CONSOLIDATED STATE PERFORMANCE REPORT
PART I

SCHOOL YEAR 2020-2021

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

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 2022.

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	91545	89680	98	89680	25908	28.9
American Indian \ Alaska Native \ Native American	133	127	95.5	127	35	27.6
Asian	10147	9983	98.4	9983	6599	66.1
Black (not Hispanic) African American	13704	13222	96.5	13222	1250	9.5
Children with one or more disabilities (IDEA)	17469	16552	94.8	15883	2484	15.6
Economically Disadvantaged (ED) Students	32562	31683	97.3	31683	2949	9.3
English learners	10243	10044	98.1	10044	746	7.4
Female	44466	43731	98.3	43731	11364	26
Foster Care	165	159	96.4	159	13	8.2
Hispanic \ Latino	28683	28002	97.6	28002	3303	11.8
Homeless enrolled	645	614	95.2	614	27	4.4
Male	47078	45948	97.6	45948	14544	31.7
Migratory students	70	68	97.1	68	7	10.3
Military Connected	806	794	98.5	794	234	29.5
Multicultural \ Multiethnic \ Multiracial \ other	2838	2806	98.9	2806	1061	37.8
Native Hawaiian \ other Pacific Islander \ Pacific Islander	170	167	98.2	167	56	33.5
White (not Hispanic) \ Caucasian	35870	35373	98.6	35373	13604	38.5

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	93386	91596	98.1	91596	22576	24.6
American Indian \ Alaska Native \ Native American	132	127	96.2	127	32	25.2
Asian	10167	10027	98.6	10027	6249	62.3
Black (not Hispanic) African American	13442	13019	96.9	13019	940	7.2
Children with one or more disabilities (IDEA)	18319	17379	94.9	16886	2108	12.5
Economically Disadvantaged (ED) Students	32469	31588	97.3	31588	2291	7.3
English learners	8984	8793	97.9	8793	497	5.7
Female	45295	44582	98.4	44582	9811	22
Foster Care	160	152	95	152	3	2
Hispanic \ Latino	29414	28716	97.6	28716	2755	9.6
Homeless enrolled	599	567	94.7	567	25	4.4
Male	48090	47013	97.8	47013	12764	27.1
Migratory students	38	36	94.7	36	3	8.3
Military Connected	801	795	99.3	795	176	22.1
Multicultural \ Multiethnic \ Multiracial \ other	2692	2641	98.1	2641	833	31.5
Native Hawaiian \ other Pacific Islander \ Pacific Islander	187	185	98.9	185	67	36.2
White (not Hispanic) \ Caucasian	37352	36881	98.7	36881	11700	31.7

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	94362	92026	97.5	92026	20775	22.6
American Indian \ Alaska Native \ Native American	144	142	98.6	142	31	21.8
Asian	10219	10077	98.6	10077	5945	59
Black (not Hispanic) African American	13974	13356	95.6	13356	938	7
Children with one or more disabilities (IDEA)	17905	16841	94.1	16357	1394	8.5
Economically Disadvantaged (ED) Students	32412	31337	96.7	31337	2111	6.7
English learners	6935	6659	96	6659	245	3.7
Female	45861	44868	97.8	44868	9064	20.2
Foster Care	149	143	96	143	6	4.2
Hispanic \ Latino	29115	28217	96.9	28217	2473	8.8
Homeless enrolled	569	534	93.8	534	13	2.4
Male	48496	47153	97.2	47153	11710	24.8
Migratory students	41	40	97.6	40	6	15
Military Connected	719	708	98.5	708	175	24.7
Multicultural \ Multiethnic \ Multiracial \ other	2621	2561	97.7	2561	754	29.4
Native Hawaiian \ other Pacific Islander \ Pacific Islander	181	175	96.7	175	50	28.6
White (not Hispanic) \ Caucasian	38108	37498	98.4	37498	10584	28.2

