CONSOLIDATED STATE PERFORMANCE REPORT
PART I

SCHOOL YEAR 2021-2022

HAWAII

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 36.50 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.

1.1 GENERAL INFORMATION

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

1.1.1 State Report Cards

State Report Card URL
http://arch.k12.hi.us/

Data Quality Comment
Annual State Report Card can be found by selecting 'Every Student Succeeds Act' under Report Type, selecting the appropriate school year, then selecting 'State of Hawaii' for statewide or a particular school.

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.

Populated with SEA-LEVEL FS175/DG583 and FS185/DG588.

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	13315	97.7	13315	S	50.6
American Indian or Alaska Native	S	68	>=95	68	S	47
Asian or Pacific Islander	S	9428	97.7	9428	S	48.7
Asian	S	2161	99	2161	S	74
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4446	96.3	4446	S	31.6
Black or African American	S	329	98	329	S	50
Hispanic or Latino	S	239	>=95	239	S	42
White	S	3060	97.6	3060	S	57.3
Two or more races	S	191	>=95	191	S	47
Children with disabilities (IDEA)	S	1299	96	1299	S	17
English learners	S	1790	98	1790	S	31
Economically disadvantaged students	S	6784	97.1	6784	S	36.4
Children in foster care	S	108	>=95	108	S	32
Children who are homeless	S	250	>=95	250	S	25
Migratory students	S	150	>=95	150	S	22
Military connected students	S	848	99	848	S	68
Male	S	6962	97.7	6962	S	51.6
Female	S	6353	97.6	6353	S	49.5

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	13163	97.4	13163	S	45.3
American Indian or Alaska Native	S	66	>=95	66	S	50
Asian or Pacific Islander	S	9366	97.6	9366	S	42.5
Asian	S	2053	99	2053	S	69
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4469	96.2	4469	S	26.1
Black or African American	S	348	98	348	S	43
Hispanic or Latino	S	225	>=95	225	S	38
White	S	2994	97	2994	S	55
Two or more races	S	164	>=95	164	S	49
Children with disabilities (IDEA)	S	1427	96	1427	S	12
English learners	S	1458	98	1458	S	17
Economically disadvantaged students	S	6684	96.9	6684	S	30.8
Children in foster care	S	105	>=95	105	S	18
Children who are homeless	S	254	>=95	254	S	15
Migratory students	S	168	>=95	168	S	21
Military connected students	S	807	99	807	S	62
Male	S	6822	97.4	6822	S	47.4
Female	S	6341	97.5	6341	S	43.0

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	13347	97.4	13347	S	41.3
American Indian or Alaska Native	S	69	>=95	69	S	38
Asian or Pacific Islander	S	9529	97.5	9529	S	39.7
Asian	S	2135	99	2135	S	65
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4462	95.9	4462	S	22.4
Black or African American	S	351	98	351	S	29
Hispanic or Latino	S	231	>=95	231	S	30
White	S	2994	97	2994	S	49
Two or more races	S	173	>=95	173	S	46
Children with disabilities (IDEA)	S	1474	96	1474	S	11
English learners	S	1313	98	1313	S	12
Economically disadvantaged students	S	6683	96.8	6683	S	26.9
Children in foster care	S	110	>=95	110	S	19
Children who are homeless	S	247	>=95	247	S	11
Migratory students	S	141	94	141	S	16
Military connected students	S	820	>=99	820	S	56
Male	S	6900	97.3	6900	S	42.6
Female	S	6447	97.4	6447	S	40.0

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	13191	97.3	13191	S	34.8
American Indian or Alaska Native	S	80	>=95	80	S	33
Asian or Pacific Islander	S	9579	97.3	9579	S	32.5
Asian	S	2028	99	2028	S	58
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4494	95.7	4494	S	17.6
Black or African American	S	340	98	340	S	32
Hispanic or Latino	S	252	>=95	252	S	29
White	S	2806	97	2806	S	43
Two or more races	S	134	>=95	134	S	43
Children with disabilities (IDEA)	S	1459	96	1459	S	7
English learners	S	1443	97	1443	S	9
Economically disadvantaged students	S	6699	96.6	6699	S	22.7
Children in foster care	S	86	90	86	S	23
Children who are homeless	S	240	>=95	240	S	12
Migratory students	S	199	>=95	199	S	11
Military connected students	S	798	>=99	798	S	60
Male	S	6792	97.3	6792	S	35.7
Female	S	6399	97.3	6399	S	33.7

