full grade			74	243	
NEW YORK	More than one full grade			83	131	
NEW YORK	Total			196	929	

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019, through June 30, 2020.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.3.5.2 Academic Performance in Mathematics – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NEW YORK	Negative change			15	172	
NEW YORK	No change			30	282	
NEW YORK	Up to one full grade			74	187	
NEW YORK	More than one full grade			83	141	
NEW YORK	Total			202	782	

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$22,600,826
Safe and Healthy Students	\$22,219,876
Effective Use of Technology	\$5,521,201

Data Quality Comments

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the “Any” category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	477
Safe and Healthy Students	449
Effective Use of Technology	281
Any Content Area	679

Data Quality Comments

2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
No

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
331

Data Quality Comments

2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	1
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	175
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	265	6
Supporting Effective Instruction (Title II, Part A)	151	155

Data Quality Comments

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$5,000
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$7,734,597
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$4,526,056	\$133,170
Supporting Effective Instruction (Title II, Part A)	\$5,819,780	\$2,473,069

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	46
Activities authorized under Part A of Title II	30
Activities authorized under Title III	11
Activities authorized under Part A of Title IV	49
Parental involvement activities	16

Data Quality Comments

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments

The New York State Education Department (NYSED) ESSA-plan objective is that Local Education Agencies (LEAs) utilize Title V, Part B funds to improve the outcomes of students in meeting the State's challenging academic standards through: 1) Improving teaching and learning in the classroom and 2) Improving equity in the classroom. In the 19-20 school year, LEAs were required in their Consolidated Application to provide a narrative stating how the LEA funds will be used to meet one or both criteria for using these funds. All 87 RLIS recipients' applications were reviewed to determine that they were applying funds toward these objectives. LEAs were surveyed to see if they felt objectives were met for the prior year. Sixty-three (63) stated they met their objectives, three (3) stated they exceeded their objectives and 21 stated they did not meet prior year objectives.

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
<p>The SEA provides technical assistance for RLIS LEA subgrantees through a few different methods. The SEA has 1 FTE dedicated staff to provide technical assistance as needed to RLIS recipients. This staff person is accessible via phone/email for LEA on-demand requests. Other ESSA staff in the SEA are updated through team meetings in issues that may come up for RLIS LEAs so that they may provide technical assistance as "subject matter experts" on an as-needed basis. Title V administrative staff also conduct technical assistance with LEAs on various subjects based on LEA need. The New York State Education Department Office of Accountability also sends out periodic newsletters to the field providing technical assistance to LEAs on various issues relating to ESSA programs, including RLIS. LEAs can also visit the SEA's dedicated REAP webpage (http://www.nysed.gov/essa/title-v-part-b-rural-education-achievement-program-reap), which contains various resources and information on the REAP programs including RLIS. Our office also conducts periodic "Title Talk" webinars with LEAs on various ESSA-related issues. A Title V-specific webinar will be conducted in 2021 to update LEAs on RLIS issues. A 2020 webinar was postponed due to the COVID-19 pandemic.</p>

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
<p>Awards are determined through an allocational process based on student average daily attendance in the LEA.</p>

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	100

Data Quality Comments

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
NEW YORK	0	0