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	98187	95784	97.6	95805	24929	26
American Indian \ Alaska Native \ Native American	152	144	94.7	144	35	24.3
Asian	10374	10249	98.8	10250	6064	59.2
Black (not Hispanic) African American	14706	14078	95.7	14080	1312	9.3
Children with one or more disabilities (IDEA)	18052	16994	94.1	16575	1308	7.9
Economically Disadvantaged (ED) Students	33284	32077	96.4	32079	3351	10.4
English learners	5296	5127	96.8	5127	220	4.3
Female	47500	46413	97.7	46420	11537	24.9
Foster Care	150	137	91.3	137	7	5.1
Hispanic \ Latino	30081	29208	97.1	29210	3593	12.3
Homeless enrolled	598	557	93.1	557	25	4.5
Male	50678	49362	97.4	49376	13389	27.1
Migratory students	50	49	98	49	5	10.2
Military Connected	720	717	99.6	717	141	19.7
Multicultural \ Multiethnic \ Multiracial \ other	2540	2481	97.7	2481	809	32.6
Native Hawaiian \ other Pacific Islander \ Pacific Islander	211	207	98.1	207	70	33.8
White (not Hispanic) \ Caucasian	40123	39417	98.2	39433	13046	33.1

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	100883	97642	96.8	97673	23268	23.8
American Indian \ Alaska Native \ Native American	137	129	94.2	129	36	27.9
Asian	10707	10465	97.7	10466	5694	54.4
Black (not Hispanic) African American	15099	14335	94.9	14338	1317	9.2
Children with one or more disabilities (IDEA)	18127	16915	93.3	16467	1360	8.3
Economically Disadvantaged (ED) Students	33336	31969	95.9	31971	3595	11.2
English learners	4709	4541	96.4	4541	217	4.8
Female	48915	47446	97	47461	10015	21.1
Foster Care	153	147	96.1	147	6	4.1
Hispanic \ Latino	30351	29339	96.7	29342	3713	12.7
Homeless enrolled	551	513	93.1	513	28	5.5
Male	51955	50183	96.6	50199	13250	26.4
Migratory students	34	31	91.2	31	7	22.6
Military Connected	735	715	97.3	715	155	21.7
Multicultural \ Multiethnic \ Multiracial \ other	2453	2356	96	2360	676	28.6
Native Hawaiian \ other Pacific Islander \ Pacific Islander	204	195	95.6	195	58	29.7
White (not Hispanic) \ Caucasian	41932	40823	97.4	40843	11774	28.8

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	100236	94634	94.4	94641	23181	24.5
American Indian \ Alaska Native \ Native American	119	109	91.6	109	23	21.1
Asian	10101	9888	97.9	9891	5880	59.4
Black (not Hispanic) African American	15114	13610	90	13610	1211	8.9
Children with one or more disabilities (IDEA)	17085	15183	88.9	14956	837	5.6
Economically Disadvantaged (ED) Students	32932	30239	91.8	30241	2982	9.9
English learners	4942	4463	90.3	4464	185	4.1
Female	48857	46367	94.9	46371	11200	24.2
Foster Care	141	117	83	117	2	1.7
Hispanic \ Latino	31134	29010	93.2	29012	3196	11
Homeless enrolled	663	580	87.5	580	39	6.7
Male	51355	48245	93.9	48248	11971	24.8
Migratory students	73	67	91.8	67	7	10.4
Military Connected	717	694	96.8	694	168	24.2
Multicultural \ Multiethnic \ Multiracial \ other	2299	2193	95.4	2193	685	31.2
Native Hawaiian \ other Pacific Islander \ Pacific Islander	203	193	95.1	193	67	34.7
White (not Hispanic) \ Caucasian	41266	39631	96	39633	12119	30.6

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	150938	138270	91.6	138299	37202	26.9
American Indian \ Alaska Native \ Native American	203	177	87.2	177	36	20.3
Asian	10251	9869	96.3	9871	5617	56.9
Black (not Hispanic) African American	24871	21657	87.1	21662	2673	12.3
Children with one or more disabilities (IDEA)	28768	24839	86.3	24310	1962	8.1
Economically Disadvantaged (ED) Students	49871	44143	88.5	44150	6512	14.7
English learners	9023	7834	86.8	7836	513	6.5
Female	73433	67864	92.4	67878	18249	26.9
Foster Care	234	204	87.2	204	1	0.5
Hispanic \ Latino	49787	44747	89.9	44751	7384	16.5
Homeless enrolled	828	675	81.5	675	50	7.4
Male	77444	70352	90.8	70367	18932	26.9
Migratory students	61	49	80.3	49	3	6.1
Military Connected	1168	1099	94.1	1100	286	26
Multicultural \ Multiethnic \ Multiracial \ other	3036	2810	92.6	2813	939	33.4
Native Hawaiian \ other Pacific Islander \ Pacific Islander	420	382	91	382	130	34
White (not Hispanic) \ Caucasian	62370	58628	94	58643	20423	34.8