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	10148	95.4	10148	S	33.1
American Indian or Alaska Native	S	62	94	62	S	39
Asian or Pacific Islander	S	7159	95.5	7159	S	31.0
Asian	S	1447	97	1447	S	57
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	3471	93.1	3471	S	15.4
Black or African American	S	296	>=95	296	S	27
Hispanic or Latino	S	292	>=95	292	S	23
White	S	2254	95	2254	S	41
Two or more races	S	85	91	85	S	41
Children with disabilities (IDEA)	S	1227	91	1227	S	6
English learners	S	1117	96	1117	S	9
Economically disadvantaged students	S	5176	94.0	5176	S	21.4
Children in foster care	S	85	91	85	S	15
Children who are homeless	S	180	88	180	S	14
Migratory students	S	161	94	161	S	11
Military connected students	S	518	>=99	518	S	57
Male	S	5312	95.5	5312	S	34.1
Female	S	4836	95.4	4836	S	31.9

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	12744	95.6	12744	S	30.6
American Indian or Alaska Native	S	83	94	83	S	21
Asian or Pacific Islander	S	9235	95.8	9235	S	29.0
Asian	S	1983	98	1983	S	54
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4168	93.1	4168	S	13.4
Black or African American	S	354	95	354	S	31
Hispanic or Latino	S	360	96	360	S	19
White	S	2601	95	2601	S	38
Two or more races	S	111	93	111	S	39
Children with disabilities (IDEA)	S	1372	92	1372	S	5
English learners	S	1199	96	1199	S	7
Economically disadvantaged students	S	6365	94.3	6365	S	19.7
Children in foster care	S	98	88	98	S	10
Children who are homeless	S	244	94	244	S	9
Migratory students	S	203	95	203	S	11
Military connected students	S	512	>=99	512	S	59
Male	S	6541	95.5	6541	S	30.5
Female	S	6203	95.7	6203	S	30.7

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	10262	89.1	10262	S	25.8
American Indian or Alaska Native	S	55	86	55	S	22
Asian or Pacific Islander	S	7813	88.9	7813	S	25.0
Asian	S	1826	95	1826	S	47
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	3144	81.6	3144	S	11.3
Black or African American	S	263	91	263	S	18
Hispanic or Latino	S	268	87	268	S	17
White	S	1788	90	1788	S	32
Two or more races	S	75	92	75	S	31
Children with disabilities (IDEA)	S	896	78	896	S	7
English learners	S	567	86	567	S	5
Economically disadvantaged students	S	3868	84.3	3868	S	17.3
Children in foster care	S	65	70	65	S	6
Children who are homeless	S	109	78	109	S	12
Migratory students	S	125	83	125	S	6
Military connected students	S	254	>=95	254	S	45
Male	S	5235	89.3	5235	S	25.4
Female	S	5027	88.9	5027	S	26.3

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.

Populated with SEA-LEVEL FS178/DG584 and FS188/DG589.

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	13235	97.5	13235	S	48.4
American Indian or Alaska Native	S	67	>=95	67	S	46
Asian or Pacific Islander	S	9366	97.6	9366	S	45.5
Asian	S	2140	99	2140	S	68
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4415	96.1	4415	S	29.6
Black or African American	S	330	98	330	S	53
Hispanic or Latino	S	236	>=95	236	S	46
White	S	3047	97.4	3047	S	57.3
Two or more races	S	189	>=95	189	S	47
Children with disabilities (IDEA)	S	1293	95	1293	S	12
English learners	S	1728	98	1728	S	26
Economically disadvantaged students	S	6742	97.0	6742	S	34.5
Children in foster care	S	108	>=95	108	S	29
Children who are homeless	S	244	>=95	244	S	25
Migratory students	S	149	>=95	149	S	23
Military connected students	S	847	99	847	S	67
Male	S	6923	97.5	6923	S	44.0
Female	S	6312	97.5	6312	S	53.3

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	13090	97.3	13090	S	50.9
American Indian or Alaska Native	S	66	>=95	66	S	55
Asian or Pacific Islander	S	9302	97.4	9302	S	47.9
Asian	S	2031	98	2031	S	69
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4439	96.0	4439	S	33.3
Black or African American	S	347	98	347	S	46
Hispanic or Latino	S	225	>=95	225	S	49
White	S	2986	97	2986	S	61
Two or more races	S	164	>=95	164	S	56
Children with disabilities (IDEA)	S	1420	96	1420	S	12
English learners	S	1402	97	1402	S	18
Economically disadvantaged students	S	6639	96.7	6639	S	37.7
Children in foster care	S	104	95	104	S	26
Children who are homeless	S	245	94	245	S	20
Migratory students	S	168	>=95	168	S	30
Military connected students	S	804	98	804	S	64
Male	S	6781	97.2	6781	S	47.3
Female	S	6309	97.3	6309	S	54.8

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	13263	97.2	13263	S	54.7
American Indian or Alaska Native	S	70	>=95	70	S	53
Asian or Pacific Islander	S	9463	97.4	9463	S	51.6
Asian	S	2114	99	2114	S	73
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4435	95.8	4435	S	36.3
Black or African American	S	351	98	351	S	51
Hispanic or Latino	S	225	>=95	225	S	50
White	S	2981	97	2981	S	65
Two or more races	S	173	>=95	173	S	58
Children with disabilities (IDEA)	S	1473	96	1473	S	14
English learners	S	1251	98	1251	S	17
Economically disadvantaged students	S	6649	96.8	6649	S	40.4
Children in foster care	S	110	>=95	110	S	29
Children who are homeless	S	242	>=95	242	S	27
Migratory students	S	143	>=95	143	S	28
Military connected students	S	816	99	816	S	68
Male	S	6849	97.1	6849	S	50.1
Female	S	6414	97.3	6414	S	59.6

