

**CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001

For reporting on
School Year 2014-15



PART I DUE THURSDAY, DECEMBER 17, 2015
PART II DUE THURSDAY, FEBRUARY 11, 2016

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2014-15 consists of two Parts, Part I and Part II.

PART I

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- | **Performance Goal 1:** By SY 2014 -15, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- | **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- | **Performance Goal 3:** By SY 2005 -06, all students will be taught by highly qualified teachers.
- | **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- | **Performance Goal 5:** All students will graduate from high school.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

PART II

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2014-15 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 17, 2015**. Part II of the Report is due to the Department by **Thursday, February 11, 2016**. Both Part I and Part II should reflect data from the SY 2014-15, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2014-15 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2014-15 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

		OMB Number: 1810-0724
		Expiration Date: 5/31/2018
Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended in 2001		
Check the one that indicates the report you are submitting: <input checked="" type="checkbox"/> Part I, 2014-15 <input type="checkbox"/> Part II, 2014-15		
Name of State Educational Agency (SEA) Submitting This Report: New Jersey		
Address: 100 River View Plaza Trenton, New Jersey 08625		
Person to contact about this report:		
Name: Clare Barrett		
Telephone: (609) 292-5408		
Fax: (609) 633-6874		
e-mail: clare.barrett@doe.state.nj.us		
Name of Authorizing State Official: (Print or Type): Evan Linhardt		
		<u>Thursday, April 14, 2016, 2:16:29 PM</u> Date
_____ Signature		

**CONSOLIDATED STATE PERFORMANCE REPORT
PART I**

For reporting on
School Year 2014-15



**PART I DUE DECEMBER 17, 2015
5PM EST**

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

STANDARDS OF ASSESSMENT DEVELOPMENT

This section requests descriptions of the State's implementation of the *Elementary and Secondary Education Act, as amended (ESEA)* academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of ESEA.

1.1.1 Academic Content Standards

Indicate below whether your state has made or is planning to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science since the State's content standards were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the revisions or changes.

Response	Options
<u>No Revisions or changes</u>	No revisions or changes to academic content standards in mathematics, reading/language arts or science made or planned.
	State has revised or changed its academic content standards in mathematics, reading/language arts or science or is planning to make revisions to or change its academic content standards in mathematics, reading/language arts or science. Indicate below the year these changes were or will be implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2014-15) or Not Applicable.

	Mathematics	Reading/Language Arts	Science
Academic Content Standards	N/A	N/A	N/A

If the responses above do not fully describe revisions or changes to your State's academic content standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

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1.1.1.1 Academic Achievement Standards in Mathematics, Reading/Language Arts and Science

Indicate below whether your state has changed or is planning to change the State's academic achievement standards in mathematics, reading/language arts or science since the State's academic achievement standards were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the changes.

As applicable, include changes to academic achievement standards based on any assessments (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA.

Response	Options
<u>No Revisions or changes</u>	No revisions or changes to academic achievement standards in mathematics, reading/language arts or science made or planned.
	State has changed its academic achievement standards or is planning to change its academic achievement standards in mathematics, reading/language arts or science. Indicate below either the school year in which these changes were or will be implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2014-15) or Not Applicable.

Academic Achievement Standards for	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	N/A	N/A	N/A
Regular Assessments in High School	N/A	N/A	N/A
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Modified Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Alternate Achievement Standards	N/A	N/A	N/A

If the responses above do not fully describe revisions or changes to your State's academic achievement standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

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1.1.2 Assessments in Mathematics and Reading/Language Arts and Science

Indicate below whether your state has changed or is planning to change the State's academic assessments in mathematics, reading/language arts or science since the State's academic assessments were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the changes.

As applicable, include any assessments (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA.

Response	Options
	No changes to assessments in mathematics, reading/language arts or science made or planned.
<u>State has revised or changed</u>	State has changed or is planning to change its assessments in mathematics, reading/language arts or science. Indicate below the year these changes were implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2014-15) or Not Applicable.

Academic Assessments	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	SY 2014-15	SY 2014-15	N/A
Regular Assessments in High School	SY 2014-15	SY 2014-15	N/A
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Modified Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Alternate Achievement Standards	SY 2014-15	SY 2014-15	N/A

If the responses above do not fully describe revisions or changes to your State's academic achievement standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

The state adopted the PARCC assessments in ELA and math. The APA program has adopted the DLM assessments in ELA and math.

1.1.3 Grants for State Assessments and Related Activities**1.1.3.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes**

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2014-15, 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)	90.00
To administer assessments required by Section 1111(b) or to carry out other activities described in section 6111 and other activities related to ensuring that the State's schools and local educational agencies are held accountable for the results	10.00
Comments: The response is limited to 4,000 characters.	

1.1.3.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2014-15 that were used for purposes other than the costs of the development of the State assessments and standards required by section 1111(b), 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)	<u>Yes</u>
Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by Section 1111(b)	<u>No</u>
Developing or improving assessments of English language proficiency necessary to comply with Section 1111(b)(7)	<u>No</u>
Ensuring the continued validity and reliability of State assessments, and/or refining State assessments to ensure their continued alignment with the State's academic content standards and to improve the alignment of curricula and instructional materials	<u>Yes</u>
Developing multiple measures to increase the reliability and validity of State assessment systems	<u>No</u>
Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments	<u>No</u>
Expanding the range of accommodations available to students with limited English proficiency and students with disabilities (<i>IDEA</i>) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments	<u>No</u>
Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time	<u>No</u>
Other	<u>No</u>
Comments: The response is limited to 4,000 characters.	

1.2 PARTICIPATION IN STATE ASSESSMENTS

This section collects data on the participation of students 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 are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks to the racial/ethnic groups shown.

1.2.1 Participation of all Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State's testing window for mathematics assessments required under Section 1111(b) (3) of *ESEA* (regardless of whether the students were present for a full academic year) and the number of students who participated in the mathematics assessment in accordance with *ESEA*. The percentage of students who were tested for mathematics 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 students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

The student group "limited English proficient (LEP) students" includes recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	873,605	751,993	86.08
American Indian or Alaska Native	990	850	85.86
Asian or Pacific Islander	81,727	76,943	94.15
<i>Asian</i>	79,816	75,177	94.19
<i>Native Hawaiian or other Pacific Islander</i>	1,911	1,766	92.41
Black or African American	139,890	117,955	84.32
Hispanic or Latino	216,683	194,383	89.71
White	421,973	351,284	83.25
Two or more races	12,342	10,578	85.71
Children with disabilities (<i>IDEA</i>)	142,694	118,592	83.11
Limited English proficient (LEP) students	31,048	29,002	93.41
Economically disadvantaged students	324,064	284,806	87.89
Migratory students	299	280	93.65
Male	447,319	388,677	86.89
Female	425,899	362,950	85.22

Comments: The response is limited to 4,000 characters. New Assessments were administered in 2015.

1.2.2 Participation of Students 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)(3) of ESEA (regardless of whether the children were present for a full academic year) 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 students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (IDEA). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	16,979	14.32
Regular Assessment with Accommodations	93,846	79.13
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	7,767	6.55
Total	118,592	////////////////////////////////////
Comments: The response is limited to 4,000 characters. New Assessments were administered in 2015.		

The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for assessment participation data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.

1.2.3 Participation of All Students in the Reading/Language Arts Assessment

This section is similar to 1.2.1 and collects data on the State's reading/language arts assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	909,347	777,533	85.50
American Indian or Alaska Native	1,027	869	84.62
Asian or Pacific Islander	88,888	82,042	92.30
<i>Asian</i>	86,896	80,218	92.31
<i>Native Hawaiian or other Pacific Islander</i>	1,992	1,824	91.57
Black or African American	142,218	119,939	84.33
Hispanic or Latino	218,482	196,082	89.75
White	445,989	367,822	82.47
Two or more races	12,743	10,779	84.59
Children with disabilities (<i>IDEA</i>)	147,581	122,516	83.02
Limited English proficient (LEP) students	28,756	27,280	94.87
Economically disadvantaged students	327,861	288,670	88.05
Migratory students	287	267	93.03
Male	465,266	402,012	86.40
Female	443,688	375,156	84.55
Comments: The response is limited to 4,000 characters. New Assessments were administered in 2015.			