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	91366	89522	98	89522	33057	36.9
American Indian \ Alaska Native \ Native American	133	127	95.5	127	48	37.8
Asian	10143	9985	98.4	9985	6142	61.5
Black (not Hispanic) African American	13684	13200	96.5	13200	3037	23
Children with one or more disabilities (IDEA)	18626	17688	95	16604	3284	19.8
Economically Disadvantaged (ED) Students	32506	31642	97.3	31642	6458	20.4
English learners	10174	9971	98	9971	949	9.5
Female	44376	43632	98.3	43632	17278	39.6
Foster Care	164	157	95.7	157	30	19.1
Hispanic \ Latino	28596	27929	97.7	27929	6332	22.7
Homeless enrolled	645	618	95.8	618	81	13.1
Male	46989	45889	97.7	45889	15779	34.4
Migratory students	69	67	97.1	67	15	22.4
Military Connected	805	795	98.8	795	308	38.7
Multicultural \ Multiethnic \ Multiracial \ other	2834	2794	98.6	2794	1316	47.1
Native Hawaiian \ other Pacific Islander \ Pacific Islander	170	166	97.6	166	80	48.2
White (not Hispanic) \ Caucasian	35806	35321	98.6	35321	16102	45.6

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	93192	91464	98.1	91464	43724	47.8
American Indian \ Alaska Native \ Native American	132	129	97.7	129	62	48.1
Asian	10155	10023	98.7	10023	7308	72.9
Black (not Hispanic) African American	13438	13018	96.9	13018	4231	32.5
Children with one or more disabilities (IDEA)	19577	18632	95.2	17682	4511	25.5
Economically Disadvantaged (ED) Students	32413	31587	97.5	31587	9472	30
English learners	8917	8736	98	8736	1370	15.7
Female	45205	44506	98.5	44506	23053	51.8
Foster Care	160	153	95.6	153	43	28.1
Hispanic \ Latino	29304	28648	97.8	28648	9453	33
Homeless enrolled	599	574	95.8	574	129	22.5
Male	47986	46957	97.9	46957	20671	44
Migratory students	37	36	97.3	36	11	30.6
Military Connected	804	796	99	796	428	53.8
Multicultural \ Multiethnic \ Multiracial \ other	2682	2637	98.3	2637	1512	57.3
Native Hawaiian \ other Pacific Islander \ Pacific Islander	186	183	98.4	183	108	59
White (not Hispanic) \ Caucasian	37295	36826	98.7	36826	21050	57.2

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	94121	91877	97.6	91877	37546	40.9
American Indian \ Alaska Native \ Native American	144	142	98.6	142	67	47.2
Asian	10205	10066	98.6	10066	6550	65.1
Black (not Hispanic) African American	13933	13327	95.7	13327	3620	27.2
Children with one or more disabilities (IDEA)	19273	18187	94.4	17209	3396	19.7
Economically Disadvantaged (ED) Students	32297	31243	96.7	31243	7972	25.5
English learners	6854	6597	96.3	6597	634	9.6
Female	45758	44808	97.9	44808	19179	42.8
Foster Care	148	139	93.9	139	28	20.1
Hispanic \ Latino	28955	28090	97	28090	7848	27.9
Homeless enrolled	568	533	93.8	533	106	19.9
Male	48358	47064	97.3	47064	18363	39
Migratory students	41	40	97.6	40	10	25
Military Connected	720	707	98.2	707	322	45.5
Multicultural \ Multiethnic \ Multiracial \ other	2621	2566	97.9	2566	1267	49.4
Native Hawaiian \ other Pacific Islander \ Pacific Islander	181	175	96.7	175	73	41.7
White (not Hispanic) \ Caucasian	38082	37511	98.5	37511	18121	48.3

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	97830	95593	97.7	95593	45429	47.5
American Indian \ Alaska Native \ Native American	152	144	94.7	144	63	43.8
Asian	10357	10239	98.9	10239	7403	72.3
Black (not Hispanic) African American	14635	14036	95.9	14036	4741	33.8
Children with one or more disabilities (IDEA)	18902	17831	94.3	17028	3814	22.4
Economically Disadvantaged (ED) Students	33116	31992	96.6	31992	10255	32.1
English learners	5225	5044	96.5	5044	461	9.1
Female	47325	46336	97.9	46336	23767	51.3
Foster Care	150	141	94	141	43	30.5
Hispanic \ Latino	29889	29051	97.2	29051	9855	33.9
Homeless enrolled	599	557	93	557	135	24.2
Male	50496	49248	97.5	49248	21657	44
Migratory students	50	50	100	50	11	22
Military Connected	720	716	99.4	716	351	49
Multicultural \ Multiethnic \ Multiracial \ other	2541	2479	97.6	2479	1391	56.1
Native Hawaiian \ other Pacific Islander \ Pacific Islander	206	204	99	204	106	52
White (not Hispanic) \ Caucasian	40050	39440	98.5	39440	21870	55.5

