CONSOLIDATED STATE PERFORMANCE REPORT PART I

SCHOOL YEAR 2021-2022

NEW YORK

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

Paperwork Burden Statement

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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
data.nysed.gov

Data Quality Comment

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	161064	89.2	161064	S	48.1
American Indian or Alaska Native	S	1247	90	1247	S	47
Asian or Pacific Islander	S	17768	95.8	17768	S	72.9
Asian	S	17384	95.9	17384	S	73.3
Native Hawaiian or other Pacific Islander	S	384	92	384	S	53
Black or African American	S	25223	91.0	25223	S	37.1
Hispanic or Latino	S	46924	88.4	46924	S	35.4
White	S	64076	87.2	64076	S	54.9
Two or more races	S	5826	90.3	5826	S	49.4
Children with disabilities (IDEA)	S	28309	80.1	28309	S	26.3
English learners	S	20954	90.6	20954	S	27.7
Economically disadvantaged students	S	92481	90.5	92481	S	36.8
Children in foster care	S	633	89	633	S	21
Children who are homeless	S	7546	90.0	7546	S	28.7
Migratory students	S	159	89	159	S	11
Military connected students	S	647	93	647	S	54
Male	S	82492	88.9	82492	S	49.7
Female	S	78571	89.5	78571	S	46.5

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	161878	87.8	161878	S	43.5
American Indian or Alaska Native	S	1293	90	1293	S	38
Asian or Pacific Islander	S	18893	96.2	18893	S	70.5
Asian	S	18530	96.3	18530	S	70.9
Native Hawaiian or other Pacific Islander	S	363	93	363	S	45
Black or African American	S	26183	90.6	26183	S	29.5
Hispanic or Latino	S	46972	87.2	46972	S	29.4
White	S	62986	84.8	62986	S	51.6
Two or more races	S	5551	88.8	5551	S	46.1
Children with disabilities (IDEA)	S	29248	80.0	29248	S	22.1
English learners	S	19863	90.1	19863	S	20.0
Economically disadvantaged students	S	93801	89.7	93801	S	31.6
Children in foster care	S	592	88	592	S	16
Children who are homeless	S	8084	90.7	8084	S	23.4
Migratory students	S	144	94	144	S	8
Military connected students	S	636	94	636	S	46
Male	S	82980	87.8	82980	S	45.7
Female	S	78895	87.8	78895	S	41.2

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	159225	85.5	159225	S	37.6
American Indian or Alaska Native	S	1216	89	1216	S	29
Asian or Pacific Islander	S	17876	95.3	17876	S	66.8
Asian	S	17511	95.5	17511	S	67.2
Native Hawaiian or other Pacific Islander	S	365	89	365	S	43
Black or African American	S	26625	89.6	26625	S	23.0
Hispanic or Latino	S	46387	85.5	46387	S	24.9
White	S	61939	81.4	61939	S	45.1
Two or more races	S	5182	85.8	5182	S	38.9
Children with disabilities (IDEA)	S	29141	78.5	29141	S	18.4
English learners	S	17233	88.1	17233	S	14.2
Economically disadvantaged students	S	92124	87.8	92124	S	26.8
Children in foster care	S	570	90	570	S	13
Children who are homeless	S	8154	89.5	8154	S	19.3
Migratory students	S	110	91	110	S	6
Military connected students	S	608	90	608	S	44
Male	S	81997	86.0	81997	S	40.1
Female	S	77217	85.0	77217	S	35.0

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	154062	81.9	154062	S	39.0
American Indian or Alaska Native	S	1144	88	1144	S	31
Asian or Pacific Islander	S	17134	94.0	17134	S	66.2
Asian	S	16793	94.2	16793	S	66.8
Native Hawaiian or other Pacific Islander	S	341	89	341	S	40
Black or African American	S	26406	87.3	26406	S	23.4
Hispanic or Latino	S	46219	82.9	46219	S	24.6
White	S	58306	76.2	58306	S	49.2
Two or more races	S	4853	80.4	4853	S	43.9
Children with disabilities (IDEA)	S	28569	76.8	28569	S	16.6
English learners	S	15940	87.6	15940	S	10.2
Economically disadvantaged students	S	92697	85.0	92697	S	27.8
Children in foster care	S	529	87	529	S	16
Children who are homeless	S	7744	88.1	7744	S	19.1
Migratory students	S	109	83	109	S	14
Military connected students	S	537	90	537	S	45
Male	S	80139	82.8	80139	S	40.2
Female	S	73910	81.0	73910	S	37.8