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	13101	97.0	13101	S	49.6
American Indian or Alaska Native	S	77	>=95	77	S	55
Asian or Pacific Islander	S	9511	97.0	9511	S	46.3
Asian	S	2015	99	2015	S	70
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4458	95.3	4458	S	31.1
Black or African American	S	339	97	339	S	52
Hispanic or Latino	S	247	>=95	247	S	43
White	S	2792	97	2792	S	61
Two or more races	S	135	>=95	135	S	53
Children with disabilities (IDEA)	S	1458	96	1458	S	11
English learners	S	1384	97	1384	S	13
Economically disadvantaged students	S	6646	96.2	6646	S	36.2
Children in foster care	S	86	90	86	S	28
Children who are homeless	S	237	95	237	S	22
Migratory students	S	198	>=95	198	S	23
Military connected students	S	797	>=99	797	S	74
Male	S	6737	96.9	6737	S	44.9
Female	S	6364	97.1	6364	S	54.7

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	10078	95.1	10078	S	51.5
American Indian or Alaska Native	S	62	94	62	S	52
Asian or Pacific Islander	S	7100	95.1	7100	S	48.1
Asian	S	1439	97	1439	S	71
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	3419	92.3	3419	S	32.7
Black or African American	S	300	>=95	300	S	52
Hispanic or Latino	S	290	>=95	290	S	44
White	S	2242	95	2242	S	63
Two or more races	S	84	90	84	S	54
Children with disabilities (IDEA)	S	1227	91	1227	S	11
English learners	S	1067	95	1067	S	14
Economically disadvantaged students	S	5129	93.4	5129	S	38.8
Children in foster care	S	85	91	85	S	26
Children who are homeless	S	169	84	169	S	28
Migratory students	S	158	92	158	S	25
Military connected students	S	517	>=99	517	S	81
Male	S	5280	95.2	5280	S	46.4
Female	S	4798	95.1	4798	S	57.2

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	12659	95.3	12659	S	49.9
American Indian or Alaska Native	S	83	94	83	S	47
Asian or Pacific Islander	S	9162	95.5	9162	S	47.4
Asian	S	1971	98	1971	S	70
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4117	92.3	4117	S	30.1
Black or African American	S	352	95	352	S	55
Hispanic or Latino	S	354	94	354	S	43
White	S	2597	95	2597	S	59
Two or more races	S	111	93	111	S	58
Children with disabilities (IDEA)	S	1362	91	1362	S	10
English learners	S	1144	95	1144	S	14
Economically disadvantaged students	S	6305	93.8	6305	S	37.6
Children in foster care	S	99	89	99	S	34
Children who are homeless	S	238	93	238	S	28
Migratory students	S	204	>=95	204	S	21
Military connected students	S	513	>=99	513	S	75
Male	S	6495	95.3	6495	S	44.4
Female	S	6164	95.4	6164	S	55.8

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	10103	87.9	10103	S	59.6
American Indian or Alaska Native	S	53	83	53	S	68
Asian or Pacific Islander	S	7675	87.5	7675	S	58.0
Asian	S	1810	95	1810	S	75
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	3060	79.6	3060	S	42.1
Black or African American	S	260	90	260	S	57
Hispanic or Latino	S	263	85	263	S	51
White	S	1776	90	1776	S	68
Two or more races	S	76	93	76	S	61
Children with disabilities (IDEA)	S	880	76	880	S	14
English learners	S	526	83	526	S	15
Economically disadvantaged students	S	3783	82.7	3783	S	47.6
Children in foster care	S	64	69	64	S	33
Children who are homeless	S	97	69	97	S	37
Migratory students	S	126	84	126	S	38
Military connected students	S	255	>=95	255	S	78
Male	S	5161	88.2	5161	S	53.4
Female	S	4942	87.6	4942	S	66.1

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.

Populated with SEA-LEVEL FS179/DG585 and FS189/DG590.

