

CONSOLIDATED STATE PERFORMANCE REPORT PART I

SCHOOL YEAR 2021-2022

NEW JERSEY



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
https://rc.doe.state.nj.us

Data Quality Comment
New Jersey expects to release data March/April 2023.

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	95213	98.9	95213	S	45.1
American Indian or Alaska Native	S	192	>=95	192	S	52
Asian or Pacific Islander	S	10438	99.1	10438	S	78.2
Asian	S	10270	99.0	10270	S	78.6
Native Hawaiian or other Pacific Islander	S	168	>=95	168	S	51
Black or African American	S	13754	98.5	13754	S	23.1
Hispanic or Latino	S	31385	99.0	31385	S	27.6
White	S	36236	98.9	36236	S	58.6
Two or more races	S	3208	99.0	3208	S	52.6
Children with disabilities (IDEA)	S	16613	97.3	16613	S	25.0
English learners	S	10934	99.0	10934	S	17.4
Economically disadvantaged students	S	33247	98.9	33247	S	23.9
Children in foster care	S	286	>=95	286	S	14
Children who are homeless	S	652	98	652	S	16
Migratory students	S	17	>=80	17	S	24
Military connected students	S	739	>=99	739	S	45
Male	S	48686	98.8	48686	S	47.5
Female	S	46521	99.0	46521	S	42.7

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	96621	98.8	96621	S	39.5
American Indian or Alaska Native	S	162	>=95	162	S	46
Asian or Pacific Islander	S	10878	99.3	10878	S	74.1
Asian	S	10696	99.2	10696	S	74.5
Native Hawaiian or other Pacific Islander	S	182	>=95	182	S	49
Black or African American	S	14476	98.5	14476	S	18.1
Hispanic or Latino	S	31263	98.9	31263	S	21.8
White	S	36812	98.7	36812	S	51.9
Two or more races	S	3030	99.0	3030	S	49.8
Children with disabilities (IDEA)	S	17737	97.5	17737	S	20.9
English learners	S	10465	98.9	10465	S	11.2
Economically disadvantaged students	S	33744	98.7	33744	S	18.5
Children in foster care	S	241	>=95	241	S	12
Children who are homeless	S	672	97	672	S	9
Migratory students	S	15	>=50	15	S	<50
Military connected students	S	759	>=99	759	S	40
Male	S	49563	98.7	49563	S	41.5
Female	S	47052	99.0	47052	S	37.4

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	98205	98.9	98205	S	36.1
American Indian or Alaska Native	S	156	>=95	156	S	37
Asian or Pacific Islander	S	10798	99.4	10798	S	72.9
Asian	S	10604	99.4	10604	S	73.4
Native Hawaiian or other Pacific Islander	S	194	>=95	194	S	45
Black or African American	S	14294	98.6	14294	S	14.7
Hispanic or Latino	S	31822	99.0	31822	S	18.9
White	S	38277	98.8	38277	S	47.2
Two or more races	S	2858	98	2858	S	45
Children with disabilities (IDEA)	S	18167	97.6	18167	S	16.1
English learners	S	8332	99.0	8332	S	6.3
Economically disadvantaged students	S	33296	98.8	33296	S	15.6
Children in foster care	S	229	>=95	229	S	11
Children who are homeless	S	618	97	618	S	7
Migratory students	S	12	>=50	12	S	<50
Military connected students	S	680	>=99	680	S	36
Male	S	50438	98.8	50438	S	37.8
Female	S	47752	98.9	47752	S	34.2

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	99036	98.5	99036	S	31.2
American Indian or Alaska Native	S	164	>=95	164	S	31
Asian or Pacific Islander	S	10824	99.3	10824	S	67.0
Asian	S	10628	99.3	10628	S	67.5
Native Hawaiian or other Pacific Islander	S	196	>=95	196	S	38
Black or African American	S	14679	98.0	14679	S	12.5
Hispanic or Latino	S	31565	98.6	31565	S	15.7
White	S	38989	98.5	38989	S	40.3
Two or more races	S	2815	98	2815	S	38
Children with disabilities (IDEA)	S	17644	97.2	17644	S	10.3
English learners	S	6694	98.2	6694	S	4.2
Economically disadvantaged students	S	32923	98.3	32923	S	13.6
Children in foster care	S	221	>=95	221	S	7
Children who are homeless	S	583	94	583	S	8
Migratory students	S	10	>=50	10	S	<50
Military connected students	S	584	99	584	S	31
Male	S	50890	98.5	50890	S	32.4
Female	S	48110	98.6	48110	S	29.9