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	151539	78.6	151539	S	36.4
American Indian or Alaska Native	S	1099	83	1099	S	27
Asian or Pacific Islander	S	17643	93.5	17643	S	66.8
Asian	S	17285	93.6	17285	S	67.4
Native Hawaiian or other Pacific Islander	S	358	88	358	S	38
Black or African American	S	26845	84.7	26845	S	21.3
Hispanic or Latino	S	44908	79.8	44908	S	23.4
White	S	56579	71.8	56579	S	44.3
Two or more races	S	4465	76.2	4465	S	39.9
Children with disabilities (IDEA)	S	27890	73.3	27890	S	16.0
English learners	S	14437	85.1	14437	S	9.6
Economically disadvantaged students	S	88852	81.8	88852	S	26.2
Children in foster care	S	494	83	494	S	12
Children who are homeless	S	7407	86.1	7407	S	19.2
Migratory students	S	127	81	127	S	<=5
Military connected students	S	508	87	508	S	37
Male	S	79611	80.1	79611	S	36.9
Female	S	71905	77.0	71905	S	35.8

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	156703	80.6	156703	S	35.6
American Indian or Alaska Native	S	1152	87	1152	S	21
Asian or Pacific Islander	S	18377	94.0	18377	S	62.5
Asian	S	17991	94.2	17991	S	63.0
Native Hawaiian or other Pacific Islander	S	386	89	386	S	40
Black or African American	S	27190	86.1	27190	S	17.6
Hispanic or Latino	S	45497	81.4	45497	S	21.1
White	S	60385	74.9	60385	S	46.4
Two or more races	S	4102	74.9	4102	S	39.0
Children with disabilities (IDEA)	S	27240	72.4	27240	S	13.6
English learners	S	13430	84.6	13430	S	9.4
Economically disadvantaged students	S	88364	81.6	88364	S	23.8
Children in foster care	S	445	79	445	S	9
Children who are homeless	S	7255	86.2	7255	S	16.2
Migratory students	S	96	78	96	S	5
Military connected students	S	472	87	472	S	36
Male	S	81984	81.3	81984	S	34.0
Female	S	74684	79.8	74684	S	37.3

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	156923	84.2	156923	S	85.2
American Indian or Alaska Native	S	1181	83	1181	S	77
Asian or Pacific Islander	S	17827	91.8	17827	S	93.0
Asian	S	17412	91.9	17412	S	93.2
Native Hawaiian or other Pacific Islander	S	415	86	415	S	84
Black or African American	S	23986	80.1	23986	S	71.5
Hispanic or Latino	S	38803	81.3	38803	S	74.7
White	S	71814	85.7	71814	S	93.5
Two or more races	S	3312	82.2	3312	S	88.9
Children with disabilities (IDEA)	S	18764	61.9	18764	S	54.7
English learners	S	7950	64.0	7950	S	45.1
Economically disadvantaged students	S	76473	81.0	76473	S	77.5
Children in foster care	S	299	64	299	S	56
Children who are homeless	S	4524	72.8	4524	S	64.2
Migratory students	S	84	70	84	S	70
Military connected students	S	257	79	257	S	90
Male	S	78348	82.0	78348	S	83.5
Female	S	78550	86.5	78550	S	87.0