Grade 03

Grade 04

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	13378	97.6	13378	S	44.0
American Indian or Alaska Native	S	69	>=95	69	S	44
Asian or Pacific Islander	S	9546	97.7	9546	S	40.5
Asian	S	2136	>=99	2136	S	64
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4469	96.0	4469	S	24.8
Black or African American	S	351	98	351	S	41
Hispanic or Latino	S	232	>=95	232	S	37
White	S	3005	97.2	3005	S	55.8
Two or more races	S	175	>=95	175	S	47
Children with disabilities (IDEA)	S	1475	96	1475	S	11
English learners	S	1321	99	1321	S	10
Economically disadvantaged students	S	6705	97.1	6705	S	29.5
Children in foster care	S	110	>=95	110	S	23
Children who are homeless	S	247	>=95	247	S	18
Migratory students	S	143	>=95	143	S	21
Military connected students	S	820	>=99	820	S	61
Male	S	6915	97.5	6915	S	44.0
Female	S	6463	97.7	6463	S	43.9

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	12755	95.7	12755	S	38.7
American Indian or Alaska Native	S	84	>=95	84	S	35
Asian or Pacific Islander	S	9253	96.0	9253	S	36.0
Asian	S	1981	98	1981	S	60
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	4186	93.5	4186	S	18.9
Black or African American	S	356	96	356	S	41
Hispanic or Latino	S	364	97	364	S	33
White	S	2588	95	2588	S	49
Two or more races	S	110	92	110	S	44
Children with disabilities (IDEA)	S	1383	92	1383	S	8
English learners	S	1203	97	1203	S	9
Economically disadvantaged students	S	6384	94.6	6384	S	26.9
Children in foster care	S	100	90	100	S	21
Children who are homeless	S	244	94	244	S	16
Migratory students	S	202	94	202	S	14
Military connected students	S	514	>=99	514	S	68
Male	S	6553	95.7	6553	S	38.7
Female	S	6202	95.6	6202	S	38.7

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	11390	88.5	11390	S	35.3
American Indian or Alaska Native	S	49	79	49	S	27
Asian or Pacific Islander	S	8478	88.1	8478	S	32.7
Asian	S	1902	95	1902	S	53
Filipino	S	S	S	S	S	S
Native Hawaiian or other Pacific Islander	S	3433	80.1	3433	S	18.1
Black or African American	S	275	88	275	S	31
Hispanic or Latino	S	379	87	379	S	26
White	S	2121	91	2121	S	47
Two or more races	S	88	93	88	S	50
Children with disabilities (IDEA)	S	1062	80	1062	S	9
English learners	S	50	81	50	S	16
Economically disadvantaged students	S	4630	82.9	4630	S	24.1
Children in foster care	S	76	66	76	S	16
Children who are homeless	S	157	76	157	S	17
Migratory students	S	150	82	150	S	13
Military connected students	S	279	>=95	279	S	57
Male	S	5994	88.2	5994	S	34.6
Female	S	5396	88.8	5396	S	36.0

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.

Populated with SEA-LEVEL FS185/DG588.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	823	9
Regular Assessment With Accommodations	95	1
Regular Assessment Without Accommodations	8236	90
Total	9154	.

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

Populated with SEA-LEVEL FS185/DG588.

# 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
823	86170	1

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

Question	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 SY2021-22?	No

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.

Populated with SEA-LEVEL FS188/DG589.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	834	9.1
Recently arrived ELs, Took ELP	2	0
Regular Assessment With Accommodations	130	1.4
Regular Assessment Without Accommodations	8149	89.4
Total	9115	.

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

Populated with SEA-LEVEL FS188/DG589.

# 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
834	85871	1

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

Question	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 reading/language arts in SY2021-22?	No

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.

Populated with SEA-LEVEL FS189/DG590.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	381	9.7
Regular Assessment With Accommodations	11	0.3
Regular Assessment Without Accommodations	3528	90
Total	3920	.

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

Populated with SEA-LEVEL FS189/DG590.

# 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
381	37523	1

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

Question	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 science in SY2021-22?	No

Data Quality Comment

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.

Populated with SEA-LEVEL FS188/DG589.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	342

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 trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students' native language(s).	Yes	No	Spanish
State offers the State reading/language arts content tests in the students' native language(s).	No		
State offers the State science content tests in the students' native language(s).	No		

Data Quality Comment

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.

Populated with SEA-LEVEL FS137/DG674 and FS139/DG676.

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	16215	1138	S	40.0	S	5.9

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.

Populated with SEA-LEVEL FS050/DG151 and FS138/DG675.

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	16042	1024	S	40.2	S	5.8
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	1715	247	S	26	S	<=1

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.

Populated with SEA-LEVEL FS211/DG865.

# ELs Exited	Percent ELs Exited
1304	100

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.

Populated with SEA-LEVEL FS210/DG864.

# ELs Not Proficient	Percent ELs Not Proficient
5938	88.7

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.

Populated with SEA-LEVEL FS126/DG668.

First year	Second year	Third year	Fourth year	Total
1041	699	958	751	511

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.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	519	53	15	<50
Second year	770	57	10	<50
Third year	655	55	14	>=50
Fourth year	405	53	10	<50

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.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	517	76	15	<50
Second year	772	76	10	<50
Third year	658	75	14	>=50
Fourth year	403	80	10	>=50

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.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	237	65	6	<50
Second year	118	81	1	S
Third year	238	58	5	S
Fourth year	274	63	8	>=50

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 SY2021-22, estimate what percentage of the funds your State used for the following (round to the nearest 10 percent).