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	102092	98.3	102092	S	36.6
American Indian or Alaska Native	S	153	>=95	153	S	31
Asian or Pacific Islander	S	10903	99.3	10903	S	73.5
Asian	S	10702	99.3	10702	S	74.0
Native Hawaiian or other Pacific Islander	S	201	>=95	201	S	44
Black or African American	S	15350	97.6	15350	S	15.7
Hispanic or Latino	S	32319	98.3	32319	S	20.7
White	S	40712	98.3	40712	S	46.8
Two or more races	S	2655	98	2655	S	43
Children with disabilities (IDEA)	S	17676	96.4	17676	S	11.5
English learners	S	6061	98.0	6061	S	6.1
Economically disadvantaged students	S	33380	97.9	33380	S	18.2
Children in foster care	S	214	94	214	S	10
Children who are homeless	S	653	94	653	S	9
Migratory students	S	11	>=50	11	S	<50
Military connected students	S	555	98	555	S	33
Male	S	52813	98.3	52813	S	38.1
Female	S	49237	98.2	49237	S	34.9

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	103559	98.0	103559	S	32.9
American Indian or Alaska Native	S	150	>=95	150	S	36
Asian or Pacific Islander	S	11138	99.4	11138	S	68.9
Asian	S	10940	99.4	10940	S	69.4
Native Hawaiian or other Pacific Islander	S	198	>=95	198	S	43
Black or African American	S	15523	97.0	15523	S	13.4
Hispanic or Latino	S	32573	98.2	32573	S	17.5
White	S	41648	97.8	41648	S	42.1
Two or more races	S	2527	98	2527	S	40
Children with disabilities (IDEA)	S	17529	95.8	17529	S	8.7
English learners	S	5792	98.1	5792	S	4.7
Economically disadvantaged students	S	32811	97.7	32811	S	15.5
Children in foster care	S	174	92	174	S	6
Children who are homeless	S	584	94	584	S	7
Migratory students	S	10	>=50	10	S	<50
Military connected students	S	564	>=99	564	S	28
Male	S	53319	98.0	53319	S	33.5
Female	S	50176	98.0	50176	S	32.1

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	106237	95.0	106237	S	28.0
American Indian or Alaska Native	S	157	>=95	157	S	19
Asian or Pacific Islander	S	10811	97.9	10811	S	61.1
Asian	S	10597	98.0	10597	S	61.5
Native Hawaiian or other Pacific Islander	S	214	>=95	214	S	42
Black or African American	S	15678	92.2	15678	S	11.5
Hispanic or Latino	S	35019	93.6	35019	S	14.7
White	S	42115	96.5	42115	S	36.4
Two or more races	S	2457	95	2457	S	33
Children with disabilities (IDEA)	S	17235	90.3	17235	S	9.1
English learners	S	6678	89.3	6678	S	3.3
Economically disadvantaged students	S	31831	93.3	31831	S	13.8
Children in foster care	S	165	85	165	S	6
Children who are homeless	S	563	87	563	S	6
Migratory students	S	6	>=50	6	S	<50
Military connected students	S	605	97	605	S	23
Male	S	54784	94.5	54784	S	28.5
Female	S	51332	95.5	51332	S	27.4

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	93854	98.8	93854	S	42.2
American Indian or Alaska Native	S	191	>=95	191	S	45
Asian or Pacific Islander	S	10347	99.2	10347	S	70.3
Asian	S	10182	99.1	10182	S	70.6
Native Hawaiian or other Pacific Islander	S	165	>=95	165	S	51
Black or African American	S	13722	98.5	13722	S	26.3
Hispanic or Latino	S	30309	98.7	30309	S	28.2
White	S	36084	98.9	36084	S	51.2
Two or more races	S	3201	99.0	3201	S	49.3
Children with disabilities (IDEA)	S	16611	97.3	16611	S	18.4
English learners	S	9664	98.3	9664	S	12.9
Economically disadvantaged students	S	32689	98.8	32689	S	24.4
Children in foster care	S	286	>=95	286	S	17
Children who are homeless	S	620	98	620	S	19
Migratory students	S	17	>=80	17	S	24
Military connected students	S	736	>=99	736	S	40
Male	S	47989	98.7	47989	S	37.5
Female	S	45859	99.0	45859	S	47.1