1.2.3.1 Recently Arrived LEP Students Taking ELP Assessments in Lieu of Reading/Language Arts Assessments

In the table below, provide the number of recently arrived LEP students (as defined in 34 C.F.R. Part 200.6(b)(4)) included in the participation counts in 1.2.3 who took an assessment of English language proficiency in lieu of the State's reading/language arts assessment, as permitted under 34 C.F.R. Part 200.20.

Recently Arrived LEP Students	#
Recently arrived LEP students who took an assessment of English language proficiency in lieu of the State's reading/language arts assessment	870

1.2.4 Participation of Students with Disabilities (IDEA) in Reading/Language Arts Assessment

This section is similar to 1.2.2 and collects data on the State's reading/language arts assessment.

The data provided should include reading/language arts participation data from all students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students 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 students with disabilities (IDEA) who are also LEP students in the U.S. less than 12 months who took the ELP in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	18,007	14.70
Regular Assessment with Accommodations	96,712	78.94
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	7,774	6.35
LEP < 12 months, took ELP	23	0.02
Total	122,516	////////////////////////////////////
Comments: The response is limited to 4,000 characters.		

1.2.5 Participation of All Students in the Science Assessment

This section is similar to 1.2.1 and collects data on the State's science assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	309,111	302,056	97.72
American Indian or Alaska Native	357	345	96.64
Asian or Pacific Islander	29,905	29,647	99.14
Asian	29,182	28,930	99.14
Native Hawaiian or other Pacific Islander	723	717	99.17
Black or African American	47,837	46,143	96.46
Hispanic or Latino	73,322	71,593	97.64
White	150,756	147,573	97.89
Two or more races	6,933	6,754	97.42
Children with disabilities (IDEA)	49,860	47,535	95.34
Limited English proficient (LEP) students	9,684	9,503	98.13
Economically disadvantaged students	108,672	105,590	97.16
Migratory students	105	100	95.24
Male	158,112	154,241	97.55
Female	150,724	147,557	97.90

Comments: The response is limited to 4,000 characters. Please note: A mismatch was identified and a correction was made.

1.2.6 Participation of Students with Disabilities (IDEA) in Science Assessment

This section is similar to 1.2.2 and collects data on the State's science assessment.

The data provided should include science participation results from all students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (IDEA). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	19,384	40.78
Regular Assessment with Accommodations	25,932	54.55
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	2,219	4.67
Total	47,535	////////////////////////////////////

Comments: The response is limited to 4,000 characters.

1.3 STUDENT ACADEMIC ACHIEVEMENT

This section collects data on student academic achievement on 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 are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks to the racial/ethnic groups shown.

1.3.1 Student Academic Achievement in Mathematics

In the format of the table below, provide the number of students who received a valid score on the State assessment(s) in mathematics implemented to meet the requirements of Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated, and for whom a proficiency level was assigned in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). The student group "limited English proficient (LEP) students" does include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

1.3.2 Student Academic Achievement in Reading/Language Arts

This section is similar to 1.3.1. The only difference is that this section collects data on the State's reading/language arts assessment, and the difference noted in the paragraph below.

The student group "limited English proficient (LEP) students" 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 in lieu of the State's reading/language arts assessment. Do not include former LEP students.

1.3.3 Student Academic Achievement in Science

This section is similar to 1.3.1. The only difference is that this section collects data on the State's science assessment administered at least once in each of the following grade spans: 3 through 5, 6 through 9, and 10 through 12.

Limited English Proficient (LEP) students include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for assessment participation data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.

1.3.1.1 Student Academic Achievement in Mathematics - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	97,196	43,658	44.92
American Indian or Alaska Native	129	52	40.31
Asian or Pacific Islander	10,129	7,751	76.52
<i>Asian</i>	9,900	7,615	76.92
<i>Native Hawaiian or other Pacific Islander</i>	229	136	59.39
Black or African American	14,917	3,560	23.87
Hispanic or Latino	27,078	7,532	27.82
White	42,977	23,724	55.20
Two or more races	1,966	1,039	52.85
Children with disabilities (<i>IDEA</i>)	15,317	3,976	25.96
Limited English proficient (LEP) students	7,028	1,203	17.12
Economically disadvantaged students	40,385	10,357	25.65
Migratory students	34	8	23.53
Male	49,800	22,382	44.94
Female	47,323	21,241	44.89
Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.			

1.3.2.1 Student Academic Achievement in Reading/Language Arts - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	96,494	41,913	43.44
American Indian or Alaska Native	127	51	40.16
Asian or Pacific Islander	10,009	6,934	69.28
<i>Asian</i>	9,783	6,812	69.63
<i>Native Hawaiian or other Pacific Islander</i>	226	122	53.98
Black or African American	14,887	3,690	24.79
Hispanic or Latino	26,604	6,984	26.25
White	42,909	23,229	54.14
Two or more races	1,958	1,025	52.35
Children with disabilities (<i>IDEA</i>)	15,295	3,484	22.78
Limited English proficient (LEP) students	6,521	711	10.90
Economically disadvantaged students	39,999	9,529	23.82
Migratory students	31	7	22.58
Male	49,440	19,438	39.32
Female	46,983	22,442	47.77
Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.			

1.3.3.1 Student Academic Achievement in Science - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	0		
American Indian or Alaska Native	0		
Asian or Pacific Islander	0		
<i>Asian</i>	0		
<i>Native Hawaiian or other Pacific Islander</i>	0		
Black or African American	0		
Hispanic or Latino	0		
White	0		
Two or more races	0		
Children with disabilities (<i>IDEA</i>)	0		
Limited English proficient (LEP) students	0		
Economically disadvantaged students	0		
Migratory students	0		
Male	0		
Female	0		
Comments: The response is limited to 4,000 characters.No Science test is administered in 3rd Grade.			

1.3.1.2 Student Academic Achievement in Mathematics - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	95,615	38,888	40.67
American Indian or Alaska Native	116	44	37.93
Asian or Pacific Islander	10,077	7,454	73.97
<i>Asian</i>	9,839	7,324	74.44
<i>Native Hawaiian or other Pacific Islander</i>	238	130	54.62
Black or African American	14,438	2,800	19.39
Hispanic or Latino	25,893	6,368	24.59
White	43,439	21,386	49.23
Two or more races	1,652	836	50.61
Children with disabilities (<i>IDEA</i>)	15,958	3,178	19.91
Limited English proficient (LEP) students	4,175	602	14.42
Economically disadvantaged students	38,328	8,460	22.07
Migratory students	28	7	25.00
Male	49,117	19,985	40.69
Female	46,439	18,872	40.64
Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.			

1.3.2.2 Student Academic Achievement in Reading/Language Arts - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	94,905	48,424	51.02
American Indian or Alaska Native	116	56	48.28
Asian or Pacific Islander	9,950	7,673	77.12
<i>Asian</i>	9,714	7,520	77.41
<i>Native Hawaiian or other Pacific Islander</i>	236	153	64.83
Black or African American	14,402	4,207	29.21
Hispanic or Latino	25,451	8,550	33.59
White	43,337	26,945	62.18
Two or more races	1,649	993	60.22
Children with disabilities (<i>IDEA</i>)	15,959	3,830	24.00
Limited English proficient (LEP) students	3,693	505	13.67
Economically disadvantaged students	37,958	11,495	30.28
Migratory students	25	6	24.00
Male	48,742	22,315	45.78
Female	46,102	26,079	56.57
Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.			