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	159255	89.2	159255	S	46.8
American Indian or Alaska Native	S	1241	91	1241	S	44
Asian or Pacific Islander	S	17384	95.7	17384	S	67.5
Asian	S	17010	95.9	17010	S	68.0
Native Hawaiian or other Pacific Islander	S	374	91	374	S	48
Black or African American	S	25280	91.1	25280	S	38.0
Hispanic or Latino	S	45510	88.4	45510	S	36.6
White	S	63986	87.3	63986	S	51.6
Two or more races	S	5854	90.8	5854	S	49.1
Children with disabilities (IDEA)	S	28196	79.6	28196	S	22.8
English learners	S	18681	90.4	18681	S	23.5
Economically disadvantaged students	S	91639	90.6	91639	S	35.9
Children in foster care	S	628	88	628	S	23
Children who are homeless	S	6989	89.8	6989	S	30.1
Migratory students	S	150	90	150	S	14
Military connected students	S	643	93	643	S	49
Male	S	81167	88.5	81167	S	42.9
Female	S	78087	89.9	78087	S	50.8

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	160638	88.1	160638	S	42.2
American Indian or Alaska Native	S	1294	90	1294	S	39
Asian or Pacific Islander	S	18569	96.2	18569	S	64.5
Asian	S	18208	96.2	18208	S	64.9
Native Hawaiian or other Pacific Islander	S	361	93	361	S	45
Black or African American	S	26333	91.1	26333	S	32.0
Hispanic or Latino	S	45716	87.5	45716	S	30.8
White	S	63144	85.2	63144	S	48.0
Two or more races	S	5582	89.4	5582	S	44.0
Children with disabilities (IDEA)	S	29409	80.2	29409	S	18.7
English learners	S	17670	89.6	17670	S	16.5
Economically disadvantaged students	S	93339	90.1	93339	S	31.3
Children in foster care	S	599	89	599	S	21
Children who are homeless	S	7574	90.7	7574	S	26.1
Migratory students	S	127	91	127	S	12
Military connected students	S	635	94	635	S	46
Male	S	81842	87.7	81842	S	37.6
Female	S	78793	88.6	78793	S	46.9

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	160160	87.0	160160	S	38.5
American Indian or Alaska Native	S	1230	91	1230	S	33
Asian or Pacific Islander	S	17683	95.9	17683	S	61.1
Asian	S	17315	96.0	17315	S	61.5
Native Hawaiian or other Pacific Islander	S	368	90	368	S	45
Black or African American	S	27023	91.1	27023	S	27.8
Hispanic or Latino	S	45860	86.9	45860	S	28.0
White	S	63042	83.1	63042	S	44.2
Two or more races	S	5322	88.1	5322	S	40.9
Children with disabilities (IDEA)	S	29764	80.0	29764	S	16.6
English learners	S	15393	88.9	15393	S	10.5
Economically disadvantaged students	S	93003	89.5	93003	S	28.4
Children in foster care	S	571	91	571	S	17
Children who are homeless	S	7729	90.4	7729	S	23.0
Migratory students	S	104	92	104	S	<=5
Military connected students	S	618	92	618	S	44
Male	S	81906	86.9	81906	S	34.5
Female	S	78243	87.1	78243	S	42.7

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	156974	84.4	156974	S	57.1
American Indian or Alaska Native	S	1168	91	1168	S	52
Asian or Pacific Islander	S	17027	95.1	17027	S	77.8
Asian	S	16692	95.2	16692	S	78.2
Native Hawaiian or other Pacific Islander	S	335	90	335	S	62
Black or African American	S	27211	90.1	27211	S	46.2
Hispanic or Latino	S	46520	85.8	46520	S	46.9
White	S	60047	78.7	60047	S	64.0
Two or more races	S	5001	82.9	5001	S	60.1
Children with disabilities (IDEA)	S	29713	79.7	29713	S	26.5
English learners	S	14320	90.1	14320	S	17.7
Economically disadvantaged students	S	95047	88.0	95047	S	47.9
Children in foster care	S	534	87	534	S	30
Children who are homeless	S	7481	90.3	7481	S	40.2
Migratory students	S	109	88	109	S	27
Military connected students	S	550	92	550	S	62
Male	S	80896	84.6	80896	S	52.0
Female	S	76063	84.3	76063	S	62.6