Purpose	Percentage (Rounded to the Nearest 10 Percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the ESEA	30
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	70

1.2.6.1.2 Use 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 SY2021-22 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 ESEA	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 ESEA.	Yes
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the ESEA and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the ESEA.	Yes
Ensuring the continued validity and reliability of State assessments.	Yes
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	Yes
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	Yes
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the ESEA in order to integrate engineering design skills and practices into such assessments.	Yes
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the ESEA and other assessments not required under Section 1111(b)(2) of the ESEA.	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 ESEA, 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 ESEA.	Yes
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	Yes
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	No
Designing report cards and reports under Section 1111(h) of the ESEA 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

Data Quality Comment

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 frequently asked questions (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.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
Total Schools	11345	2255	19.9

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.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Teachers Teaching with an Emergency or Provisional Credential	Percent Teachers Teaching with an Emergency or Provisional Credential
Total Schools	11345	869	7.7

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.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Teachers Not Teaching in Field	Percent Teachers Not Teaching in Field
Total Schools	11345	2229	19.6

1.3.4 Poverty Quartile Breaks (Optional)

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 %)	Poverty Metric Used
68	34	Percentage of students who qualify for the free or reduced-price lunch program.

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.

Data Quality Comment

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.

Populated with SEA-LEVEL FS141/DG678.

Total ELs	#
Total English Learners in State	17353
English Learners with Disabilities	2261

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.

Populated with SEA-LEVEL FS116/DG648.

ELs Receiving Services	#
English Learners Served by LIEP	16440

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, for each type of LIEP implemented in the State, as defined under Section3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the ESEA, please provide a comma-separated list of the language(s) of instruction used.

Populated with SEA-LEVEL FS116/DG849.

LIEP	#	Language of Instruction
Content Classes with integrated ESL support	4797	English
Dual Language or Two-way Immersion	4	Hawaiian and Japanese
ESL or ELD	11224	English
Newcomer programs	143	English
Other	264	English
Transitional Bilingual Education or Early-Exit Bilingual Education	8	Hawaiian, Marshallese, Tongan, Yapese

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

Comments

Data Quality Comment

1.4.3 Most Common Languages Spoken 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.

Populated with SEA-LEVEL FS141/DG678.

Language	# ELs
Iloko	3422
Chuukese	2912
Marshallese	2048
Tagalog	1529
Spanish; Castilian	1243

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.

Populated with SEA-LEVEL FS067/DG422.

Number of teachers serving in LIEPs 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*
885	189	418

*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.

Data Quality Comment

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

If State reports a nonzero count of LEAs under 'Other' please describe the activities that were conducted during SY2021-22 in the comment box below.

Comment

Data Quality Comment

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	X
Helping ELs meet the same challenging State academic standards that all children are expected to meet	X
Identifying or developing, and implementing, measures of English proficiency	
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	X
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	
Other	

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.

Comments

Data Quality Comment

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.

Populated with SEA-LEVEL FS045/DG519.

# Immigrant Students Enrolled	# Immigrant Students in LEAs Receiving Funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
4909	2229	1

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

Comments

Data Quality Comment

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 SY2021-22 funds July 1, 2021, and then made these funds available to subgrantees on August 1, 2021, for SY 2021-22 programs. Then the '# of days/$$ Distribution' is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# Days $$ Distribution
7/1/2021	9/10/2021	71

Data Quality Comment

Table 1.4.8.1 Definitions:

1. Date State Received Allocation: Date the State receives the Title III allocation from ED.
2. Date Funds Available to Subgrantees: Date that Title III funds are available to approved subgrantees.
3. # 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.

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.

Comments
During school year 2021-2022, our Department of Education was able to fill the previously vacant Title III specialist position. With this development, we expect we will be better positioned to distribute Title III funds in a timely manner to subgrantees.

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.

Were any Title III language instruction educational programs or activities terminated for failure to reach program goals?
No

Data Quality Comment

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.

Populated with SCH-LEVEL FS130/DG36; Note a table will only appear if the State reported at least one school as persistently dangerous.

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.

Populated with LEA-LEVEL FS170/DG754.

LEAs	#	# LEAs Reporting Data
LEAs with subgrants	1	1

Data Quality Comment

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.

Populated with SEA-LEVEL FS118/DG655.

Grade Level	Number of Homeless Enrolled Students
Ungraded	6
Age 3 through 5 (not Kindergarten)	38
Kindergarten	301
Grade 1	246
Grade 2	297
Grade 3	263
Grade 4	272
Grade 5	260
Grade 6	257
Grade 7	206
Grade 8	261
Grade 9	337
Grade 10	209
Grade 11	137
Grade 12	161
Total	3251

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 s/he was identified as homeless. The totals will be automatically calculated.

Populated with SEA-LEVEL FS118/DG655.