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	99854	97490	97.6	97490	48419	49.7
American Indian \ Alaska Native \ Native American	135	128	94.8	128	69	53.9
Asian	10597	10469	98.8	10469	7750	74
Black (not Hispanic) African American	14907	14277	95.8	14277	4648	32.6
Children with one or more disabilities (IDEA)	18758	17565	93.6	16851	3568	21.2
Economically Disadvantaged (ED) Students	32989	31864	96.6	31864	10377	32.6
English learners	4625	4450	96.2	4450	321	7.2
Female	48377	47355	97.9	47355	25070	52.9
Foster Care	153	147	96.1	147	37	25.2
Hispanic \ Latino	30092	29232	97.1	29232	10388	35.5
Homeless enrolled	547	514	94	514	115	22.4
Male	51464	50123	97.4	50123	23338	46.6
Migratory students	32	30	93.8	30	7	23.3
Military Connected	725	717	98.9	717	382	53.3
Multicultural \ Multiethnic \ Multiracial \ other	2414	2356	97.6	2356	1393	59.1
Native Hawaiian \ other Pacific Islander \ Pacific Islander	194	192	99	192	99	51.6
White (not Hispanic) \ Caucasian	41515	40836	98.4	40836	24072	58.9

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	101780	96371	94.7	96371	51385	53.3
American Indian \ Alaska Native \ Native American	126	113	89.7	113	50	44.2
Asian	10237	10038	98.1	10038	7657	76.3
Black (not Hispanic) African American	15418	13903	90.2	13903	5544	39.9
Children with one or more disabilities (IDEA)	19438	17372	89.4	16546	4227	25.5
Economically Disadvantaged (ED) Students	33437	30816	92.2	30816	12155	39.4
English learners	4917	4475	91	4475	568	12.7
Female	49380	47049	95.3	47049	27890	59.3
Foster Care	141	122	86.5	122	35	28.7
Hispanic \ Latino	31533	29494	93.5	29494	12322	41.8
Homeless enrolled	682	593	87	593	189	31.9
Male	52376	49301	94.1	49301	23481	47.6
Migratory students	68	65	95.6	65	25	38.5
Military Connected	737	712	96.6	712	406	57
Multicultural \ Multiethnic \ Multiracial \ other	2328	2225	95.6	2225	1338	60.1
Native Hawaiian \ other Pacific Islander \ Pacific Islander	209	203	97.1	203	132	65
White (not Hispanic) \ Caucasian	41929	40395	96.3	40395	24342	60.3

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	100041	93169	93.1	93178	50461	54.2
American Indian \ Alaska Native \ Native American	134	124	92.5	124	67	54
Asian	10423	10168	97.6	10168	7581	74.6
Black (not Hispanic) African American	14375	12727	88.5	12729	5385	42.3
Children with one or more disabilities (IDEA)	17557	15125	86.1	14607	3591	24.6
Economically Disadvantaged (ED) Students	29708	26700	89.9	26704	10787	40.4
English learners	4200	3708	88.3	3709	474	12.8
Female	48983	45955	93.8	45958	27475	59.8
Foster Care	123	102	82.9	102	19	18.6
Hispanic \ Latino	29461	26867	91.2	26873	11428	42.5
Homeless enrolled	451	362	80.3	362	125	34.5
Male	51014	47174	92.5	47180	22959	48.7
Migratory students	36	31	86.1	31	5	16.1
Military Connected	799	757	94.7	757	451	59.6
Multicultural \ Multiethnic \ Multiracial \ other	2205	2052	93.1	2052	1307	63.7
Native Hawaiian \ other Pacific Islander \ Pacific Islander	334	315	94.3	315	180	57.1
White (not Hispanic) \ Caucasian	43109	40916	94.9	40917	24513	59.9