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	95306	98.8	95306	S	49.0
American Indian or Alaska Native	S	159	>=95	159	S	52
Asian or Pacific Islander	S	10770	99.2	10770	S	76.5
Asian	S	10589	99.2	10589	S	76.8
Native Hawaiian or other Pacific Islander	S	181	>=95	181	S	59
Black or African American	S	14456	98.6	14456	S	30.4
Hispanic or Latino	S	30218	98.8	30218	S	34.0
White	S	36676	98.8	36676	S	59.8
Two or more races	S	3027	99.0	3027	S	58.7
Children with disabilities (IDEA)	S	17766	97.6	17766	S	21.3
English learners	S	9196	98.4	9196	S	15.1
Economically disadvantaged students	S	33241	98.8	33241	S	29.3
Children in foster care	S	242	>=95	242	S	20
Children who are homeless	S	647	96	647	S	19
Migratory students	S	14	>=50	14	S	<50
Military connected students	S	757	>=99	757	S	49
Male	S	48863	98.7	48863	S	45.2
Female	S	46440	98.9	46440	S	53.0

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	96926	98.9	96926	S	49.4
American Indian or Alaska Native	S	157	>=95	157	S	48
Asian or Pacific Islander	S	10713	99.4	10713	S	77.6
Asian	S	10520	99.4	10520	S	77.8
Native Hawaiian or other Pacific Islander	S	193	>=95	193	S	65
Black or African American	S	14258	98.7	14258	S	30.6
Hispanic or Latino	S	30786	98.8	30786	S	34.8
White	S	38159	98.9	38159	S	59.8
Two or more races	S	2853	99	2853	S	57
Children with disabilities (IDEA)	S	18211	97.8	18211	S	20.2
English learners	S	7071	98.0	7071	S	9.3
Economically disadvantaged students	S	32772	98.8	32772	S	30.5
Children in foster care	S	229	>=95	229	S	17
Children who are homeless	S	581	97	581	S	22
Migratory students	S	12	>=50	12	S	<50
Military connected students	S	678	>=99	678	S	47
Male	S	49809	98.8	49809	S	44.3
Female	S	47104	98.9	47104	S	54.8

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	97828	98.7	97828	S	47.2
American Indian or Alaska Native	S	162	>=95	162	S	49
Asian or Pacific Islander	S	10758	99.4	10758	S	76.1
Asian	S	10565	99.4	10565	S	76.5
Native Hawaiian or other Pacific Islander	S	193	>=95	193	S	54
Black or African American	S	14692	98.3	14692	S	28.9
Hispanic or Latino	S	30487	98.7	30487	S	33.6
White	S	38903	98.6	38903	S	56.5
Two or more races	S	2826	99	2826	S	52
Children with disabilities (IDEA)	S	17691	97.5	17691	S	15.5
English learners	S	5454	97.6	5454	S	7.2
Economically disadvantaged students	S	32478	98.6	32478	S	29.5
Children in foster care	S	222	>=95	222	S	16
Children who are homeless	S	569	96	569	S	18
Migratory students	S	9	>=50	9	S	<50
Military connected students	S	583	>=99	583	S	47
Male	S	50268	98.6	50268	S	41.4
Female	S	47525	98.7	47525	S	53.4

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	100957	98.4	100957	S	52.4
American Indian or Alaska Native	S	151	>=95	151	S	48
Asian or Pacific Islander	S	10827	99.4	10827	S	81.6
Asian	S	10627	99.4	10627	S	81.9
Native Hawaiian or other Pacific Islander	S	200	>=95	200	S	62
Black or African American	S	15386	98.1	15386	S	33.9
Hispanic or Latino	S	31319	98.3	31319	S	39.0
White	S	40616	98.4	40616	S	61.7
Two or more races	S	2658	98	2658	S	57
Children with disabilities (IDEA)	S	17747	96.8	17747	S	18.0
English learners	S	4841	97.0	4841	S	7.5
Economically disadvantaged students	S	33001	98.2	33001	S	35.1
Children in foster care	S	218	>=95	218	S	19
Children who are homeless	S	641	95	641	S	23
Migratory students	S	11	>=50	11	S	<50
Military connected students	S	556	98	556	S	48
Male	S	52228	98.5	52228	S	45.9
Female	S	48687	98.4	48687	S	59.4