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	155811	81.7	155811	S	48.6
American Indian or Alaska Native	S	1138	87	1138	S	43
Asian or Pacific Islander	S	17537	94.4	17537	S	73.7
Asian	S	17185	94.5	17185	S	74.0
Native Hawaiian or other Pacific Islander	S	352	88	352	S	55
Black or African American	S	27936	88.3	27936	S	38.7
Hispanic or Latino	S	45719	83.5	45719	S	39.1
White	S	58797	74.8	58797	S	53.1
Two or more races	S	4684	79.8	4684	S	50.1
Children with disabilities (IDEA)	S	29411	77.0	29411	S	21.3
English learners	S	12946	88.1	12946	S	10.9
Economically disadvantaged students	S	91996	85.4	91996	S	40.0
Children in foster care	S	508	85	508	S	25
Children who are homeless	S	7240	88.8	7240	S	34.7
Migratory students	S	110	80	110	S	13
Military connected students	S	515	88	515	S	55
Male	S	80956	82.3	80956	S	43.1
Female	S	74831	81.0	74831	S	54.5

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	149007	76.7	149007	S	50.3
American Indian or Alaska Native	S	1154	87	1154	S	43
Asian or Pacific Islander	S	17540	90.4	17540	S	73.4
Asian	S	17156	90.4	17156	S	73.8
Native Hawaiian or other Pacific Islander	S	384	87	384	S	57
Black or African American	S	27448	85.6	27448	S	41.5
Hispanic or Latino	S	43823	79.5	43823	S	41.8
White	S	55053	68.0	55053	S	54.1
Two or more races	S	3989	72.0	3989	S	51.3
Children with disabilities (IDEA)	S	28215	73.6	28215	S	21.9
English learners	S	11655	85.1	11655	S	9.3
Economically disadvantaged students	S	88593	81.5	88593	S	42.4
Children in foster care	S	457	78	457	S	25
Children who are homeless	S	7042	85.8	7042	S	36.3
Migratory students	S	90	79	90	S	17
Military connected students	S	484	89	484	S	56
Male	S	78444	77.9	78444	S	43.2
Female	S	70536	75.4	70536	S	58.2

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	66290	35.6	66290	S	73.9
American Indian or Alaska Native	S	600	42	600	S	71
Asian or Pacific Islander	S	8826	45.5	8826	S	78.4
Asian	S	8630	45.6	8630	S	78.6
Native Hawaiian or other Pacific Islander	S	196	41	196	S	68
Black or African American	S	9885	33.0	9885	S	61.4
Hispanic or Latino	S	14424	30.2	14424	S	60.1
White	S	31090	37.1	31090	S	82.7
Two or more races	S	1465	36	1465	S	81
Children with disabilities (IDEA)	S	6231	20.6	6231	S	51.5
English learners	S	2373	19	2373	S	21
Economically disadvantaged students	S	30625	32.4	30625	S	65.5
Children in foster care	S	103	22	103	S	56
Children who are homeless	S	1683	27	1683	S	54
Migratory students	S	43	36	43	S	51
Military connected students	S	110	34	110	S	84
Male	S	29832	31.2	29832	S	72.3
Female	S	36445	40.1	36445	S	75.2

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

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	158380	90.9	158380	S	80.0
American Indian or Alaska Native	S	1232	95	1232	S	79
Asian or Pacific Islander	S	18416	97.5	18416	S	90.1
Asian	S	18077	97.5	18077	S	90.3
Native Hawaiian or other Pacific Islander	S	339	97	339	S	81
Black or African American	S	23998	94.2	23998	S	67.6
Hispanic or Latino	S	45981	90.9	45981	S	70.3
White	S	63291	87.9	63291	S	88.7
Two or more races	S	5462	91.6	5462	S	81.7
Children with disabilities (IDEA)	S	28540	85.4	28540	S	60.7
English learners	S	19535	92.9	19535	S	54.4
Economically disadvantaged students	S	90500	93.0	90500	S	71.7
Children in foster care	S	576	94	576	S	61
Children who are homeless	S	7651	95.0	7651	S	62.0
Migratory students	S	144	>=95	144	S	51
Military connected students	S	614	96	614	S	86
Male	S	81176	90.9	81176	S	80.2
Female	S	77201	91.0	77201	S	79.8