1.3.3.2 Student Academic Achievement in Science - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	100,081	90,290	90.22
American Indian or Alaska Native	114	104	91.23
Asian or Pacific Islander	10,198	9,878	96.86
<i>Asian</i>	9,968	9,663	96.94
<i>Native Hawaiian or other Pacific Islander</i>	230	215	93.48
Black or African American	15,178	12,089	79.65
Hispanic or Latino	26,196	21,988	83.94
White	46,230	44,264	95.75
Two or more races	2,165	1,967	90.85
Children with disabilities (<i>IDEA</i>)	17,263	13,221	76.59
Limited English proficient (LEP) students	3,814	2,360	61.88
Economically disadvantaged students	39,305	32,438	82.53
Migratory students	21	16	76.19
Male	51,326	45,935	89.50
Female	48,690	44,307	91.00

Comments: The response is limited to 4,000 characters. Some student records are missing gender, therefore the sum of the Male/Female will not equal the All students.

Please note: A mismatch was identified and a correction was made to migratory subgroup.

1.3.1.3 Student Academic Achievement in Mathematics - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	96,396	39,605	41.09
American Indian or Alaska Native	97	45	46.39
Asian or Pacific Islander	10,426	7,693	73.79
<i>Asian</i>	10,193	7,558	74.15
<i>Native Hawaiian or other Pacific Islander</i>	233	135	57.94
Black or African American	14,593	2,971	20.36
Hispanic or Latino	24,834	6,273	25.26
White	44,987	21,918	48.72
Two or more races	1,459	705	48.32
Children with disabilities (<i>IDEA</i>)	16,251	2,899	17.84
Limited English proficient (LEP) students	3,021	481	15.92
Economically disadvantaged students	37,324	8,539	22.88
Migratory students	24	5	20.83
Male	49,674	20,041	40.35
Female	46,683	19,548	41.87

Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.

1.3.2.3 Student Academic Achievement in Reading/Language Arts - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	95,713	49,271	51.48
American Indian or Alaska Native	96	44	45.83
Asian or Pacific Islander	10,305	7,916	76.82
<i>Asian</i>	10,075	7,774	77.16
<i>Native Hawaiian or other Pacific Islander</i>	230	142	61.74
Black or African American	14,575	4,439	30.46
Hispanic or Latino	24,356	8,241	33.84
White	44,925	27,767	61.81
Two or more races	1,456	864	59.34
Children with disabilities (<i>IDEA</i>)	16,243	3,338	20.55
Limited English proficient (LEP) students	2,502	351	14.03
Economically disadvantaged students	36,921	11,350	30.74
Migratory students	22	4	18.18
Male	49,338	22,692	45.99
Female	46,335	26,563	57.33

Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.

1.3.3.3 Student Academic Achievement in Science - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	0		
American Indian or Alaska Native	0		
Asian or Pacific Islander	0		
<i>Asian</i>	0		
<i>Native Hawaiian or other Pacific Islander</i>	0		
Black or African American	0		
Hispanic or Latino	0		
White	0		
Two or more races	0		
Children with disabilities (<i>IDEA</i>)	0		
Limited English proficient (LEP) students	0		
Economically disadvantaged students	0		
Migratory students	0		
Male	0		
Female	0		
Comments: The response is limited to 4,000 characters.No Science test is administered in 5th Grade.			

1.3.1.4 Student Academic Achievement in Mathematics - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	94,225	38,474	40.83
American Indian or Alaska Native	91	31	34.07
Asian or Pacific Islander	10,204	7,596	74.44
<i>Asian</i>	9,977	7,467	74.84
<i>Native Hawaiian or other Pacific Islander</i>	227	129	56.83
Black or African American	14,837	2,694	18.16
Hispanic or Latino	23,645	5,726	24.22
White	44,250	21,913	49.52
Two or more races	1,198	514	42.90
Children with disabilities (<i>IDEA</i>)	15,172	2,143	14.12
Limited English proficient (LEP) students	2,657	356	13.40
Economically disadvantaged students	35,960	7,869	21.88
Migratory students	35	13	37.14
Male	48,389	19,162	39.60
Female	45,785	19,290	42.13

Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.

1.3.2.4 Student Academic Achievement in Reading/Language Arts - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	93,609	45,815	48.94
American Indian or Alaska Native	91	37	40.66
Asian or Pacific Islander	10,122	7,704	76.11
<i>Asian</i>	9,896	7,564	76.43
<i>Native Hawaiian or other Pacific Islander</i>	226	140	61.95
Black or African American	14,825	4,058	27.37
Hispanic or Latino	23,143	7,594	32.81
White	44,233	25,750	58.21
Two or more races	1,195	672	56.23
Children with disabilities (<i>IDEA</i>)	15,168	2,509	16.54
Limited English proficient (LEP) students	2,193	228	10.40
Economically disadvantaged students	35,576	10,423	29.30
Migratory students	35	13	37.14
Male	48,071	20,129	41.87
Female	45,487	25,659	56.41

Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.

1.3.3.4 Student Academic Achievement in Science - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	0		
American Indian or Alaska Native	0		
Asian or Pacific Islander	0		
<i>Asian</i>	0		
<i>Native Hawaiian or other Pacific Islander</i>	0		
Black or African American	0		
Hispanic or Latino	0		
White	0		
Two or more races	0		
Children with disabilities (<i>IDEA</i>)	0		
Limited English proficient (LEP) students	0		
Economically disadvantaged students	0		
Migratory students	0		
Male	0		
Female	0		
Comments: The response is limited to 4,000 characters.No Science test is administered in 6th Grade.			

1.3.1.5 Student Academic Achievement in Mathematics - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	91,901	35,778	38.93
American Indian or Alaska Native	89	30	33.71
Asian or Pacific Islander	9,634	6,979	72.44
<i>Asian</i>	9,413	6,855	72.82
<i>Native Hawaiian or other Pacific Islander</i>	221	124	56.11
Black or African American	14,436	2,504	17.35
Hispanic or Latino	22,738	5,164	22.71
White	43,945	20,645	46.98
Two or more races	1,059	456	43.06
Children with disabilities (<i>IDEA</i>)	14,565	1,622	11.14
Limited English proficient (LEP) students	2,559	278	10.86
Economically disadvantaged students	34,206	7,192	21.03
Migratory students	50	17	34.00
Male	47,606	17,888	37.58
Female	44,233	17,862	40.38
Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.			

1.3.2.5 Student Academic Achievement in Reading/Language Arts - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	91,246	47,207	51.74
American Indian or Alaska Native	90	43	47.78
Asian or Pacific Islander	9,544	7,548	79.09
<i>Asian</i>	9,325	7,390	79.25
<i>Native Hawaiian or other Pacific Islander</i>	219	158	72.15
Black or African American	14,433	4,368	30.26
Hispanic or Latino	22,226	7,913	35.60
White	43,921	26,751	60.91
Two or more races	1,032	584	56.59
Children with disabilities (<i>IDEA</i>)	14,593	2,562	17.56
Limited English proficient (LEP) students	2,095	207	9.88
Economically disadvantaged students	33,832	10,923	32.29
Migratory students	43	18	41.86
Male	47,296	20,676	43.72
Female	43,887	26,491	60.36
Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.			

1.3.3.5 Student Academic Achievement in Science - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	0		
American Indian or Alaska Native	0		
Asian or Pacific Islander	0		
<i>Asian</i>	0		
<i>Native Hawaiian or other Pacific Islander</i>	0		
Black or African American	0		
Hispanic or Latino	0		
White	0		
Two or more races	0		
Children with disabilities (<i>IDEA</i>)	0		
Limited English proficient (LEP) students	0		
Economically disadvantaged students	0		
Migratory students	0		
Male	0		
Female	0		
Comments: The response is limited to 4,000 characters.No Science test is administered in 7th Grade.			

1.3.1.6 Student Academic Achievement in Mathematics - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	89,997	36,878	40.98
American Indian or Alaska Native	77	25	32.47
Asian or Pacific Islander	9,511	7,042	74.04
<i>Asian</i>	9,324	6,937	74.40
<i>Native Hawaiian or other Pacific Islander</i>	187	105	56.15
Black or African American	14,375	2,910	20.24
Hispanic or Latino	21,549	5,420	25.15
White	43,512	21,085	48.46
Two or more races	973	396	40.70
Children with disabilities (<i>IDEA</i>)	14,158	1,618	11.43
Limited English proficient (LEP) students	2,658	334	12.57
Economically disadvantaged students	32,450	7,778	23.97
Migratory students	49	11	22.45
Male	46,976	18,278	38.91
Female	42,978	18,588	43.25
Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.			