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	102355	98.1	102355	S	51.0
American Indian or Alaska Native	S	150	>=95	150	S	53
Asian or Pacific Islander	S	11084	99.5	11084	S	81.1
Asian	S	10886	99.5	10886	S	81.4
Native Hawaiian or other Pacific Islander	S	198	>=95	198	S	66
Black or African American	S	15546	97.4	15546	S	32.3
Hispanic or Latino	S	31454	98.3	31454	S	37.6
White	S	41596	98.0	41596	S	59.7
Two or more races	S	2525	98	2525	S	57
Children with disabilities (IDEA)	S	17608	96.3	17608	S	16.2
English learners	S	4444	96.6	4444	S	6.7
Economically disadvantaged students	S	32369	97.9	32369	S	34.1
Children in foster care	S	178	94	178	S	15
Children who are homeless	S	571	94	571	S	22
Migratory students	S	10	>=50	10	S	<50
Military connected students	S	564	>=99	564	S	47
Male	S	52778	98.2	52778	S	44.1
Female	S	49514	98.1	49514	S	58.3

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	104455	96.0	104455	S	48.3
American Indian or Alaska Native	S	153	>=95	153	S	43
Asian or Pacific Islander	S	10863	98.8	10863	S	79.8
Asian	S	10650	98.8	10650	S	80.0
Native Hawaiian or other Pacific Islander	S	213	>=95	213	S	67
Black or African American	S	15670	93.5	15670	S	30.5
Hispanic or Latino	S	33056	94.5	33056	S	35.4
White	S	42249	97.5	42249	S	56.7
Two or more races	S	2464	96	2464	S	53
Children with disabilities (IDEA)	S	17518	93.1	17518	S	13.6
English learners	S	4790	88.6	4790	S	5.3
Economically disadvantaged students	S	31334	94.5	31334	S	32.0
Children in foster care	S	187	89	187	S	18
Children who are homeless	S	553	89	553	S	20
Migratory students	S	7	>=50	7	S	<50
Military connected students	S	606	97	606	S	43
Male	S	53773	95.6	53773	S	41.1
Female	S	50563	96.4	50563	S	55.9

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	97840	98.5	97840	S	25.3
American Indian or Alaska Native	S	155	>=95	155	S	24
Asian or Pacific Islander	S	10773	99.2	10773	S	55.4
Asian	S	10575	99.2	10575	S	55.9
Native Hawaiian or other Pacific Islander	S	198	>=95	198	S	31
Black or African American	S	14176	97.7	14176	S	9.7
Hispanic or Latino	S	31720	98.7	31720	S	11.9
White	S	38158	98.5	38158	S	33.1
Two or more races	S	2858	98	2858	S	33
Children with disabilities (IDEA)	S	17945	96.9	17945	S	9.5
English learners	S	8265	98.8	8265	S	2.5
Economically disadvantaged students	S	33038	98.3	33038	S	9.6
Children in foster care	S	225	>=95	225	S	<=5
Children who are homeless	S	607	96	607	S	5
Migratory students	S	12	>=50	12	S	<50
Military connected students	S	677	>=99	677	S	28
Male	S	50228	98.4	50228	S	27.3
Female	S	47598	98.6	47598	S	23.2

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	102908	97.4	102908	S	15.7
American Indian or Alaska Native	S	152	>=95	152	S	19
Asian or Pacific Islander	S	11101	99.1	11101	S	42.0
Asian	S	10901	99.1	10901	S	42.4
Native Hawaiian or other Pacific Islander	S	200	>=95	200	S	20
Black or African American	S	15362	95.9	15362	S	4.6
Hispanic or Latino	S	32362	97.6	32362	S	6.0
White	S	41415	97.4	41415	S	20.0
Two or more races	S	2516	97	2516	S	22
Children with disabilities (IDEA)	S	17251	94.8	17251	S	5.0
English learners	S	5683	97.3	5683	S	0.7
Economically disadvantaged students	S	32527	96.9	32527	S	4.9
Children in foster care	S	166	88	166	S	<=5
Children who are homeless	S	561	92	561	S	3
Migratory students	S	16	>=80	16	S	<=20
Military connected students	S	545	96	545	S	13
Male	S	52997	97.4	52997	S	17.2
Female	S	49847	97.3	49847	S	14.1