Grade 05

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	155284	85.8	155284	S	61.9
American Indian or Alaska Native	S	1108	91	1108	S	48
Asian or Pacific Islander	S	17930	95.8	17930	S	80.3
Asian	S	17544	95.8	17544	S	80.7
Native Hawaiian or other Pacific Islander	S	386	96	386	S	63
Black or African American	S	25819	91.9	25819	S	41.0
Hispanic or Latino	S	43974	86.5	43974	S	46.3
White	S	62342	80.8	62342	S	76.1
Two or more races	S	4111	81.5	4111	S	68.7
Children with disabilities (IDEA)	S	26110	78.8	26110	S	32.3
English learners	S	12681	88.9	12681	S	17.3
Economically disadvantaged students	S	85635	87.5	85635	S	48.5
Children in foster care	S	408	88	408	S	29
Children who are homeless	S	6771	93.2	6771	S	36.0
Migratory students	S	103	88	103	S	21
Military connected students	S	471	91	471	S	69
Male	S	80634	86.2	80634	S	61.5
Female	S	74621	85.3	74621	S	62.3

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	162405	87.1	162405	S	90.6
American Indian or Alaska Native	S	1233	87	1233	S	90
Asian or Pacific Islander	S	18041	92.9	18041	S	96.9
Asian	S	17614	93.0	17614	S	97.0
Native Hawaiian or other Pacific Islander	S	427	89	427	S	94
Black or African American	S	23712	79.1	23712	S	83.0
Hispanic or Latino	S	39017	81.7	39017	S	87.5
White	S	76897	91.7	76897	S	93.1
Two or more races	S	3505	87.0	3505	S	90.4
Children with disabilities (IDEA)	S	21609	71.3	21609	S	72.8
English learners	S	7524	60.6	7524	S	71.5
Economically disadvantaged students	S	78374	83.0	78374	S	86.9
Children in foster care	S	288	62	288	S	81
Children who are homeless	S	4601	74.0	4601	S	85.0
Migratory students	S	76	63	76	S	74
Military connected students	S	263	81	263	S	92
Male	S	81532	85.4	81532	S	90.2
Female	S	80847	89.0	80847	S	91.0

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	15054	8
Regular Assessment With Accommodations	80342	42.5
Regular Assessment Without Accommodations	93765	49.6
Total	189161	.

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
15054	1101394	1.4

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	15024	8.3
Recently arrived ELs, Took ELP	264	0.1
Regular Assessment With Accommodations	68867	38
Regular Assessment Without Accommodations	97048	53.6
Total	181203	.

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
15024	1021071	1.5

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	5293	6.9
Regular Assessment With Accommodations	31906	41.8
Regular Assessment Without Accommodations	39060	51.2
Total	76259	.

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
5293	476069	1.1

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	12936

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	Arabic, Bengali, Chinese Simplified, Chinese Traditional, Haitian Creole, Korean, Russian, 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).	Yes	No	Arabic, Bengali, Chinese Simplified, Chinese Traditional, Haitian Creole, Korean, Russian, Spanish

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	235814	26376	S	30.5	S	10.8

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	224967	21567	S	30.7	S	10.8
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	47564	5890	S	20.7	S	7.9

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
37641	13

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
80014	92.4

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
14202	39	25069	20353	59663

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	12709	46	1414	26
Second year	25	28	5	S
Third year	22003	47.7	2682	30
Fourth year	17449	49.9	1628	28

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	12072	49.7	1336	31
Second year	25	48	4	S
Third year	19253	58.3	2136	40
Fourth year	16595	65.6	1529	45

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	5156	68.3	581	46
Second year	17	47	2	S
Third year	8845	54.8	1339	40
Fourth year	8822	66.6	977	46

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	50
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	50

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.	No
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.	No
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the 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.	No
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	216252.41	46738.17	21.6

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	216252.41	0	0

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	216252.41	14790.25	6.8

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
.	.	