1.3.2.6 Student Academic Achievement in Reading/Language Arts - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	89,410	46,178	51.65
American Indian or Alaska Native	78	37	47.44
Asian or Pacific Islander	9,420	7,516	79.79
<i>Asian</i>	9,236	7,391	80.02
<i>Native Hawaiian or other Pacific Islander</i>	184	125	67.93
Black or African American	14,419	4,385	30.41
Hispanic or Latino	20,993	7,520	35.82
White	43,558	26,213	60.18
Two or more races	942	507	53.82
Children with disabilities (<i>IDEA</i>)	14,194	2,256	15.89
Limited English proficient (LEP) students	2,085	186	8.92
Economically disadvantaged students	32,131	10,540	32.80
Migratory students	45	12	26.67
Male	46,653	20,335	43.59
Female	42,714	25,823	60.46
Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.			

1.3.3.6 Student Academic Achievement in Science - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	102,191	78,406	76.72
American Indian or Alaska Native	94	67	71.28
Asian or Pacific Islander	9,877	9,084	91.97
<i>Asian</i>	9,634	8,884	92.22
<i>Native Hawaiian or other Pacific Islander</i>	243	200	82.30
Black or African American	16,098	9,034	56.12
Hispanic or Latino	23,451	14,589	62.21
White	50,830	44,286	87.13
Two or more races	1,840	1,345	73.10
Children with disabilities (<i>IDEA</i>)	16,620	7,678	46.20
Limited English proficient (LEP) students	2,912	924	31.73
Economically disadvantaged students	35,701	21,576	60.44
Migratory students	38	16	42.11
Male	52,689	40,162	76.22
Female	49,443	38,206	77.27

Comments: The response is limited to 4,000 characters. Some student records are missing gender, therefore the sum of the Male/Female will not equal the All students.

Please note: A mismatch was identified and a correction was made to migratory subgroup.

1.3.1.7 Student Academic Achievement in Mathematics - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	186,663	36,560	19.59
American Indian or Alaska Native	251	44	17.53
Asian or Pacific Islander	16,962	7,882	46.47
<i>Asian</i>	16,531	7,765	46.97
<i>Native Hawaiian or other Pacific Islander</i>	431	117	27.15
Black or African American	30,359	2,425	7.99
Hispanic or Latino	48,646	4,854	9.98
White	88,174	20,926	23.73
Two or more races	2,271	429	18.89
Children with disabilities (<i>IDEA</i>)	27,171	1,212	4.46
Limited English proficient (LEP) students	6,904	369	5.34
Economically disadvantaged students	66,153	6,071	9.18
Migratory students	60	5	8.33
Male	97,115	18,369	18.91
Female	89,509	18,189	20.32

Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.

1.3.2.7 Student Academic Achievement in Reading/Language Arts - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	215,286	84,522	39.26
American Indian or Alaska Native	271	86	31.73
Asian or Pacific Islander	22,609	14,493	64.10
<i>Asian</i>	22,106	14,215	64.30
<i>Native Hawaiian or other Pacific Islander</i>	503	278	55.27
Black or African American	32,358	7,551	23.34
Hispanic or Latino	52,649	14,100	26.78
White	104,852	47,347	45.16
Two or more races	2,547	945	37.10
Children with disabilities (<i>IDEA</i>)	31,041	3,331	10.73
Limited English proficient (LEP) students	7,321	334	4.56
Economically disadvantaged students	71,767	17,891	24.93
Migratory students	59	9	15.25
Male	112,002	36,139	32.27
Female	103,248	48,371	46.85

Comments: The response is limited to 4,000 characters. New assessments were administered in 2015. Total includes records where gender is null.

1.3.3.7 Student Academic Achievement in Science - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	99,784	57,815	57.94
American Indian or Alaska Native	137	70	51.09
Asian or Pacific Islander	9,572	7,784	81.32
<i>Asian</i>	9,328	7,624	81.73
<i>Native Hawaiian or other Pacific Islander</i>	244	160	65.57
Black or African American	14,867	4,969	33.42
Hispanic or Latino	21,946	8,531	38.87
White	50,513	34,864	69.02
Two or more races	2,749	1,597	58.09
Children with disabilities (<i>IDEA</i>)	13,652	3,223	23.61
Limited English proficient (LEP) students	2,777	362	13.04
Economically disadvantaged students	30,584	11,053	36.14
Migratory students	26	5	19.23
Male	50,226	28,484	56.71
Female	49,424	29,270	59.22
Comments: The response is limited to 4,000 characters. Total includes records where gender is null.			

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

1.4.1 All Schools and Districts Accountability

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made AYP based on data for SY 2014-15. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2014-15	Percentage that Made AYP in SY 2014-15
Schools			
Districts			

Comments: The response is limited to 4,000 characters. This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made all of their AMOs, the 95 percent participation rate, and other academic indicator ³ based on data for SY 2014-15. The percentage will be calculated automatically.

Entity	Total #	Total # that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15	Percentage that Met All AMOs, 95 Percent Participation Rate and Other Academic Indicator in SY 2014-15
Schools	2,232		
Districts	651		

Comments: The response is limited to 4,000 characters. Due to the implementation of the new assessments (PARCC and DLM), AMO's are not included this year. However, tests results are compared to state averages as stated in the approved ESEA Flexibility renewal.

³ For a high school, the other academic indicator is always graduation rate.

1.4.2 Title I School Accountability

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for SY 2014-15. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Made AYP in SY 2014-15	Percentage of Title I Schools that Made AYP in SY 2014-15
All Title I schools			
Schoolwide (SWP) Title I schools			
Targeted assistance (TAS) Title I schools			

Comments: The response is limited to 4,000 characters. This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made all of their AMOs, the 95 percent participation rate, and the other academic indicator ⁴ based on data for SY 2014-15. Include only public Title I schools. Do not include Title I programs operated by LEAs in private schools. The percentage will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15	Percentage of Title I Schools that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15
All Title I schools	1,520		
Schoolwide (SWP) Title I schools	503		
Targeted assistance (TAS) Title I schools	1,017		

Comments: The response is limited to 4,000 characters. Due to the implementation of the new assessments (PARCC and DLM), AMO's are not included this year. However, tests results are compared to state averages as stated in the approved ESEA Flexibility renewal.

⁴ For a high school, the other academic indicator is always graduation rate.

1.4.3 Accountability of Districts That Received Title I Funds

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2014-15. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds in SY 2014-15	# Districts That Received Title I Funds and Made AYP in SY 2014-15	Percentage of Districts That Received Title I Funds and Made AYP in SY 2014-15

Comments: The response is limited to 4,000 characters. This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that met all of their AMOs, the 95 percent participation rate, and other academic indicator ⁵ based on data for SY 2014-15. The percentage will be calculated automatically.

# Districts That Received Title I Funds in SY 2014-15	# Districts That Received Title I Funds and Met All AMOs, 95 percent Participation Rate, and Other Academic Indicator in SY 2014-15	Percentage of Districts That Received Title I Funds and Met All AMOs, 95 percent Participation Rate, and Other Academic Indicator in SY 2014-15
569		

Comments: The response is limited to 4,000 characters. Due to the implementation of the new assessments (PARCC and DLM), AMO's are not included this year. However, tests results are compared to state averages as stated in the approved ESEA Flexibility renewal.

⁵ For a high school, the other academic indicator is always graduation rate.