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	94270	93.9	94270	S	28.8
American Indian or Alaska Native	S	122	>=95	122	S	24
Asian or Pacific Islander	S	10340	96.0	10340	S	59.4
Asian	S	10135	96.0	10135	S	59.9
Native Hawaiian or other Pacific Islander	S	205	>=95	205	S	35
Black or African American	S	12693	90.5	12693	S	11.4
Hispanic or Latino	S	27751	93.2	27751	S	14.7
White	S	41451	95.0	41451	S	35.6
Two or more races	S	1913	92	1913	S	35
Children with disabilities (IDEA)	S	14585	91.0	14585	S	7.5
English learners	S	4623	91.5	4623	S	1.8
Economically disadvantaged students	S	25316	92.7	25316	S	13.4
Children in foster care	S	146	89	146	S	10
Children who are homeless	S	446	81	446	S	9
Migratory students	S	5	S	5	S	S
Military connected students	S	539	94	539	S	26
Male	S	47936	94.0	47936	S	30.1
Female	S	46261	93.8	46261	S	27.4

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	11153	9.1
Regular Assessment With Accommodations	92632	75.6
Regular Assessment Without Accommodations	18816	15.3
Total	122601	.

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
11153	700963	1.6

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	11197	9.1
Recently arrived ELs, Took ELP	5	0
Regular Assessment With Accommodations	89939	73
Regular Assessment Without Accommodations	22016	17.9
Total	123157	.

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
11197	692350	1.6

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	4444	8.9
Regular Assessment With Accommodations	32957	66.2
Regular Assessment Without Accommodations	12380	24.9
Total	49781	.

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
4444	295018	1.5

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
N/A

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	669

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	Yes	Spanish; Castilian
State offers the State reading/language arts content tests in the students’ native language(s).	No		
State offers the State science content tests in the students’ native language(s).	Yes	Yes	Spanish; Castilian

Data Quality Comment
N/A

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	61074	28282	S	S	S	10.7

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	60801	28248	S	<=0.1	S	10.7
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	6521	2479	S	S	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
2246	2.5

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
11696	19.1

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
6436	4034	6897	4951	22318

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	6089	17.5	670	7
Second year	3805	16.1	482	6
Third year	6556	19.1	1195	6
Fourth year	4722	22.3	728	7

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	5730	31.6	693	13
Second year	3680	32.6	481	13
Third year	6392	37.0	1218	14
Fourth year	4654	42.4	727	14

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	2245	8	235	<=5
Second year	1199	12	127	6
Third year	1865	13	342	2
Fourth year	1345	17	232	5

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	60
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	40

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.	No
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.	No
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.	No
Ensuring the continued validity and reliability of State assessments.	Yes
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	No
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.	No
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.	No
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.	No
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	No
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	No
Designing report cards and reports under Section 1111(h) of the 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

N/A

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	115574.7	21886.4	18.9

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	115574.7	.	.

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	115574.7	2426.7	2.1

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
Data reporting is optional.

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	112939
English Learners with Disabilities	12248

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	106698

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 Section 3201(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	31651	English
Dual Language or Two-way Immersion	1776	Spanish, Portuguese, Haitian, Haitian Creole, French, Arabic, Bengali, Urdu, Hindi
ESL or ELD	33417	English
Newcomer programs	.	
Other	6163	Spanish, Portuguese, Haitian, Haitian Creole, Korean, Arabic, Bengali, Gujarati, Urdu, Punjabi, Panjabi
Transitional Bilingual Education or Early-Exit Bilingual Education	29627	Spanish, Portuguese, Haitian, Haitian Creole, Arabic, French, Korean, Urdu, Chinese

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

Comments
Other: Bilingual Alternative Programs

Data Quality Comment
N/A

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	85408
Portuguese	4827
Arabic	3151
Haitian; Haitian Creole	1783
Korean	1095

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*
4350	4350	831

*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
N/A

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	566
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	418
Supporting implementation of school wide programs	0
Professional development to teachers and other personnel serving ELs	489
Parent and community engagement activities	243
Supporting the development and implementation of pre-school programs	0
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	0
Improving instruction of ELs with disabilities	68
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
N/A

Data Quality Comment
N/A

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	
Helping ELs meet the same challenging State academic standards that all children are expected to meet	
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
N/A

Data Quality Comment
N/A

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
64624	19928	128

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
N/A

Data Quality Comment
N/A

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	7/1/2021	0

Data Quality Comment
N/A

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
New Jersey continues to review current processes to identify reasonable ways to improve.

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
N/A

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	5	5
LEAs without subgrants	686	686

Data Quality Comment
New Jersey utilizes a regional approach to serve all students.

