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 2016-17

PUERTO RICO

PART I DUE THURSDAY, DECEMBER 14, 2017
PART II DUE THURSDAY, FEBRUARY 8, 2018

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) 2016-17 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 2016-17, 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 2016-17 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 14, 2017**. Part II of the Report is due to the Department by **Thursday, February 8, 2018**. Both Part I and Part II should reflect data from the SY 2016-17, 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 2016-17 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 2016-17 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:
   _X_ Part I, 2016-17   ___Part II, 2016-17

Name of State Educational Agency (SEA) Submitting This Report:
Puerto Rico Department of Education

Address:
PO Box 190759
San Juan, P.R. 00919

Person to contact about this report:

Name: Damaris L. Matos Carrillo

Telephone: 787-773-4073

Fax: 787-751-2874

e-mail: matos_da@de.pr.gov

Name of Authorizing State Official: (Print or Type):
Yanira I. Raices

_____   Thursday, December 14, 2017, 12:44:43 PM
   Signature   Date

CONSOLIDATED STATE PERFORMANCE REPORT
PART I

For reporting on
School Year 2016-17

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PART I DUE DECEMBER 14, 2017
5PM EST

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

This section requests descriptions of the State's implementation of the *Elementary and Secondary Education Act (ESEA),* as amended, 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
	No revisions or changes to academic content standards in mathematics,reading/language arts or science made or planned.
No Revisions or changes	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., 2016-17) or Not Applicable.

Academic Content Standards	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.

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
	No revisions or changes to academic achievement standards in mathematics,reading/language arts or science made or planned.
No Revisions or changes	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., 2016-17) 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.

1.1.2 Assessments in Mathematics, Reading/Language Arts and Science

Indicate below whether your state has changed or is planning to change the States academic assessments in mathematics, reading/language arts or science since the States 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.
No Revisions or changes	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., 2016-17) or Not Applicable.

Academic Assessments	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.

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 2016-17, 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)	20.00
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	80.00
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 2016-17 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)	Yes
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)	No
Developing or improving assessments of English language proficiency necessary to comply with Section 1111(b)(7)	Yes
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	Yes
Developing multiple measures to increase the reliability and validity of State assessment systems	Yes
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	Yes
Expanding the range of accommodations available to students with limited English proficiency and students with disabilities (*IDEA*) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments	Yes
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	Yes
Other	No
Comments: The response is limited to 4,000 characters.	

1.2 PARTICIPATION IN STATE ASSESSMENT [2]

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.

[2] 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.

1.2.1 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	193,692	191,948	99.10
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	193,439	191,695	99.10
White	156	156	100.00
Two or more races	97	97	100.00
Children with disabilities (*IDEA*)	57,718	57,157	99.03
Limited English proficient (LEP) students	1,023	1,008	98.53
Economically disadvantaged students	153,898	152,765	99.26
Migratory students	0	0	0.00
Male	98,875	97,900	99.01
Female	94,817	94,048	99.19
Comments: The response is limited to 4,000 characters. PRDE has no Migrant Program.			

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	5,198	9.09
Regular Assessment with Accommodations	50,184	87.80
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	1,775	3.11
Total	57,157	///
Comments: The response is limited to 4,000 characters.		

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	193,733	192,241	99.23
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	193,480	191,991	99.23
White	156	154	98.72
Two or more races	97	96	98.97
Children with disabilities (*IDEA*)	57,727	57,244	99.16
Limited English proficient (LEP) students	1,023	1,007	98.44
Economically disadvantaged students	153,929	152,984	99.39
Migratory students	0	0	0.00
Male	98,898	98,036	99.13
Female	94,835	94,205	99.34
Comments: The response is limited to 4,000 characters. PRDE has no Migrant Program. Recently arrived LEP students do not take the English language proficiency test in lieu of the State's reading/language arts assessment			

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	

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	5,217	9.11
Regular Assessment with Accommodations	50,252	87.79
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	1,775	3.10
LEP < 12 months, took ELP		
Total	57,244	///
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	82,187	80,512	97.96
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	82,065	80,391	97.96
White	74	73	98.65
Two or more races	48	48	100.00
Children with disabilities (*IDEA*)	22,748	22,238	97.76
Limited English proficient (LEP) students	379	366	96.57
Economically disadvantaged students	63,556	62,429	98.23
Migratory students	0	0	0.00
Male	41,453	40,574	97.88
Female	40,734	39,938	98.05
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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	1,897	8.53
Regular Assessment with Accommodations	19,561	87.96
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	780	3.51
Total	22,238	///
Comments: The response is limited to 4,000 characters.		