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	94181	91472	97.1	91472	21442	23.4
American Indian \ Alaska Native \ Native American	143	140	97.9	140	31	22.1
Asian	10216	10029	98.2	10029	4883	48.7
Black (not Hispanic) African American	13955	13258	95	13258	1298	9.8
Children with one or more disabilities (IDEA)	17264	16066	93.1	16105	1326	8.2
Economically Disadvantaged (ED) Students	32351	31054	96	31054	3031	9.8
English learners	6933	6631	95.6	6631	191	2.9
Female	45799	44643	97.5	44643	9814	22
Foster Care	150	142	94.7	142	14	9.9
Hispanic \ Latino	29070	28033	96.4	28033	3286	11.7
Homeless enrolled	568	524	92.3	524	30	5.7
Male	48377	46826	96.8	46826	11627	24.8
Migratory students	41	41	100	41	8	19.5
Military Connected	720	707	98.2	707	184	26
Multicultural \ Multiethnic \ Multiracial \ other	2615	2555	97.7	2555	777	30.4
Native Hawaiian \ other Pacific Islander \ Pacific Islander	182	170	93.4	170	54	31.8
White (not Hispanic) \ Caucasian	38000	37287	98.1	37287	11113	29.8

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	101851	95333	93.6	95333	15487	16.2
American Indian \ Alaska Native \ Native American	127	116	91.3	70	17	24.3
Asian	10238	9991	97.6	9991	3822	38.3
Black (not Hispanic) African American	15383	13623	88.6	13623	753	5.5
Children with one or more disabilities (IDEA)	17526	15266	87.1	15548	766	4.9
Economically Disadvantaged (ED) Students	33637	30497	90.7	30497	1755	5.8
English learners	5110	4565	89.3	4565	47	1
Female	49470	46662	94.3	46662	6395	13.7
Foster Care	145	120	82.8	120	2	1.7
Hispanic \ Latino	31764	29301	92.2	29301	1941	6.6
Homeless enrolled	685	586	85.5	586	23	3.9
Male	52357	48649	92.9	48649	9085	18.7
Migratory students	72	67	93.1	67	2	3
Military Connected	734	698	95.1	698	114	16.3
Multicultural \ Multiethnic \ Multiracial \ other	2318	2171	93.7	2171	481	22.2
Native Hawaiian \ other Pacific Islander \ Pacific Islander	209	199	95.2	199	38	19.1
White (not Hispanic) \ Caucasian	41812	39932	95.5	39932	8435	21.1

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All Students	98887	88255	89.2	88255	23714	26.9
American Indian \ Alaska Native \ Native American	114	104	91.2	104	19	18.3
Asian	10638	10086	94.8	10086	5351	53.1
Black (not Hispanic) African American	13285	11216	84.4	11216	1178	10.5
Children with one or more disabilities (IDEA)	16281	12953	79.6	13018	983	7.6
Economically Disadvantaged (ED) Students	26570	23177	87.2	23177	2888	12.5
English learners	4320	3728	86.3	3728	68	1.8
Female	48535	43654	89.9	43654	11049	25.3
Foster Care	113	77	68.1	77	6	7.8
Hispanic \ Latino	27353	24214	88.5	24214	3144	13
Homeless enrolled	404	320	79.2	320	30	9.4
Male	50328	44581	88.6	44581	12656	28.4
Migratory students	21	18	85.7	18	3	16.7
Military Connected	764	717	93.8	717	181	25.2
Multicultural \ Multiethnic \ Multiracial \ other	1712	1480	86.4	1480	526	35.5
Native Hawaiian \ other Pacific Islander \ Pacific Islander	218	205	94	205	61	29.8
White (not Hispanic) \ Caucasian	45567	40950	89.9	40950	13435	32.8

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	6708	5.4
Regular Assessment With Accommodations	86802	69.6
Regular Assessment Without Accommodations	31193	25
Total	124703	.

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
6708	699632	1

1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards

Question	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2020-21?	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	6784	5.5
Recently arrived ELs, Took ELP	0	0
Regular Assessment With Accommodations	82100	67.1
Regular Assessment Without Accommodations	33516	27.4
Total	122400	.

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
6784	655486	1

1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

Question	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2020-21?	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	2452	5.5
Regular Assessment With Accommodations	23459	53
Regular Assessment Without Accommodations	18374	41.5
Total	44285	.

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
2452	275060	0.9

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 mathematics in SY2020-21?	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	0

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

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	.	.	6542	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	0	0	6519	10.7
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	6521	2479	.	.	513	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	5.6
Fourth year	4722	22.3	728	6.7

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	12.8
Second year	3680	32.6	481	12.7
Third year	6392	37	1218	14.4
Fourth year	4654	42.4	727	13.5

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	8.3	235	3.4
Second year	1199	11.8	127	5.5
Third year	1865	13	342	2.3
Fourth year	1345	17.1	232	5.2

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 SY2020-21, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the 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 SY2020-21 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 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.