1.4.4.3 Corrective Action

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *ESEA* were implemented in SY 2014-15 (based on SY 2013-14 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2014-15
Required implementation of a new research-based curriculum or instructional program	
Extension of the school year or school day	
Replacement of staff members, not including the principal, relevant to the school's low performance	
Significant decrease in management authority at the school level	
Replacement of the principal	
Restructuring the internal organization of the school	
Appointment of an outside expert to advise the school	
Comments: The response is limited to 4,000 characters. This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.	

1.4.4.4 Restructuring – Year 2

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *ESEA* were implemented in SY 2014-15 (based on SY 2013-14 assessments under Section 1111 of *ESEA*).

Restructuring Action	# of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented
Replacement of all or most of the school staff (which may include the principal)	
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Takeover the school by the State	
Other major restructuring of the school governance	
Comments: The response is limited to 4,000 characters. This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.	

In the space below, list specifically the "other major restructuring of the school governance" action(s) that were implemented.

The response is limited to 8,000 characters.

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1.4.5.2 Actions Taken for Districts That Received Title I Funds and Were Identified for Improvement

In the space below, briefly describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.

1.4.5.3 Corrective Action

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under ESEA were implemented in SY 2014-15 (based on SY 2013-14 assessments under Section 1111 of ESEA).

Corrective Action	# of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2014-15
Implemented a new curriculum based on State standards	
Authorized students to transfer from district schools to higher performing schools in a neighboring district	
Deferred programmatic funds or reduced administrative funds	
Replaced district personnel who are relevant to the failure to make AYP	
Removed one or more schools from the jurisdiction of the district	
Appointed a receiver or trustee to administer the affairs of the district	
Restructured the district	
Abolished the district (list the number of districts abolished between the end of SY 2013-14 and beginning of SY 2014-15 as a corrective action)	
Comments: The response is limited to 4,000 characters. This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.	

1.4.7 Appeal of AYP and Identification Determinations

In the table below, provide the number of districts and schools that appealed their AYP designations based on SY 2014-15 data and the results of those appeals.

Entity	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts		
Schools		
Comments: The response is limited to 4,000 characters. Results are pending as appeal period closing date has changed due to delay in PARCC results.		

In the table below, provide the data by which processing appeals based on SY 2014-15 data was complete.

Processing Appeals completion	Date
Date (MM/DD/YY) that processing appeals based on SY 2014-15 data was complete	

1.4.8 Sections 1003(a) and (g) School Improvement Funds

In the section below, "schools in improvement" refers to Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

1.4.8.5 Use of Sections 1003(a) and (g) School Improvement Funds.**1.4.8.5.1 Section 1003(a) State Reservations**

In the space provided, enter the percentage of the FY 2014 (SY 2014-15) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of *ESEA* and §200.100(a) of ED's regulations governing the reservation of funds for school improvement under Section 1003(a) of *ESEA*: 4.00 %

Comments: The response is limited to 4,000 characters.

1.4.8.5.2 Section 1003(a) and 1003(g) Allocations to LEAs and Schools

The data for this question are reported through *EDFacts* files and compiled in the EDEN012 "Section 1003(a) and 1003(g) Allocations to LEAs and Schools" report in the *EDFacts* Reporting System (ERS). The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part I of the CSPR, a state user must run the EDEN012 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

1.4.8.5.3 Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance

Section 1003(g)(8) of *ESEA* allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2014-15.

This response is limited to 8,000 characters.

The New Jersey Department of Education (NJDOE) conducted the following technical assistance and evaluation activities for School Improvement Grant (SIG) recipients during the 2014-15 school year:

SIG Summer Leadership Academy

Guided by the research regarding the significant impact school leadership has on student learning outcomes, the NJDOE sponsored the SIG Summer Leadership Academy (SLA) on July 21-24, 2014 for a new cohort of awardees. Attendees at the SIG SLA included principals, assistant principals, content specialists, instructional leaders, and other staff directly responsible for leading effective SIG implementation. The 4-day session addressed the following areas:

- Distributive Leadership - A local superintendent and college professor facilitated a two-day review of the research on distributive leadership with emphasis on the shared leadership strategies that are essential for implementing a comprehensive school improvement plan.
- Starting Strong - A veteran educator and former NJDOE executive presented a half-day session on the essential elements that should be considered during the first month of SIG implementation. Participants prepared 30-day plans.
- Lessons Learned - Former SIG principals participated in a panel discussion on their success and challenges in implementing comprehensive school improvement through the SIG. The panel discussion was followed by small group sessions facilitated by the panelists.
- Administering the SIG - NJDOE's SIG program officers and the offices of Title 1 and Grants Management addressed various facets of SIG administration including federal requirements, quarterly reporting, and budget management.

SIG Professional Learning Community (PLC)

The initial support, provided through the SLA, continued during the 2014-15 school year in the form of the SIG PLC. The PLC, designed to provide a means for networking, collaboration, and support for school leaders, convened in October 2014 and February 2015. Both sessions focused on the creating school-level PLCs to improve teacher practice and student outcomes. In addition to providing participants with foundational information on the purpose of PLCs and PLC protocols; particular focus was given to grounding the work of collaborative teams in data. Hence, the purpose of the sessions was for participants to view data as essential to the work they do with students and colleagues, provide participants with the knowledge and skills necessary to gather and analyze data, and to teach teachers how to use data to measure and monitor student achievement.

SIG On-Site Visits

The NJDOE conducted on-site visits during the Fall and Spring of the project period. The primary goals of these visits were:

- To verify implementation of required SIG activities as described in the approved application,
- To ensure that fiscal structures were in place at the beginning of the project period to facilitate efficient procurement of approved personnel, resources and services,
- To identify and address barriers that would preclude efficient and effective implementation of the approved activity plan, and
- To identify state-wide technical assistance needs through aggregation of on-site visit data.

State Turnaround Coach

State Turnaround Coaches (STCs) assigned to SIG schools provided additional support to SIG schools beyond that which was provided to non-SIG Priority schools. This additional support is designed to ensure effective and efficient implementation of the SIG components. The STCs' primary responsibilities are:

- To build LEA relationships necessary for the collaborative work on behalf of SIG schools,
- To provide oversight to the LEA and school through periodic reporting to the NJDOE,
- To serve as a member of the Internal District Team (which may include, but is not limited to, the CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet regularly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation,
- To monitor the schools' adherence to the school improvement plan and to track performance metrics, including academic achievement, against the plan goals, and
- To participate in the decision making process for grant renewal.

1.4.8.6 Actions Taken for Title I Schools Identified for Improvement Supported by Funds Other than Those of Section 1003(a) and 1003(g).

In the space below, describe actions (if any) taken by your State in SY 2014-15 that were supported by **funds other than Section 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

The response is limited to 8,000 characters.

This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.

1.4.9 Public School Choice and Supplemental Educational Services

This section collects data on public school choice and supplemental educational services.

1.4.9.1 Public School Choice

This section collects data on public school choice. FAQs related to the public school choice provisions are at the end of this section.

1.4.9.1.2 Public School Choice – Students

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied to transfer, and the number who transferred under the provisions for public school choice under Section 1116 of *ESEA*. The number of students who were eligible for public school choice should include:

1. All students currently enrolled in a Title I school identified for improvement, corrective action or restructuring.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116, and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

The number of students who applied to transfer should include:

1. All students who applied to transfer in the current school year but did not or were unable to transfer.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116; and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

For any of the respective student counts, States should indicate in the Comment section if the count does not include any of the categories of students discussed above.

Public School Choice	# Students
Eligible for public school choice	
Applied to transfer	
Transferred to another school under the Title I public school choice provisions	
Comments: The response is limited to 4,000 characters. This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.	

1.4.9.1.3 Funds Spent on Public School Choice

In the table below, provide the total dollar amount spent by LEAs on transportation for public school choice under Section 1116 of ESEA.

Transportation for Public School Choice	Dollars Spent
Dollars spent by LEAs on transportation for public school choice	\$

1.4.9.1.4 Availability of Public School Choice Options

In the table below provide the number of LEAs in your State that are unable to provide public school choice to eligible students due to any of the following reasons:

1. All schools at a grade level in the LEA are in school improvement, corrective action, or restructuring.
2. LEA only has a single school at the grade level of the school at which students are eligible for public school choice.
3. LEA's schools are so remote from one another that choice is impracticable.