1.3 STUDENT ACADEMIC ACHIEVEMENT [3]

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 States 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 States reading/language arts assesment. 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 States 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.

[3] 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	26,596	19,713	74.12
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	26,568	19,690	74.11
White	19	16	84.21
Two or more races	9	7	77.78
Children with disabilities (*IDEA*)	8,413	5,779	68.69
Limited English proficient (LEP) students	166	123	74.10
Economically disadvantaged students	22,047	16,122	73.13
Migratory students	0	0	0.00
Male	13,718	10,188	74.27
Female	12,878	9,525	73.96
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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	26,631	16,977	63.75
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	26,603	16,957	63.74
White	19	15	78.95
Two or more races	9	5	55.56
Children with disabilities (*IDEA*)	8,425	4,842	57.47
Limited English proficient (LEP) students	166	84	50.60
Economically disadvantaged students	22,078	13,832	62.65
Migratory students	0	0	0.00
Male	13,738	8,472	61.67
Female	12,893	8,505	65.97
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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			
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (*IDEA*)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: The response is limited to 4,000 characters. Non testing 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	27,233	16,791	61.66
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	27,200	16,773	61.67
White	25	15	60.00
Two or more races	8	3	37.50
Children with disabilities (*IDEA*)	8,820	4,761	53.98
Limited English proficient (LEP) students	165	93	56.36
Economically disadvantaged students	22,572	13,555	60.05
Migratory students	0	0	0.00
Male	14,171	8,551	60.34
Female	13,062	8,240	63.08
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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	27,271	14,962	54.86
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	27,239	14,948	54.88
White	24	11	45.83
Two or more races	8	3	37.50
Children with disabilities (*IDEA*)	8,833	3,921	44.39
Limited English proficient (LEP) students	166	76	45.78
Economically disadvantaged students	22,610	12,056	53.32
Migratory students	0	0	0.00
Male	14,193	7,245	51.05
Female	13,078	7,717	59.01
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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	27,044	17,600	65.08
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	27,011	17,583	65.10
White	25	14	56.00
Two or more races	8	3	37.50
Children with disabilities (*IDEA*)	8,742	5,023	57.46
Limited English proficient (LEP) students	165	81	49.09
Economically disadvantaged students	22,405	14,239	63.55
Migratory students	0	0	0.00
Male	14,075	9,015	64.05
Female	12,969	8,585	66.20
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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	27,474	12,245	44.57
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	27,437	12,225	44.56
White	22	11	50.00
Two or more races	15	9	60.00
Children with disabilities (*IDEA*)	8,897	3,319	37.30
Limited English proficient (LEP) students	164	57	34.76
Economically disadvantaged students	22,457	9,574	42.63
Migratory students	0	0	0.00
Male	14,124	6,169	43.68
Female	13,350	6,076	45.51
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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	27,510	13,680	49.73
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	27,473	13,663	49.73
White	22	7	31.82
Two or more races	15	10	66.67
Children with disabilities (*IDEA*)	8,912	3,288	36.89
Limited English proficient (LEP) students	165	56	33.94
Economically disadvantaged students	22,481	10,676	47.49
Migratory students	0	0	0.00
Male	14,144	6,374	45.07
Female	13,366	7,306	54.66
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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			
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (*IDEA*)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: The response is limited to 4,000 characters. Non testing 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	28,376	5,437	19.16
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	28,341	5,427	19.15
White	22	6	27.27
Two or more races	13	4	30.77
Children with disabilities (*IDEA*)	8,827	1,279	14.49
Limited English proficient (LEP) students	167	25	14.97
Economically disadvantaged students	22,802	4,068	17.84
Migratory students	0	0	0.00
Male	14,563	2,783	19.11
Female	13,813	2,654	19.21
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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	28,416	12,155	42.78
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	28,383	12,138	42.77
White	21	11	52.38
Two or more races	12	6	50.00
Children with disabilities (*IDEA*)	8,843	2,388	27.00
Limited English proficient (LEP) students	165	38	23.03
Economically disadvantaged students	22,830	9,125	39.97
Migratory students	0	0	0.00
Male	14,584	5,404	37.05
Female	13,832	6,751	48.81
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program. Besides curricular structuration and the efforts in applying it in classroom instructional activities, several initiatives have been put in place during the last years. During the last 2-3 years, to reduce student movement between levels, schools are being consolidated in mainly primary and secondary levels. Ninth grades have been integrated to HS schools. During the last administration, promotional activities focused on test performance for the student, rather than the school system. HS schools where the target of the promotional efforts.			