FS103 is optional in SY2020-21

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

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
No poverty quartile reported	115347.9	21364.8	18.5
Total Schools	115347.9	21364.8	18.5

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.

FS103 is optional in SY2020-21

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
No poverty quartile reported	115347.9	.	.
Total Schools	115347.9	.	.

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.

FS103 is optional in SY2020-21

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
No poverty quartile reported	115347.9	2385.2	2.1
Total Schools	115347.9	2385.2	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
60	8	Free and Reduced Lunch

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
N/A

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	95042
English Learners with Disabilities	10336

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	89240

1.4.2 LIEPs

Note: Section 3201(7) The term 'LIEP' means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

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

Populated with SEA-LEVEL FS116/DG849

LIEP	#	Language of Instruction
Content Classes with integrated ESL support	24861	English
Dual Language or Two-way Immersion	3245	Spanish, Portuguese, Haitian Creole, Chinese, Arabic, Gujarati
ESL or ELD	31060	English
Newcomer programs	.	
Other	4450	Spanish, Castilian, English, Korean, Arabic, Haitian Creole, Bengali, Gujrati, Urdu, Panjabi, Portuguese
Transitional Bilingual Education or Early-Exit Bilingual Education	23270	Spanish, Korean, Arabic, Haitian Creole, Bengali, Gujrati, Portuguese

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

Comments
Other LIEPs - Sheltered English Instruction

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	69346
Portuguese	3232
Arabic	3119
Haitian; Haitian Creole	1737
Korean	1080

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*
4149	4149	555

*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	94
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	0
Supporting implementation of school wide programs	0
Professional development to teachers and other personnel serving ELs	1007
Parent and community engagement activities	88
Supporting the development and implementation of pre-school programs	0
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	217
Improving instruction of ELs with disabilities	136
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 SY2020-21 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	X
Helping ELs meet the same challenging State academic standards that all children are expected to meet	X
Identifying or developing, and implementing, measures of English proficiency	
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	X
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	
Other	

If 'Other' is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren't captured by the first five types of activities in the table.

Comments
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
54934	36435	199

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 SY2020-21 funds July 1, 2020, and then made these funds available to subgrantees on August 1, 2020, for SY 2020-21 programs. Then the '# of days/$$ Distribution' is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# Days $$ Distribution
7/1/2020	7/1/2020	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	701	701

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
Age 3 through 5 (not Kindergarten)	313
Grade 1	768
Grade 10	728
Grade 11	618
Grade 12	735
Grade 2	920
Grade 3	924
Grade 4	891
Grade 5	820
Grade 6	879
Grade 7	764
Grade 8	835
Grade 9	742
Kindergarten	602
Ungraded	0
No category code available or required	10539

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

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
Doubled Up	1361	7776
Hotels/Motels	164	1354
Sheltered	133	1381
Unsheltered	4	28

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)	2604
English learners	1458
Unaccompanied youth	1662
Migratory students	134

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)	313

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?	622

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 of the CSPR collection tool.

Data are published outside of the report.

Data Quality Comment

1.7 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2020 through August 31, 2021. This section is composed of the following subsections:
-Population data of eligible migratory children
-Academic data of eligible migratory students
-Data of migratory children served during the performance period
-School data
-Project data
-Personnel data

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

There are two exceptions to this rule:
1. A child who turns 3 during the performance period is reported as 'Age 3 through 5 (not Kindergarten)' only if the child's residency in the state was verified after the child turned 3.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

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, 2020 through August 31, 2021. 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 SY2020-21. 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
New Jersey continues to update and upgrade data processes to ensure data accuracy. For this performance period, September 1, 2020, through August 31, 2021, 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 NJ Migrant Education Program (MEP) previously utilized Tromik as the migrant vendor database to track the progress of migrant student data. Prior to this recent upgrade, minor data cleanup was revealed through data reports; however, there was no indication of concerns for overall data accuracy. Past data discrepancies were attributed to manual data entry (human error.) Going forward, minor clean-up of data will be based on the timing of state data snapshots utilizing comparable data from MSIX to verify as accurate based on the time of data generation. Next steps: NJ is currently in the process of implementing an electronic COE on tablet application to ensure accuracy of child eligibility reporting. In addition, the State is also implementing an electronic monthly data share of current-eligible migrant students from the migrant vendor database, MIS2000, to the state database, NJSMART. This will allow 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 will then provide electronic notification to the current district of enrollment of migrant student status. Expected completion of this update is Spring 2022.