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	246985
English Learners with Disabilities	58164

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	231520

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	0	NA
Dual Language or Two-way Immersion	18168	Arabic, Bengali, Chinese, French, Haitian Creole, Hebrew, Italian, Japanese, Korean, Polish, Punjabi, Russian, Spanish, Yiddish
ESL or ELD	183071	English
Newcomer programs	0	NA
Other	0	NA
Transitional Bilingual Education or Early-Exit Bilingual Education	30281	Arabic, Bengali, Chinese, French, Haitian Creole, Hebrew, Japanese, Russian, Somali, Spanish, Yiddish

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
Spanish; Castilian	164265
Chinese	19731
Arabic	11488
Bengali	6704
English	6027

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*
7699	6857	706

*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	297
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	214
Supporting implementation of school wide programs	257
Professional development to teachers and other personnel serving ELs	344
Parent and community engagement activities	299
Supporting the development and implementation of pre-school programs	117
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	299
Improving instruction of ELs with disabilities	309
Providing tutorials, career and technical education	163
Offering programs to help ELs achieve success in post-secondary education	163
Other	495

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
Improving instruction for SIFE students; improving instruction for new EL students; improving instruction for developing EL students; social emotional support for EL students; improving instruction for long term EL students..

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	X
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	X
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
122336	105814	56

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	9/1/2021	61

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
Change the Grant Award period from 9/1 to 7/1 for each annual grant cycle.

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	143	143
LEAs without subgrants	948	948

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	2076
Age 3 through 5 (not Kindergarten)	6927
Kindergarten	8007
Grade 1	9052
Grade 2	9784
Grade 3	10047
Grade 4	10509
Grade 5	10597
Grade 6	10224
Grade 7	10021
Grade 8	9980
Grade 9	11523
Grade 10	9058
Grade 11	7876
Grade 12	7897
Total	133578

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	2515	34236
Doubled-up (e.g., living with another family)	6351	90612
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	996	5610
Hotels/Motels	75	3120
Total	9937	133578

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)	29951
English learners	33877
Unaccompanied youth	9937
Migratory students	399

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	240
Age 3 through 5 (not Kindergarten)	7334

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?	140

Data Quality Comment

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?	705

Data Quality Comment

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
In the 1.6.5 spreadsheet, NYC Department of Education is listed as a subgrantee. As it is not an LEA in itself, there is no NCES ID listed, but this entity administers ARP-HCY grants for students in all 32 CSDs in New York City.

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
NA

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	4
Age 3 through 5 (not Kindergarten)	486
Kindergarten	224
Grade 1	196
Grade 2	219
Grade 3	215
Grade 4	178
Grade 5	157
Grade 6	170
Grade 7	185
Grade 8	181
Grade 9	211
Grade 10	162
Grade 11	116
Grade 12	86
Out of School	2177
Total	4967

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
NA

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	193

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
Ungraded	4
Age 3 through 5 (not Kindergarten)	417
Kindergarten	191
Grade 1	165
Grade 2	175
Grade 3	181
Grade 4	146
Grade 5	123
Grade 6	147
Grade 7	147
Grade 8	147
Grade 9	165
Grade 10	138
Grade 11	91
Grade 12	50
Out of School	1449
Total	3736

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
NA

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.

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Age Birth through 2	156

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
Not applicable. MSIX data establishes a uniform count methodology.

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
State wide recruiters, data specialists and administrators use MSIX to determine migrant students identities, schools attended, grade placement and various other data elements to ensure the most accurate data possible. It is another valuable resource to ensure unduplicated child counts. In addition, we track usage of MSIX by our regional data specialists to ensure they are utilizing the MSIX resources. Finally, we used MSIX Category 1 and Category 2 data reconciliation reports to ensure data accuracy prior to submitting CSPR data. We also reviewed the MSIX potential duplicates and the reports available under the MDE and system data.

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

Comments
Independent re-interviews were conducted in SY2018-19. Hence, NY is in compliance with the requirement of conducting an independent re-interview within 3 years from the last change in regulations affecting eligibility (2017).