Unable to Provide Public School Choice	# LEAs
LEAs Unable to Provide Public School Choice	

FAQs about public school choice:

- a. *How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs?* For those LEAs that implement open enrollment or other school choice programs in addition to public school choice under Section 1116 of ESEA, the State may consider a student as having applied to transfer if the student meets the following:
 - Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a school choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
 - Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
 - Is using district transportation services to attend such a school.

In addition, the State may consider costs for transporting a student meeting the above conditions towards the funds spent by an LEA on transportation for public school choice if the student is using district transportation services to attend the non-identified school.

- b. *How should States report on public school choice for those LEAs that are not able to offer public school choice?* In the count of LEAs that are not able to offer public school choice (for any of the reasons specified in 1.4.9.1.4), States should include those LEAs that are unable to offer public school choice at one or more grade levels. For instance, if an LEA is able to provide public school choice to eligible students at the elementary level but not at the secondary level, the State should include the LEA in the count. States should also include LEAs that are not able to provide public school choice at all (i.e., at any grade level). States should provide the reason(s) why public school choice was not possible in these LEAs at the grade level(s) in the Comment section. In addition, States may also include in the Comment section a separate count just of LEAs that are not able to offer public school choice at any grade level.

For LEAs that are not able to offer public school choice at one or more grade levels, States should count as eligible for public school choice (in 1.4.9.1.2) all students who attend identified Title I schools regardless of whether the LEA is able to offer the students public school choice.

Comments: The response is limited to 4,000 characters. This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.

1.4.9.2 Supplemental Educational Services

This section collects data on supplemental educational services.

1.4.9.2.2 Supplemental Educational Services – Students

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of *ESEA*.

The number of students who received supplemental educational services should include all students who were enrolled with a provider and participated in some hours of services. States and LEAs have the discretion to determine the minimum number of hours of participation needed by a student to be considered as having received services.

Supplemental Educational Services	# Students
Eligible for supplemental educational services	
Applied for supplemental educational services	
Received supplemental educational services	
Comments: The response is limited to 4,000 characters. This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.	

1.4.9.2.3 Funds Spent on Supplemental Educational Services

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of *ESEA*.

Spending on Supplemental Educational Services	Dollars Spent
Dollars spent by LEAs on supplemental educational services	\$
Comments: The response is limited to 4,000 characters. This section is not applicable due to the approval of the New Jersey's ESEA Flexibility Waiver.	

1.5 TEACHER QUALITY

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of ESEA.

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

In the table below, provide the number of core academic classes for the grade levels listed, the number of those core academic classes taught by teachers who are highly qualified, and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data.

Classes	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Number of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified
All classes	295,410	294,861	99.81	549	0.19
All elementary classes	157,441	157,177	99.83	264	0.17
All secondary classes	137,969	137,684	99.79	285	0.21

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction in core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction in core academic subjects.	<u>Yes</u>
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If the answer above is no, please explain below. The response is limited to 8,000 characters.

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Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

Self -contained classroom equals one class
--

FAQs about highly qualified teachers and core academic subjects:

- a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher is Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is the reporting period?* The reporting period is the school year. The count of classes must include all semesters, quarters, or terms of the school year. For example, if core academic classes are held in summer sessions, those classes should be included in the count of core academic classes. A state determines into which school year classes fall.

1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the tables below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

Note: Use the numbers of core academic classes taught by teachers who are not highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

1.5.2.1 Elementary School Classes	
Elementary School Classes	Percentage
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	57.50
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	10.50
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	32.00
Other (please explain in comment box below)	0.00
Total	100.00

The response is limited to 8,000 characters.

1.5.2.2 Secondary School Classes	
Secondary School Classes	Percentage
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	45.70
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	26.80
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	27.50
Other (please explain in comment box below)	0.00
Total	100.00

The response is limited to 8,000 characters.

1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified. The percentage of core academic classes taught by teachers who are highly qualified will be calculated automatically. 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.

NOTE: No source of classroom-level poverty data exists, so States may look at school-level data when figuring poverty quartiles. Because not all schools have traditional grade configurations, and because a school may not be counted as both an elementary and as a secondary school, States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools).

This means that *for the purpose of establishing poverty quartiles*, some classes in schools where both elementary and secondary classes are taught would be counted as classes in an elementary school rather than as classes in a secondary school in 1.5.3. This also means that such a 12th grade class would be in a different category in 1.5.3 than it would be in 1.5.1.

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
Elementary Schools			
High Poverty Elementary Schools	40,797	40,654	99.65
Low-poverty Elementary Schools	37,008	36,994	99.96
Secondary Schools			
High Poverty secondary Schools	25,513	25,338	99.31
Low-Poverty secondary Schools	37,657	37,657	100.00

1.5.3.1 Poverty Quartile Breaks

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. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	62.70	9.70
Poverty metric used	Free and reduced lunch	
Secondary schools	65.10	13.10
Poverty metric used	Free and reduced lunch	

FAQs on poverty quartiles and metrics used to determine poverty

- a. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State.
- b. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State.
- c. *How are the poverty quartiles determined?* Separately rank order elementary and secondary 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.
- d. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

1.6.1 Language Instruction Educational Programs

In the table below, place a check next to each type of language instruction educational programs implemented in the State, as defined in Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).

Table 1.6.1 Definitions:

1. **Types of Programs** = Types of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in http://www.ncela.gwu.edu/files/rcd/BE021775/Glossary_of_Terms.pdf.
2. **Other Language** = Name of the language of instruction, other than English, used in the programs.

Check Types of Programs	Type of Program	Other Language
<u>Yes</u>	Dual language	Spanish
<u>No</u>	Two-way immersion	
<u>Yes</u>	Transitional bilingual programs	Spanish
<u>Yes</u>	Developmental bilingual	Spanish, Haitian-Creole, Korean, Arabic, Bengali, Portugese
<u>Yes</u>	Heritage language	Spanish
<u>Yes</u>	Sheltered English instruction	////////////////////////////////////
<u>No</u>	Structured English immersion	////////////////////////////////////
<u>No</u>	Specially designed academic instruction delivered in English (SDAIE)	////////////////////////////////////
<u>Yes</u>	Content-based ESL	////////////////////////////////////
<u>Yes</u>	Pull-out ESL	////////////////////////////////////
<u>No</u>	Other (explain in comment box below)	////////////////////////////////////

The response is limited to 8,000 characters.

1.6.2 Student Demographic Data

1.6.2.1 Number of ALL LEP Students in the State

In the table below, provide the October 1 count of ALL LEP students in the State who meet the LEP definition under Section 9101(25).

- o Include newly enrolled (recent arrivals to the U.S.) and continually enrolled LEP students, whether or not they receive services in a Title III language instruction educational program.
- o Do not include Former LEP students (as defined in Section 200.20(f)(2) of the Title I regulation) and monitored Former LEP students (as defined under Section 3121(a)(4) of Title III) in the ALL LEP student count in this table.

Number of ALL LEP students in the State	71,333
Comments: The response is limited to 4,000 characters.Data are accurate as reported.	

1.6.2.2 Number of LEP Students Who Received Title III Language Instruction Educational Program Services

In the table below, provide the October 1 count of LEP students in the State who received services in Title III language instructional education programs.

LEP Students Receiving Services	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	66,990
Comments: The response is limited to 4,000 characters.Data are accurate as reported.	

1.6.2.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all LEP students, not just LEP students who received Title III services). The top five languages should be determined by the highest number of students speaking each of the languages listed.

Language	# LEP Students
Spanish; Castilian	50,081
Arabic	2,494
Chinese	1,443
Portuguese	1,225
Korean	1,222

Report additional languages with significant numbers of LEP students in the comment box below.

The response is limited to 8,000 characters.