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, 2020 through August 31, 2021. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

Age Grade	Eligible Migratory Children
Age 3 through 5 (not Kindergarte	57
Kindergarten	41
Grade 1	49
Grade 2	57
Grade 3	49
Grade 4	50
Grade 5	46
Grade 6	42
Grade 7	36
Grade 8	32
Grade 9	34
Grade 10	25
Grade 11	15
Grade 12	2
Ungraded	0
Out of School	93
Total	628

1.7.1.2 Category 1 Child Count Increases/Decreases

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

Comments
The NJ MEP experienced an overall decrease in the number of students identified as eligible migrant students for the 2020-2021 performance period (9/1/2020-8/31/2021). There were migrant students identified during the 2019-2020 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 COVID-19 pandemic which continues to cause a decline in 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, 2020 through August 31, 2021.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
NEW JERSEY	Age Birth through 2	32

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, 2020 through August 31, 2021. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:
-Children age birth through 2 years
-Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
NEW JERSEY	Age 3 through 5 (not Kindergarte	45
NEW JERSEY	Kindergarten	31
NEW JERSEY	Grade 1	34
NEW JERSEY	Grade 2	38
NEW JERSEY	Grade 3	26
NEW JERSEY	Grade 4	23
NEW JERSEY	Grade 5	29
NEW JERSEY	Grade 6	21
NEW JERSEY	Grade 7	18
NEW JERSEY	Grade 8	10
NEW JERSEY	Grade 9	15
NEW JERSEY	Grade 10	9
NEW JERSEY	Grade 11	7
NEW JERSEY	Grade 12	0
NEW JERSEY	Out of School	42
NEW JERSEY	Ungraded	0
NEW JERSEY	Total	348

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
Most of NJ's eligible migrant students are served during the summer months (July and August). During the pandemic (2019-2020 performance period), the NJ MEP operated 2 in-person summer programs, one in-person program in the Southern region and one in-person program in the Northern region, in addition to operating the virtual platform for migrant children in both regions. For the 2020-2021 performance period, the NJ MEP was able to increase its in-person operations for summer programming. The Northern region was able to increase its number of in-person summer programs due to school COVID restrictions on in-person gatherings. However, the Southern regional program increased its number of in-person summer programming from one to two programs: and as a result, experienced a significant increase in summer program enrollment, as well as an increase in the number of agricultural workers that travelled to the region during the peak agricultural season. Thus, the increase in in-person summer programming corelates to the increase in summer enrollment.

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, 2020 through August 31, 2021. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:
-Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Age Birth through 2	25

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 and EdFacts files in the following hierarchical order: that the child resided in the State during the 20-21 Performance Period (September 1, 2020 to August 31, 2021) by checking one or more of the following dates – enrollment date, residency date, recertification/residency verification date, or withdrawal date between 9/1/2020 and 8/31/2021; 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 9/2/2017) of his/her residency date which occurs between 9/1/2020 and 8/31/2021; residency for at least one day of a child turning 3 years of age is verified by a recruiter in contact with the family. Family contact 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 2020- 2021 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, recruiter provides regional staff with residency verification date, 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 a 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 record is 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 EDFacts 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 of time the child spent in a given 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 by 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 reviewer, the NJ MEP Regional

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.	62
The number of eligibility determinations sampled for which a re-interview was completed.	62
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	50

What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the Comment row at the end of this table.
2020-21

Comments
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	Phone interviews
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2020-21.

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, 2020, to August 31, 2021, show that out of a sample of 12 Northern region COEs reviewed by the Southern region, six (6) COEs were completed incorrectly, and 16 migrant children/youths were confirmed as ineligible for the migrant program. Out of a random sample of 52 Southern Region COEs, 52 COE's were reviewed by the Northern Region and confirmed as completed correctly with 0 errors; and 52 migrant children/youths were confirmed as eligible for the migrant program. The following corrective actions have taken place: The NJ MEP is no longer serving the 16 children that are not eligible; the children were removed from NJ's child count; and each family has been informed that the child is not eligible for the NJMEP.