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	0
Age 3 through 5 (not Kindergarten)	455
Kindergarten	714
Grade 1	738
Grade 2	779
Grade 3	917
Grade 4	959
Grade 5	900
Grade 6	893
Grade 7	966
Grade 8	870
Grade 9	971
Grade 10	667
Grade 11	606
Grade 12	682
Total	11104

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	178	1348
Doubled-up (e.g., living with another family)	1563	7317
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	10	56
Hotels/Motels	175	1551
Total	1926	10272

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)	2769
English learners	1932
Unaccompanied youth	1927
Migratory students	25

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 3 through 5 (not Kindergarten)	455

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?	5

Data Quality Comment
N/A

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?	421

Data Quality Comment
N/A

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
N/A

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
Currently, there are no concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based. New Jersey has updated and upgraded data processes to ensure data accuracy. For this performance period, September 1, 2021, through August 31, 2022, all year-end reporting of student data was shared electronically from the state's longitudinal database, New Jersey Standards Measurement and Resource for Teaching (NJSMART) to the migrant vendor database, MIS2000. The NJMEP has implemented an electronic COE on tablet application to ensure accuracy of child eligibility reporting. In addition, the State has also implemented an electronic monthly data share of current-eligible migrant students from the migrant vendor database, MIS2000, to the state database, NJSMART. This has allowed the state to match any state school enrollment directly to a NJ certified and currently eligible migrant child in a timely and reliable manner. The state database then provides electronic notification to the current district of enrollment of migrant student status.

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
Age 3 through 5 (not Kindergarten)	69
Kindergarten	21
Grade 1	39
Grade 2	42
Grade 3	44
Grade 4	28
Grade 5	37
Grade 6	31
Grade 7	19
Grade 8	28
Grade 9	23
Grade 10	11
Grade 11	7
Grade 12	9
Out of School	107
Total	515

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
he NJ MEP experienced an overall decrease in the number of students identified as eligible migrant students for the 2021-2022 performance period (9/1/2021-8/31/2022). There were migrant students identified during the 2021-2022 performance period; this number decreased during the 2020-2021 performance period. The causes of this reduction are due to a variety of local and statewide factors, including the number of migrant families that remain in the state after the peak agricultural season. NJ's peak agricultural season falls in the months of July and August with early arriving workers coming into the state starting late April. The NJ MEP also attributes its decrease in enrollment to the increase in district-sponsored afterschool and tutoring programs utilizing the CARES and ESSER funding.

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	19

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
Age 3 through 5 (not Kindergarten)	57
Kindergarten	14
Grade 1	24
Grade 2	30
Grade 3	31
Grade 4	17
Grade 5	19
Grade 6	14
Grade 7	12
Grade 8	14
Grade 9	5
Grade 10	1
Grade 11	2
Out of School	60
Total	300

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 NJ MEPs decrease in summer enrollment can be attributed to the enhancements being made in the Northern region regarding increasing the number of full- and part-time recruiters. The Northern region has seen a decline in eligible migrant students however, the region is working diligently to establish more partnerships, implement online referral systems, and mapping tools to assist with increasing the number of students eligible for the MEP.

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	12

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

New Jersey's migratory children are recorded and managed using a centralized database, New Jersey's version of MIS2000 software, supported by Management Services for Education Data (MSEdD). MIS2000's programming follows the MSIX logic and includes data checks for the Consolidated State Performance Report (CSPR) and EdFacts files in the following hierarchical order: that the child resided in the State during the 20-21 Performance Period (September 1, 2021 to August 31, 2022) by checking one or more of the following dates – enrollment date, residency date, recertification/residency verification date, or withdrawal date between 9/1/2021 and 8/31/2022; that the child is only included if he/she is between the ages of 3 through 21 years of age based on the child's birthdate. MIS2000 calculates the child's age using the child's birthdate; that the qualifying arrival date (QAD) of the child is within 36 months (QAD must be on or after 9/2/2018) of his/her residency date which occurs between 9/1/2021 and 8/31/2022; residency for at least one day of a child turning 3 years of age is verified by a recruiter in contact with the family. A family is contacted by a migrant recruiter after the child has turned 3 years of age in the specified performance period. The dates used to verify residency for all children: the qualifying arrival date (QAD) is used to verify residency for all children; and, if a Graduation/High School Equivalency Diploma (HSED) date is in the system for a previous reporting period or entered during the 2021-2022 performance period then the child's residency is checked against the Graduation/HSED date.