--

1.6.3 Student Performance Data

This section collects data on LEP students' English language proficiency, as required by Sections 1111(h)(4)(D) and 3121(a)(2).

1.6.3.1.1 All LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, please provide the number of ALL LEP students tested and not tested on annual State English language proficiency (ELP) assessment (as defined in 1.6.2.1).

All LEP Testing	#
Number tested on State annual ELP assessment	66,296
Number not tested on State annual ELP assessment	
Total	66,296
Comments: The response is limited to 4,000 characters.Data are accurate as reported.	

1.6.3.1.2 ALL LEP Student English Language Proficiency Results

All LEP Results	#
Number attained proficiency on State annual ELP assessment	17,028
Percent attained proficiency on State annual ELP assessment	25.75
Comments: The response is limited to 4,000 characters.Data are accurate as reported.	

1.6.3.2.1 Title III LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, provide the number of Title III LEP students tested and not tested on annual State English language proficiency assessment.

Title III LEP Testing		#
Number tested on State annual ELP assessment		64,749
Number not tested on State annual ELP assessment		
Total		64,749
Comments: The response is limited to 4,000 characters. The reason that the number of Title III served LEP students tested on a State annual ELP assessment (64,749) is less than the total number of Title III students reported in 1.6.2.2 (66,990) is that the total Title III LEP population represents a count of LEP students who were active in a Title III program district collected on a particular date during the 2014-15 school year. The ACCESS for ELLs test is administered during a testing window in March-April and students who are in LEP status in Title III districts only would be tested during that time.		

In the table below, provide the number of Title III students who took the State annual ELP assessment for the first time and whose progress cannot be determined and whose results were not included in the calculation for AMAO 1. Report this number ONLY if the State did not include these students in establishing AMAO 1/ making progress target and did not include them in the calculations for AMAO 1/ making progress (# and % making progress).

Title III First Time Tested		#
Number of Title III students who took the State annual ELP assessment for the first time whose progress cannot be determined and whose results were not included in the calculation for AMAO 1.		23,588

1.6.3.2.2 Title III LEP English Language Proficiency Results

This section collects information on Title III LEP students' development of English and attainment of English proficiency.

Table 1.6.3.2.2 Definitions:

- Annual Measureable Achievement Objectives (AMAOs)** = State targets for the number and percent of students making progress and attaining proficiency.
- Making Progress** = Number and percent of Title III LEP students that met the definition of "Making Progress" as defined by the State and submitted to ED in the Consolidated State Application (CSA), or as amended.
- Attained Proficiency** = Number and percent of Title III LEP students that met the State definition of "Attainment" of English language proficiency submitted to ED in the Consolidated State Application (CSA), or as amended.
- Results** = Number and percent of Title III LEP students that met the State definition of "Making Progress" and the number and percent that met the State definition of "Attainment" of English language proficiency.

In the table below, provide the State targets for the number and percent of students making progress and attaining English proficiency for this reporting period. Additionally, provide the results from the annual State English language proficiency assessment for Title III-served LEP students who participated in a Title III language instruction educational program in grades K through 12. If your State uses cohorts, provide us with the range of targets, (i.e., indicate the lowest target among the cohorts, e.g., 10% and the highest target among a cohort, e.g., 70%).

Title III Results	Results #	Results %	Targets #	Targets %
Making progress	15,843	38.49	38,849	60.00
Attained proficiency	16,538	25.54	0	0.00
Comments: The response is limited to 4,000 characters. In order to meet AMAO2 for attaining English language proficiency, districts must meet two cohorts as follows: Cohort 1: 5% of students that have been enrolled in a language assistance program for less-than-one year through 4 years must have achieved a 4.5 on the ACCESS for ELLs test. Cohort 2: 50% of students who have been enrolled in a language assistance program 5+ years must have attained a 4.5 on the ACCESS for ELLs test.				

1.6.3.5 Native Language Assessments

This section collects data on LEP students assessed in their native language (Section 1111(b)(6)) to be used for AYP determinations.

1.6.3.5.1 LEP Students Assessed in Native Language

In the table below, check "Yes" if the specified assessment is used for AYP purposes.

State offers the State reading/language arts content tests in the students' native language(s).	No
State offers the State mathematics content tests in the students' native language(s).	Yes
State offers the State science content tests in the students' native language(s).	Yes
Comments: The response is limited to 4,000 characters.	

1.6.3.5.2 Native Language of Mathematics Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for mathematics.

Language(s)
Spanish
Comments: The response is limited to 4,000 characters.

1.6.3.5.3 Native Language of Reading/Language Arts Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for reading/language arts.

Language(s)
Comments: The response is limited to 4,000 characters.No native language of reading/language arts test is available.

1.6.3.5.4 Native Language of Science Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for science.

Language(s)
Spanish
Comments: The response is limited to 4,000 characters.

1.6.3.6 Title III Served Monitored Former LEP (MFLEP) Students

This section collects data on the performance of former LEP students as required by Sections 3121(a)(4) and 3123(b)(8).

1.6.3.6.1 Title III Served MFLEP Students by Year Monitored

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in AYP grades and in non-AYP grades.

Monitored Former LEP (MFLEP) students include:

- Students who have transitioned out of a language instruction educational program.
- Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition.

Table 1.6.3.6.1 Definitions:

1. **# Year One** = Number of former LEP students in their first year of being monitored.
2. **# Year Two** = Number of former LEP students in their second year of being monitored.
3. **Total** = Number of monitored former LEP students in year one and year two. This is automatically calculated.

# Year One	# Year Two	Total
10,162	6,606	16,768
Comments: The response is limited to 4,000 characters.		

1.6.3.6.2 MFLEP Students Results for Mathematics

In the table below, report the number of MFLEP students who took the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.2 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in mathematics in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient** = State-aggregated number of MFLEP students who did not score proficient on the State annual mathematics assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
14,569	3,554	24.39	11,015
Comments: The response is limited to 4,000 characters.			

1.6.3.6.3 MFLEP Students Results for Reading/Language Arts

In the table below, report results for MFLEP students who took the annual reading/language arts assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.3 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in reading/language arts in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested. This will be automatically calculated.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual reading/language arts assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
14,687	3,567	24.29	11,120
Comments: The response is limited to 4,000 characters.			

1.6.3.6.4 MFLEP Students Results for Science

In the table below, report results for MFLEP students who took the annual science assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are MFLEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.4 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in science.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual science assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested. This will be automatically calculated.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual science assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
5,112	3,722	72.81	1,390
Comments: The response is limited to 4,000 characters.			

1.6.4 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.6.4.1 Title III Subgrantee Performance

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Do not leave items blank. If there are zero subgrantees who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category.

Note: Do not include number of subgrants made under Section 3114(d)(1) from funds reserved for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

Title III Subgrantees	#
Total number of subgrantees for the year	362
////////////////////////////////////	
Number of subgrantees that met all three Title III AMAOs	
Number of subgrantees that met AMAO 1	268
Number of subgrantees that met AMAO 2	345
Number of subgrantees that met AMAO 3	
////////////////////////////////////	
Number of subgrantees that did not meet any Title III AMAOs	
////////////////////////////////////	
Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2013 -14 and 2014-15)	31
Number of subgrantees implementing an improvement plan in SY 2014-15 for not meeting Title III AMAOs for two consecutive years	45
Number of subgrantees that have not met Title III AMAOs for four consecutive years (SYs 2011-12, 2012-13, 2013-14, and 2014-15)	13

Provide information on how the State counted consortia members in the total number of subgrantees and in each of the numbers in table 1.6.4.1. If applicable, also please note if this method is the same or different from the previous year.

The response is limited to 4,000 characters.

Comments: The response is limited to 4,000 characters. The current number of subgrantees includes the districts in the consortia. The previous year also included the districts in the consortia but counted consortia totals for AMAO 1. "Number of subgrantees that met all three Title III AMAOs", "Number of subgrantees that met AMAO 3", and "Number of subgrantees that did not meet any Title III AMAOs" left blank because it cannot yet be determined as the result of delay due to ongoing processing of PARCC assessment records which includes graduation and participation rate.