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 Kindergarte	.
Kindergarten	21
Grade 1	21
Grade 2	28
Grade 3	16
Grade 4	12
Grade 5	17
Grade 6	12
Grade 7	6
Grade 8	2
Grade 9	2
Grade 10	3
Grade 11	1
Grade 12	0
Out of School	0
Ungraded	0
Total	141

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 who1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

1.7.4.2 English Learners (ELs)

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

Populated with SEA-LEVEL FS121/DG634

Age Grade	ELs During the Performance Period
Age 3 through 5 (not Kindergarte	36
Kindergarten	35
Grade 1	32
Grade 2	42
Grade 3	29
Grade 4	24
Grade 5	31
Grade 6	20
Grade 7	19
Grade 8	12
Grade 9	10
Grade 10	13
Grade 11	2
Grade 12	1
Out of School	1
Ungraded	0
Total	307

1.7.4.3 Children with Disabilities (IDEA)

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

Populated with SEA-LEVEL FS121/DG634

Age Grade	Children with Disabilities (IDEA) During the Performance Period
Age Birth through 2	1
Age 3 through 5 (not Kindergarte	1
Kindergarten	0
Grade 1	2
Grade 2	3
Grade 3	2
Grade 4	1
Grade 5	1
Grade 6	2
Grade 7	0
Grade 8	1
Grade 9	0
Grade 10	1
Grade 11	0
Grade 12	1
Out of School	0
Ungraded	0
Total	16

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, 2021 (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	26
Age 3 through 5 (not Kindergarte	40
Kindergarten	20
Grade 1	24
Grade 2	28
Grade 3	17
Grade 4	15
Grade 5	21
Grade 6	18
Grade 7	12
Grade 8	7
Grade 9	12
Grade 10	8
Grade 11	7
Grade 12	0
Out of School	43
Ungraded	0
Total	298

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.
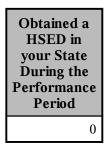
Populated with SEA-LEVEL FS032/DG326

Grade	Dropouts During the Performance Period
Grade 7	1
Grade 8	.
Grade 9	1
Grade 10	4
Grade 11	2
Grade 12	2
Total	10

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 2020-21 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 2020-21 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	25
Age 3 through 5 (not Kindergarte	49
Kindergarten	35
Grade 1	47
Grade 2	55
Grade 3	46
Grade 4	50
Grade 5	45
Grade 6	42
Grade 7	36
Grade 8	32
Grade 9	33
Grade 10	24
Grade 11	15
Grade 12	2
Ungraded	0
Out of School	70
Total	606

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	17
Grade 1	20
Grade 2	24
Grade 3	13
Grade 4	10
Grade 5	14
Grade 6	12
Grade 7	6
Grade 8	2
Grade 9	2
Grade 10	3
Grade 11	1
Grade 12	0
Ungraded	0
Out of School	0
Total	124

1.7.6.2 Continuation of Services During the Performance Period

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

Populated with SEA-LEVEL FS054/DG102

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

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

1.7.6.3 Instructional Service – During the Performance Period

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

Populated with SEA-LEVEL FS145/DG684

Age Grade	Instructional Service During the Performance Period
Age Birth through 2	.
Age 3 through 5 (not Kindergarte	.
Kindergarten	10
Grade 1	16
Grade 2	21
Grade 3	10
Grade 4	16
Grade 5	16
Grade 6	14
Grade 7	11
Grade 8	6
Grade 9	5
Grade 10	5
Grade 11	3
Grade 12	.
Ungraded	.
Out of School	2
Total	135

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 3 through 5 (not Kindergarte	.	.	.
Age Birth through 2	.	.	.
Grade 1	16	14	.
Grade 10	3	5	.
Grade 11	3	3	.
Grade 12	.	.	.
Grade 2	21	20	.
Grade 3	9	10	.
Grade 4	16	14	.
Grade 5	15	15	.
Grade 6	13	14	.
Grade 7	11	10	.
Grade 8	6	6	.
Grade 9	3	5	.
Kindergarten	10	10	.
Out of School	1	2	.
Total	127	128	.
Ungraded	.	.	.

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 3 through 5 (not Kindergarte	49	.
Age Birth through 2	25	.
Grade 1	47	5
Grade 10	24	2
Grade 11	15	1
Grade 12	2	1
Grade 2	55	7
Grade 3	46	11
Grade 4	50	8
Grade 5	45	3
Grade 6	42	4
Grade 7	36	4
Grade 8	32	4
Grade 9	33	6
Kindergarten	35	1
Out of School	69	.
Total	605	57
Ungraded	.	.

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
56	249

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
3/23/2022 11:35:46 AM