Primary Nighttime Residence Type	Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth	Number of Homeless Enrolled Students
Shelters and transitional housing	12	603
Doubled-up (e.g., living with another family)	88	2354
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	3	239
Hotels/Motels	0	55
Total	103	3251

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.

Populated with SEA-LEVEL FS118/DG655.

Subgroup	Number of Homeless Enrolled Students
Children with one or more disabilities (IDEA)	495
English learners	443
Unaccompanied youth	103
Migratory students	57

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.

Populated with SEA-LEVEL FS194/DG818.

Age Level	Number of Young Homeless Children Served
Age Birth through 2	3
Age 3 through 5 (not Kindergarten)	38

1.6.3 ARP-Homeless I Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless I funds including those participating in consortia?	1

Data Quality Comment
As a single SEA/LEA we don't have consortia, and funds aren't disseminated via subgrants.

1.6.4 ARP-Homeless II Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless II funds including those participating in consortia?	1

Data Quality Comment
As a single SEA/LEA, funds are maintained at state level and disseminated per request based on need.

1.6.5 Subgrantees Awarded Funds through ARP-Homeless I and II

Please list the NCES LEA ID and name of each LEA that received ARP-Homeless funds and the amount each received. For consortia, list all the LEAs participating in them and assign the total ARP Homeless I or II award amount to the lead LEA. This information will be collected from SEAs outside the CSPR collection tool.

Data are published outside the report.

Data Quality Comment

1.7 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, 2021 through August 31, 2022. 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 three.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

1.7.1 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, 2021 through August 31, 2022. 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 1.7.1.1 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 SY2021-22. 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
All data for this report is accurately reported. Data source comes from the schools that are serviced, MIS2000 which is our state's Migrant Education database, and the Hawaii State Department of Education database for Student Enrollment.

1.7.1.1 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, 2021 through August 31, 2022. 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 data from MSIX.

Age Grade	Eligible Migratory Children
Ungraded	1
Age 3 through 5 (not Kindergarten)	250
Kindergarten	132
Grade 1	157
Grade 2	153
Grade 3	185
Grade 4	189
Grade 5	161
Grade 6	255
Grade 7	196
Grade 8	228
Grade 9	295
Grade 10	206
Grade 11	189
Grade 12	116
Total	2713

1.7.1.2 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
The 2021-22 child count was slightly less as compared to the previous year. The migrant count went from 2,869 to 2,713. The state still looked to rebound from families re-acclimating themselves back to in-person instruction. The state continued to emphasize active ID&R best practices to maximize its identification of migrant children.

1.7.1.3 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, 2021 through August 31, 2022.

Populated with data from MSIX.

Age Grade	Eligible Migratory Children
Age Birth through 2	61

1.7.2 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, 2021 through August 31, 2022. 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 data from MSIX.

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Kindergarten	5
Grade 1	9
Grade 2	3
Grade 3	9
Grade 4	10
Grade 5	8
Grade 6	19
Grade 7	16
Grade 8	21
Grade 9	11
Grade 10	17
Grade 11	12
Total	140

1.7.2.1 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
The state experienced a significant decrease in its Category 2 child count. The state count dropped from 285 to 140. Data is accurate as reported by the sites. Data was collected from the state Priority for Services Spreadsheet that each site completes annually. The Hawaii MEP encouraged schools to offer intersession and summer school activities and programs. The state anticipated more students would attend for credit recovery, credit accrual, or enrichment activities. Schools continued to address staffing challenges that greatly impacted the ability to offer additional learning opportunities. The additional ESSER Funding was a great resource for schools but inadvertently hindered the ability for our MEP schools to utilize their funds. Active collaboration between school sites is scheduled to assist expand these learning opportunities for the current period.

1.7.2.2 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, 2021 through August 31, 2022. 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 data from MSIX.