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): Eligibility determination is the responsibility of the recruiter and COE reviewer. The process for determining eligibility, COE completion, and migrant recruitment has been extensively detailed in the NJ MEP's revised ID&R manual. Children who were residents in NJ for at least 1 day during the performance period (September 1 through August 31): Regional MEP data staff conduct a mass enrollment in MIS2000 from summer program to school year program by October 15 for the current performance period. Residency verification must be conducted prior to mass enrolling migrant children into school year. To verify residency, the regional recruiter conducts an in-person visit or phone call to verify residency. If the child remains in NJ, the recruiter provides regional staff with residency verification date; the record is updated in MIS2000 with residency verification date. If MEP recruiter is unable to verify residency for migrant child, then the child is withdrawn from NJ MEP and the withdraw date is updated in MIS2000. Children who graduated from high school or attained a High School Equivalency Diploma (HSED) Upon entry into the 12th grade: When a migrant student graduates or obtains an HSE, the record is updated with "Graduation" or "HSE" status in MIS2000 and graduation date. Similarly, for out-of-school-youths (OSYs) who complete the GED, their record is updated with a date for completion of the GED. □ The MIS2000 graduation count is reconciled against the NJSMART graduation rate to ensure the reported count is accurate for the performance period. □ In addition, MIS2000's software filters and reports graduation dates occurring in the specific performance period to ensure the graduation date is not counted in the subsequent performance period. □ 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 must be eligible as determined under Category 1, as well as, enrolled in MIS2000 with Enrollment Type 03 - Summer/Intersession MEP-Funded Project and be included in the Category 2 count. MIS2000 has an edit check to ensure that children are between the ages of 3 through 21 at the time of enrollment into the MEP-funded summer/intersession project. The child must be aged 3 through 21 (i.e., the child has turned 3 years of age, but has not yet turned 22 years of age) on or before the Enrollment Date in the Summer/Intersession term. NJ's MIS2000 software calculates the child's age using the child's birthdate. □ Regional MEP data staff conduct a mass enrollment in MIS2000 from school year to summer program by July 2 for the current performance period. □ The Regional Data Specialist runs a current enrollment report; and residency verification must be conducted prior to mass enrolling migrant children into summer program. □ To verify residency, the regional recruiter conducts an in-person visit or phone call to verify residency. Student records are updated in MIS2000 to reflect the enroll and withdraw date for summer program. □ The enroll and withdraw data for the summer program generates the Category 2 count. □ As part of its quality control process, NJDOE Data staff verify that children included in Category 2 □ did receive □ a summer service by performing a 100% review of local data entry into the NJ MIS2000 software. Finally, State MEP staff run the MSIX Child Count Reconciliation report to check the State Category 2 child counts against MSIX Category 2 child counts. All discrepancies are resolved before the State's □ ED Facts □ file submission. Children once per age/grade level for each child count category: NJ ensures children are counted once per age/grade level for each child count category through NJs MIS2000 software which filters each child by their unique ID for age/grade count using the longest □ period □ the child spent in each grade during the reported performance period. If a child is enrolled in multiple grades during the year, the system calculates a single grade using CSPR Guidelines ensuring that a child is only counted once per grade level. In addition, NJ data staff take grade levels totals and compare them to overall counts to ensure they match, as part of a report-quality check. □ Children who had an SEA approved Certificate of Eligibility (COE) and were entered into the State's migratory student database: The MIS2000 software tracks eligibility using the child's unique ID and the most recent Qualifying Arrival Date (QAD) for each child. MIS2000 software calculates eligibility expiration and does not report children whose eligibility has expired in accordance with MEP parameters. All New Jersey COEs are collected via paper COE. □ The process for submitting COEs is outlined in the NJ MEP ID&R manual and Recordkeeping Manual. □ The Regional MEP Data Specialist conducts a student resolution using MSIX and MIS2000 before entering the COE in the system. □ The student resolution prevents entering duplicate student entries. □ The COE is entered into MIS2000; the COE is advanced to the state-designated

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
MSIX is utilized by the NJ MEP to review prior moves to determine eligibility for migrant children and youths. MSIX is also used to review any data performing child count reconciliations, resolving any data logic issues, as well as resolving records that may potentially be duplicates.

Data Quality Comments
N/A

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.	51
The number of eligibility determinations sampled for which a re-interview was completed.	51
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.