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	Both
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
NA

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
NA

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	.
Kindergarten	127
Grade 1	103
Grade 2	98
Grade 3	109
Grade 4	91
Grade 5	80
Grade 6	94
Grade 7	104
Grade 8	99
Grade 9	131
Grade 10	92
Grade 11	61
Grade 12	33
Out of School	0
Ungraded	0
Total	1222

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	0
Kindergarten	148
Grade 1	137
Grade 2	134
Grade 3	144
Grade 4	113
Grade 5	95
Grade 6	109
Grade 7	119
Grade 8	110
Grade 9	151
Grade 10	104
Grade 11	78
Grade 12	46
Out of School	0
Ungraded	0
Total	1488

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	1
Age 3 through 5 (not Kindergarte	22
Kindergarten	21
Grade 1	26
Grade 2	23
Grade 3	37
Grade 4	16
Grade 5	28
Grade 6	20
Grade 7	28
Grade 8	14
Grade 9	21
Grade 10	21
Grade 11	6
Grade 12	13
Out of School	0
Ungraded	0
Total	297

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	114
Age 3 through 5 (not Kindergarte	162
Kindergarten	81
Grade 1	61
Grade 2	62
Grade 3	69
Grade 4	60
Grade 5	59
Grade 6	67
Grade 7	65
Grade 8	77
Grade 9	86
Grade 10	59
Grade 11	37
Grade 12	16
Out of School	1175
Ungraded	1
Total	2251

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.
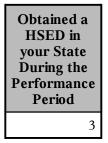
Populated with SEA-LEVEL FS032/DG326.

Grade	Dropouts During the Performance Period
Grade 7	0
Grade 8	0
Grade 9	11
Grade 10	9
Grade 11	7
Grade 12	6
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
3

| Data
Quality
Comments |
| --- |
| |

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	184
Age 3 through 5 (not Kindergarte	482
Kindergarten	208
Grade 1	198
Grade 2	204
Grade 3	205
Grade 4	171
Grade 5	152
Grade 6	169
Grade 7	175
Grade 8	170
Grade 9	208
Grade 10	161
Grade 11	113
Grade 12	87
Ungraded	4
Out of School	1983
Total	4874

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	.
Kindergarten	125
Grade 1	101
Grade 2	95
Grade 3	106
Grade 4	86
Grade 5	76
Grade 6	93
Grade 7	96
Grade 8	96
Grade 9	128
Grade 10	89
Grade 11	59
Grade 12	33
Ungraded	0
Out of School	0
Total	1183

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	1
Kindergarten	3
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	3
Grade 5	3
Grade 6	3
Grade 7	3
Grade 8	0
Grade 9	1
Grade 10	9
Grade 11	15
Grade 12	22
Ungraded	0
Out of School	0
Total	63

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	105
Age 3 through 5 (not Kindergarte	363
Kindergarten	176
Grade 1	169
Grade 2	173
Grade 3	165
Grade 4	141
Grade 5	130
Grade 6	143
Grade 7	136
Grade 8	122
Grade 9	160
Grade 10	121
Grade 11	78
Grade 12	56
Ungraded	2
Out of School	1296
Total	3536

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	9	.	.
Age 3 through 5 (not Kindergarte	63	28	.
Kindergarten	35	16	.
Grade 1	38	7	.
Grade 2	39	12	.
Grade 3	40	19	.
Grade 4	38	20	.
Grade 5	28	16	.
Grade 6	36	16	.
Grade 7	29	9	.
Grade 8	25	9	48
Grade 9	23	13	118
Grade 10	17	5	87
Grade 11	10	1	56
Grade 12	10	2	38
Ungraded	.	.	.
Out of School	24	1	5
Total	464	174	352

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	179	.
Age 3 through 5 (not Kindergarte	470	1
Kindergarten	201	1
Grade 1	197	.
Grade 2	201	.
Grade 3	201	.
Grade 4	166	.
Grade 5	149	.
Grade 6	166	.
Grade 7	170	.
Grade 8	165	.
Grade 9	205	1
Grade 10	157	.
Grade 11	111	.
Grade 12	85	.
Ungraded	3	.
Out of School	1585	.
Total	4411	3

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
557	2451

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 3:24:03 PM