1.7.3 Child Count Calculation and Validation Procedures

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

1.7.3.1 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

Parents/Guardians are provided a Hawaii Migrant Education Program (MEP) Parent Work Survey at the start of each school year and upon registration at a school to self-report engagement in farming/agriculture work, fishing or ranching employment that may qualify them for participation in the MEP.   Families are contacted by a Hawaii MEP recruiter for an eligibility interview either by phone or in-person and letters are sent by the recruiters to the families that they are unable to contact at the address documented in the Hawaii Department of Education Statewide Student Enrollment System (SSES). Upon certification, a completed COE is sent to the Hawaii MEP Office for review, approval, and input into the Hawaii MEP data system (MIS2000). Electronic COE's are standard procedure to document certification.   To ensure an unduplicated student count SSES assigns a unique identification number whenever a new record is created in the system. SSES contains a data quality report that lists any student records with the same name, birth date, gender, and other demographics that is used to identify any potential duplicate student records in the system. This report is regularly monitored by the State of Hawaii State Department of Education (HIDOE) staff to ensure that there are no duplicates. The SSES unique identification number is used in all student information systems utilized by the HIDOE including the Hawaii Migrant Education Program (HIMEP). The HIMEP uses MIS2000 which is a unique database system with built-in features that assure that a child is counted only once. The system generates a COE number and exchanges data with the SSES to verify enrollment, withdrawal and other demographic data so that the system can generate accurate child count reports that meet the six (6) criteria mentioned above. The SEA migrant data coordinator is the only individual permitted to enter data into the system thus ensuring that the data is input and coded accurately and consistently. Each student is coded in either the regular "R" or summer "S" enrollment type.   MEP/MIS2000 data is cross-checked again in the HIDOE''s Longitudinal Educational Information (LEI) Kulia "Striving" System and the Hawaii Infinite Campus data system to ensure that there are no duplicate students across all of the data systems. The Hawaii MEP Director is notified and corrects reported duplication errors in MSIX if they occur.   Parents for all students enrolling in the Hawaii public school system must provide proof that the child resides at an address within the school's attendance boundary. The proof of address documentation includes but is not limited to: rental/lease agreements, mortgage agreements, utility bills, or a notarized statement from a relative or friend. During the eligibility interview process, the Hawaii MEP recruiters inquire about any younger siblings and include them in the residency verification for the older sibling. Residency verification specifically for children turning three during the performance period is completed after their third birthday. A quarterly list of children who will or have turned three is provided to the recruiters who contact parents by phone or in person to verify age and residency information.   The HIMEP annual verification process applies to all Category 1 and Category 2 children: The HIMEP recruiters complete an annual verification of all eligible migrant students in their assigned recruitment area to check if a new qualifying move was made by the families in each one-year time period of the three-year eligibility following the certifying QAD. If a new move was made, a new COE is generated with the new QAD. Follow up letters are sent to the mailing address on record in SSES to the families the recruiters are unable to contact. Student eligibility and services continue for the three-year period even if contact is not made at that time. This verification process also ensures the Hawaii MEP recruiters contact families whose COE will expire in the current year to ensure continuity of services for certified eligible students with a new QAD. At least three attempts are made for each annual verification. Families who do not make a new qualifying move within the eligibility period are informed that they will settle out of the MEP and may be interviewed again before exiting the program. All services and supports continue to the end of the performance period of the end of eligibility date.   Students between the ages of 3-21, who are within the 3 years of their QAD and who had a residency, withdrawal, enrollment, or term date during the date range requested of 9/1/2021 and 8/31/2022, are coded as a regular "R" enrollment type.   An intersession list reported students with the same criteria as the 12-month list but were coded with the intersession/summer "S" enrollment type and the supplemental service code provided to them (e.g., summer school, preschool, etc.)   High school graduates and HSED holders from the previous year are not included in Hawaii's reported count since they are not considered "active" after they are removed from the Hawaii Department of Education system. However, those students who graduated in May (which is when we have our high school graduations) are counted in our count since they were served during the regular school year. Those who had to attend summer school in order to graduate are also counted in Cat 2. In July of each year our state enrollment system updates registration and removes graduates from the "active" file so that they are not included in the state enrollment count. Students who dropped out of school before receiving their diploma are exited from our state student enrollment system once the family or school files the appropriate Hawaii DOE paperwork.

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
Most of the qualifying movement occurs across HIMEP complex lines and across islands. Since the Hawaii Department of Education is a one SEA/LEA system, the movement of students across our state remains in the department's data system and is updated nightly so registering schools have instant access to student records.

Data Quality Comments

1.7.3.2 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.	200
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.	50

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.
2020-21

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 SY2021-22.

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
The Hawaii State MEP program did not do an independent re-interview during the SY2021-22. The most recent independent prospective re-interviews were conducted for SY2020-21 and did not find any of the migratory children that were re-interviewed as ineligible. However, during the SY2021-22 the Hawaii State MEP program did do their own random spot check re-interview of the new COE's completed in the last year. The program utilized an independent person who is familiar with the MEP program and the COE process but did not work on any of the random COE samplings. This is an ongoing practice that the Hawaii State MEP program does every year when no independent re-interview is conducted. An independent re-interview is planned for SY2023-24.

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

1.7.4 Eligible Migratory Children

1.7.4.1 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.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarte	3
Kindergarten	3
Grade 1	0
Grade 2	10
Grade 3	97
Grade 4	105
Grade 5	77
Grade 6	146
Grade 7	113
Grade 8	104
Grade 9	17
Grade 10	10
Grade 11	70
Grade 12	8
Out of School	0
Ungraded	0
Total	763

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.

1.7.4.2 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.

Age Grade	ELs During the Performance Period
Age 3 through 5 (not Kindergarte	1
Kindergarten	18
Grade 1	20
Grade 2	22
Grade 3	28
Grade 4	35
Grade 5	30
Grade 6	48
Grade 7	40
Grade 8	42
Grade 9	42
Grade 10	20
Grade 11	11
Grade 12	2
Out of School	0
Ungraded	2
Total	361

1.7.4.3 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.