2021-22

Comments

N/A

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	Face-to-face re-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
The State Coordinator provided both Regional Directors with a copy of the COEs completed for all the children generated through the random sampling to the re-interviewer (full-time recruiter). The re-interviewer conducting the family interviews had to be a different person than the person who completed the original COEs. The re-interviewer reviewed the COEs prior to contacting the family. The re-interviewer contacted the selected migrant families and conducted a phone interview with them regarding their move to the state or across school district boundaries to seek or work in agriculture or fishing; and to confirm information collected on the original COE. After the interview, the reviewer compared the data obtained in the interview with the data obtained by the original recruiter and determined the accuracy of the original eligibility determination. When the data was congruent, the re-interviewer indicated the data was confirmed. When the data was not congruent, the re-interviewer indicated the data was not confirmed. The re-interviewer made notes regarding issues or problems for the final reporting.

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 results of the re-interviews conducted for the performance period September 1, 2021, to August 31, 2022, show that out of a sample of Northern region COEs reviewed by the Southern region, one (1) COE was completed incorrectly, and 1 migrant child was confirmed as ineligible for the migrant program. Out of a random sample of Southern Region COEs, reviewed by the Northern Region, all were completed correctly with zero errors. The following corrective actions have taken place: The NJ MEP is no longer serving the one child not eligible; the child was removed from NJ's child count; and each family was informed that the child was not eligible for the NJ MEP.

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
N/A

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 Kindergarten)	.
Kindergarten	9
Grade 1	17
Grade 2	16
Grade 3	23
Grade 4	9
Grade 5	10
Grade 6	7
Grade 7	5
Grade 8	5
Grade 9	3
Grade 10	0
Grade 11	0
Grade 12	0
Out of School	0
Ungraded	0
Total	104

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 Kindergarten)	44
Kindergarten	14
Grade 1	30
Grade 2	25
Grade 3	32
Grade 4	18
Grade 5	21
Grade 6	16
Grade 7	10
Grade 8	12
Grade 9	11
Grade 10	4
Grade 11	4
Grade 12	3
Out of School	4
Ungraded	0
Total	248

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

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	16
Age 3 through 5 (not Kindergarten)	50
Kindergarten	16
Grade 1	19
Grade 2	22
Grade 3	30
Grade 4	12
Grade 5	17
Grade 6	11
Grade 7	8
Grade 8	13
Grade 9	9
Grade 10	2
Grade 11	2
Grade 12	2
Out of School	60
Ungraded	0
Total	289

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	2
Grade 10	1
Grade 11	1
Grade 12	2
Total	6

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
N/A

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	61
Kindergarten	19
Grade 1	31
Grade 2	38
Grade 3	37
Grade 4	25
Grade 5	27
Grade 6	27
Grade 7	13
Grade 8	20
Grade 9	14
Grade 10	6
Grade 11	6
Grade 12	6
Ungraded	0
Out of School	63
Total	393

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	8
Grade 1	17
Grade 2	16
Grade 3	23
Grade 4	8
Grade 5	9
Grade 6	7
Grade 7	5
Grade 8	5
Grade 9	2
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded	0
Out of School	0
Total	100

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 Kindergarten)	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	.
Age 3 through 5 (not Kindergarten)	44
Kindergarten	15
Grade 1	22
Grade 2	31
Grade 3	31
Grade 4	20
Grade 5	20
Grade 6	16
Grade 7	12
Grade 8	12
Grade 9	3
Grade 10	4
Grade 11	2
Grade 12	2
Ungraded	.
Out of School	48
Total	282

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	.	.	.
Age 3 through 5 (not Kindergarten)	44	44	.
Kindergarten	15	15	.
Grade 1	22	22	.
Grade 2	29	30	.
Grade 3	31	31	.
Grade 4	18	20	.
Grade 5	20	19	.
Grade 6	13	13	.
Grade 7	10	12	.
Grade 8	10	11	.
Grade 9	1	1	.
Grade 10	2	3	.
Grade 11	1	2	.
Grade 12	.	1	.
Ungraded	.	.	.
Out of School	47	3	.
Total	263	227	.

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	.	.
Age 3 through 5 (not Kindergarten)	61	25
Kindergarten	19	7
Grade 1	31	12
Grade 2	36	14
Grade 3	37	16
Grade 4	25	7
Grade 5	27	11
Grade 6	27	5
Grade 7	13	5
Grade 8	20	6
Grade 9	14	.
Grade 10	6	.
Grade 11	6	.
Grade 12	6	.
Ungraded	.	.
Out of School	62	2
Total	390	110

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
51	250

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 1:21:04 PM