1.6.4.3 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 3123(b)(7).

Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	<u>No</u>
If yes, provide the number of language instruction educational programs <u>or</u> activities for immigrant children and youth terminated.	
Comments: The response is limited to 4,000 characters.	

1.6.5 Education Programs and Activities for Immigrant Students

This section collects data on education programs and activities for immigrant students.

Note: All immigrant students are not LEP students.

1.6.5.1 Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and who participated in qualifying educational programs under Section 3114(d)(1).

Table 1.6.5.1 Definitions:

1. **Immigrant Students Enrolled** = Number of students who meet the definition of immigrant children and youth under Section 3301(6) and enrolled in the elementary or secondary schools in the State.
2. **Students in 3114(d)(1) Program** = Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who only receive services in Title III language instructional educational programs under Sections 3114(a) and 3115(a).
3. **3114(d)(1) Subgrants** = Number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities. Do not include Title III Language Instruction Educational Program (LIEP) subgrants made under Sections 3114(a) and 3115(a) that serve immigrant students enrolled in them.

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
33,169	21,602	136

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

1.6.6 Teacher Information and Professional Development

This section collects data on teachers in Title III language instruction educational programs as required under Section 3123(b)(5).

1.6.6.1 Teacher Information

This section collects information about teachers as required under Section 3123 (b)(5).

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined under Section 3301(8) and reported in 1.6.1 (Types of language instruction educational programs) even if they are not paid with Title III funds.

Note: Section 3301(8) – The term ‘ Language instruction educational program ’ means an instruction course – (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); 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 as a second language.

Title III Teachers	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	3,454
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	180

Explain in the comment box below if there is a zero for any item in the table above.

The response is limited to 8,000 characters.

* 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.

1.6.6.2 Professional Development Activities of Subgrantees Related to the Teaching and Learning of LEP Students

In the tables below, provide information about the subgrantee professional development activities that meet the requirements of Section 3115(c)(2).

Table 1.6.6.2 Definitions:

1. **Professional Development Topics** = Subgrantee professional development topics required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1 and 1.6.4.)
3. **Total Number of Participants** = Number of teachers, administrators and other personnel who participated in each type of the professional development activities reported.
4. **Total** = Number of all participants in professional development (PD) activities.

Professional Development (PD) Topics	# Subgrantees
Instructional strategies for LEP students	47
Understanding and implementation of assessment of LEP students	39
Understanding and implementation of ELP standards and academic content standards for LEP students	42
Alignment of the curriculum in language instruction educational programs to ELP standards	52
Subject matter knowledge for teachers	50
Other (Explain in comment box)	83

PD Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	37	84
PD provided to LEP classroom teachers	89	209
PD provided to principals	8	11
PD provided to administrators/other than principals	109	181
PD provided to other school personnel/non-administrative	22	32
PD provided to community based organization personnel	0	0
Total	//////////	517

The response is limited to 8,000 characters.

Other professional development includes ESL and bilingual supervisor training regarding program requirements.

1.6.7 State Subgrant Activities

This section collects data on State grant activities.

1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from 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.

Table 1.6.7.1 Definitions:

1. **Date State Received Allocation** = Annual date the State receives the Title III allocation from US Department of Education (ED).
2. **Date Funds Available to Subgrantees** = Annual 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.

Example: State received SY 2014-15 funds July 1, 2014, and then made these funds available to subgrantees on August 1, 2014, for SY 2014-15 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
04/17/15	06/07/15	53
Comments: The response is limited to 4,000 characters.		

1.6.7.2 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.

The response is limited to 8,000 characters.

The process can be shortened by ensuring that grant applications are made available to LEAs before the prior year's date of availability.

1.7 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>.

Persistently Dangerous Schools	#
Persistently Dangerous Schools	0
Comments: The response is limited to 4,000 characters.	

1.9 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.

LEAs	#	# LEAs Reporting Data
LEAs without subgrants		0
LEAs with subgrants	681	681
Total	681	681
Comments: The response is limited to 4,000 characters. All LEAs in NJ are LEAs "with subgrants" (i.e., served by subgrants) based on our system of having the 6 regional grantees cover all LEAs in the State to provide services to identified homeless students enrolled in those districts. This reporting is also consistent with NCHE's Guide to Federal Data Collection that LEAs should be classified this way.		

1.9.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youth in the State.

1.9.1.1 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:

Age/Grade	# of Homeless Children/Youth Enrolled in Public School in LEAs Without Subgrants	# of Homeless Children/Youth Enrolled in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)		480
K		861
1		1,023
2		895
3		911
4		854
5		749
6		779
7		693
8		679
9		708
10		562
11		471
12		485
Ungraded		
Total		10,150

Comments: The response is limited to 4,000 characters. A new system to count students experiencing homelessness has been utilized for the current collection year (14-15). It is our opinion that the count is more accurate and reliable as a result of the new system, and when utilized for prior year counts, yielded consistent numbers

1.9.1.2 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.

Primary Nighttime Residence	# of Homeless Children/Youth - LEAs Without Subgrants	# of Homeless Children/Youth - LEAs With Subgrants
Shelters, transitional housing, awaiting foster care		1,631
Doubled-up (e.g., living with another family)		7,198
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)		44
Hotels/Motels		1,277
Total		10,150

Comments: The response is limited to 4,000 characters. All LEAs in NJ are LEAs "with subgrants" (i.e., served by subgrants) based on our system of having the 6 regional grantees cover all LEAs in the State to provide services to identified homeless students enrolled in those districts. This reporting is also consistent with NCHE's Guide to Federal Data Collection that LEAs should be classified this way

1.9.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Special Population	# Homeless Children/Youth - LEAs Without Subgrants	# of Homeless Children/Youth - LEAs With Subgrants
Unaccompanied homeless youth		
Migratory children/youth		211
Children with disabilities (IDEA)		2,278
Limited English Proficient (LEP) students		835

Comments: The response is limited to 4,000 characters. All LEAs in NJ are LEAs "with subgrants" (i.e., served by subgrants) based on our system of having the 6 regional grantees cover all LEAs in the State to provide services to identified homeless students enrolled in those districts. This reporting is also consistent with NCHE's Guide to Federal Data Collection that LEAs should be classified this way.

1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 Homeless Children and Youth Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youth by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	
Age 3 through 5 (not Kindergarten)	480
K	861
1	1,023
2	895
3	911
4	854
5	749
6	779
7	693
8	679
9	708
10	562
11	471
12	485
Ungraded	
Total	10,150

Comments: The response is limited to 4,000 characters.

1.9.2.2 Subgroups of Homeless Students Served

In the table below, please provide the following information about the homeless students served during the regular school year.

Subgroup	# Homeless Students Served
Unaccompanied homeless youth	
Migratory children/youth	211
Children with disabilities (<i>IDEA</i>)	2,278
Limited English Proficient (LEP) students	835

Comments: The response is limited to 4,000 characters.

1.9.3 Academic Achievement of Homeless Students

The following questions collect data on the academic achievement of enrolled homeless children and youth.

1.9.3.1 Reading Assessment

In the table below, provide the number of enrolled homeless children and youth who were tested on the State reading/language arts assessment and the number and percentage of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for *ESEA*.

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3				751	147	19.57
4				706	183	25.92
5				634	155	24.45
6				631	141	22.35
7				532	121	22.74
8				504	121	24.01
High School				833	179	21.49

Comments: The response is limited to 4,000 characters.

1.9.3.2 Mathematics Assessment

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State mathematics assessment.

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3				772	149	19.30
4				730	110	15.07
5				656	112	17.07
6				641	92	14.35
7				546	65	11.90
8				518	84	16.22
High School				829	73	8.81

Comments: The response is limited to 4,000 characters.

1.9.3.3 Science Assessment

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State science assessment.

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3						
4				831	684	82.31
5						
6						
7						
8				633	335	52.92
High School				260	68	26.15

Comments: The response is limited to 4,000 characters.