Age Grade	Children with Disabilities (IDEA) During the Performance Period
Age Birth through 2	0
Age 3 through 5 (not Kindergarte	7
Kindergarten	11
Grade 1	10
Grade 2	13
Grade 3	15
Grade 4	17
Grade 5	26
Grade 6	38
Grade 7	24
Grade 8	25
Grade 9	38
Grade 10	23
Grade 11	17
Grade 12	14
Out of School	0
Ungraded	1
Total	279

1.7.4.4 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, 2022 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	QAD During the Performance Period
Age Birth through 2	44
Age 3 through 5 (not Kindergarte	129
Kindergarten	83
Grade 1	89
Grade 2	85
Grade 3	86
Grade 4	87
Grade 5	75
Grade 6	111
Grade 7	101
Grade 8	117
Grade 9	136
Grade 10	89
Grade 11	72
Grade 12	24
Out of School	0
Ungraded	7
Total	1335

1.7.5 Academic Status

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

1.7.5.1 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.

Grade	Dropouts During the Performance Period
Grade 7	2
Grade 8	4
Grade 9	6
Grade 10	10
Grade 11	6
Grade 12	5
Total	33

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 2021-22 performance period, (2) were not enrolled at the beginning of the current (2021-22) 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 2021-22 performance period should not be reported in this item.

1.7.5.2 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
0

Data Quality Comments
The high school equivalency diploma program is managed by the Community School for Adults whose data system is independent from the SSES used by the HIDOE system. In Hawaii a student who has not graduated must withdraw or otherwise be removed from the HIDOE database before registering for the adult education program, both systems are not linked to each other.   In SY 2018-19 the HIMEP entered into a partnership with the Community School for Adults to provide support for eligible MEP students to obtain a high school equivalency diploma. HIMEP will pay for the prep-course fee, course materials, and the HiSET/GED test.   During the 2021-22 school year, 2 students took advantage of the partnership between HIMEP and the Community School for Adults. Both students unfortunately failed to complete the program.

1.7.6 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.

Age Grade	Served During the Performance Period
Age Birth through 2	0
Age 3 through 5 (not Kindergarte	11
Kindergarten	80
Grade 1	121
Grade 2	126
Grade 3	149
Grade 4	173
Grade 5	130
Grade 6	229
Grade 7	204
Grade 8	253
Grade 9	171
Grade 10	117
Grade 11	122
Grade 12	80
Ungraded	0
Out of School	0
Total	1966

1.7.6.1 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.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarte	3
Kindergarten	3
Grade 1	0
Grade 2	10
Grade 3	97
Grade 4	105
Grade 5	77
Grade 6	146
Grade 7	113
Grade 8	104
Grade 9	17
Grade 10	10
Grade 11	70
Grade 12	8
Ungraded	0
Out of School	0
Total	763

1.7.6.2 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.

Age Grade	Continuation of Services During the Performance Period
Age 3 through 5 (not Kindergarte	0
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded	0
Out of School	0
Total	0

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.

1.7.6.3 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.

Age Grade	Instructional Service During the Performance Period
Age Birth through 2	0
Age 3 through 5 (not Kindergarte	8
Kindergarten	60
Grade 1	99
Grade 2	98
Grade 3	107
Grade 4	138
Grade 5	93
Grade 6	91
Grade 7	127
Grade 8	145
Grade 9	88
Grade 10	58
Grade 11	41
Grade 12	23
Ungraded	0
Out of School	0
Total	1176

1.7.6.4 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.

Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age Birth through 2	0	0	.
Age 3 through 5 (not Kindergarte	8	0	.
Kindergarten	48	12	.
Grade 1	79	20	.
Grade 2	70	28	.
Grade 3	82	25	.
Grade 4	92	46	.
Grade 5	69	24	.
Grade 6	75	16	.
Grade 7	70	57	.
Grade 8	97	48	0
Grade 9	41	47	7
Grade 10	33	25	5
Grade 11	19	22	13
Grade 12	15	8	7
Ungraded	0	0	0
Out of School	0	0	0
Total	798	378	32

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.

1.7.6.5 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.

Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
Age Birth through 2	0	0
Age 3 through 5 (not Kindergarte	3	0
Kindergarten	32	2
Grade 1	42	4
Grade 2	56	1
Grade 3	67	4
Grade 4	81	2
Grade 5	61	3
Grade 6	154	5
Grade 7	134	7
Grade 8	156	12
Grade 9	130	28
Grade 10	84	19
Grade 11	103	25
Grade 12	65	18
Ungraded	0	0
Out of School	0	0
Total	1168	130

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.

1.7.7 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.

1.7.7.1 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.

Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
97	2475

1.7.7.2 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.

STATE CERTIFICATION

Did the State certify this report?
YES

Date the State certified
4/5/2023 7:34:34 AM