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			
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (*IDEA*)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: The response is limited to 4,000 characters. Non testing 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	28,286	2,838	10.03
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	28,255	2,833	10.03
White	19	2	10.53
Two or more races	12	3	25.00
Children with disabilities (*IDEA*)	8,521	580	6.81
Limited English proficient (LEP) students	141	9	6.38
Economically disadvantaged students	22,451	1,956	8.71
Migratory students	0	0	0.00
Male	14,574	1,363	9.35
Female	13,712	1,475	10.76
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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	28,308	12,328	43.55
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	28,277	12,318	43.56
White	19	4	21.05
Two or more races	12	6	50.00
Children with disabilities (*IDEA*)	8,533	2,045	23.97
Limited English proficient (LEP) students	141	39	27.66
Economically disadvantaged students	22,470	9,022	40.15
Migratory students	0	0	0.00
Male	14,585	5,012	34.36
Female	13,723	7,316	53.31
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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			
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities (*IDEA*)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: The response is limited to 4,000 characters. Non testing 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	27,493	2,881	10.48
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	27,452	2,874	10.47
White	24	3	12.50
Two or more races	17	4	23.53
Children with disabilities (*IDEA*)	7,990	545	6.82
Limited English proficient (LEP) students	124	10	8.06
Economically disadvantaged students	21,421	1,938	9.05
Migratory students	0	0	0.00
Male	14,008	1,303	9.30
Female	13,485	1,578	11.70

Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program. Besides curricular structuration and the efforts in applying it in classroom instructional activities, several initiatives have been put in place during the last years. During the last 2-3 years, to reduce student movement between levels, schools are being consolidated in mainly primary and secondary levels. Ninth grades have been integrated to HS schools. During the last administration, promotional activities focused on test performance for the student, rather than the school system. HS schools where the target of the promotional efforts.

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	27,535	11,928	43.32
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	27,494	11,915	43.34
White	24	7	29.17
Two or more races	17	6	35.29
Children with disabilities (*IDEA*)	8,005	1,766	22.06
Limited English proficient (LEP) students	124	22	17.74
Economically disadvantaged students	21,451	8,524	39.74
Migratory students	0	0	0.00
Male	14,020	4,707	33.57
Female	13,515	7,221	53.43

Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.

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	27,214	9,486	34.86
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	27,173	9,470	34.85
White	24	8	33.33
Two or more races	17	8	47.06
Children with disabilities (*IDEA*)	7,882	1,587	20.13
Limited English proficient (LEP) students	122	25	20.49
Economically disadvantaged students	21,175	6,742	31.84
Migratory students	0	0	0.00
Male	13,873	4,304	31.02
Female	13,341	5,182	38.84
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

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	26,490	2,769	10.45
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	26,442	2,761	10.44
White	25	4	16.00
Two or more races	23	4	17.39
Children with disabilities (*IDEA*)	5,689	263	4.62
Limited English proficient (LEP) students	81	4	4.94
Economically disadvantaged students	19,015	1,530	8.05
Migratory students	0	0	0.00
Male	12,742	1,264	9.92
Female	13,748	1,505	10.95

Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program. Besides curricular structuration and the efforts in applying it in classroom instructional activities, several initiatives have been put in place during the last years. During the last 2-3 years, to reduce student movement between levels, schools are being consolidated in mainly primary and secondary levels. Ninth grades have been integrated to HS schools. During the last administration, promotional activities focused on test performance for the student, rather than the school system. HS schools where the target of the promotional efforts.

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	26,570	11,692	44.00
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	26,522	11,671	44.00
White	25	11	44.00
Two or more races	23	10	43.48
Children with disabilities (*IDEA*)	5,693	902	15.84
Limited English proficient (LEP) students	80	12	15.00
Economically disadvantaged students	19,064	7,600	39.87
Migratory students	0	0	0.00
Male	12,772	4,519	35.38
Female	13,798	7,173	51.99

Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.

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	26,254	11,897	45.32
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino	26,207	11,875	45.31
White	24	12	50.00
Two or more races	23	10	43.48
Children with disabilities (*IDEA*)	5,614	1,123	20.00
Limited English proficient (LEP) students	79	15	18.99
Economically disadvantaged students	18,849	7,830	41.54
Migratory students	0	0	0.00
Male	12,626	5,347	42.35
Female	13,628	6,550	48.06
Comments: The response is limited to 4,000 characters. PRDE doesn't have Migrant Program.			

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

This section collects data on accountability.

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 2016-17 (based on SY 2015-16 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2016-17
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. Puerto Rico has a 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 2016-17 (based on SY 2015-16 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. Puerto Rico has a 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.

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.

Puerto Rico has a 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 2016-17 (based on SY 2015-16 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 2016-17
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 2015-16 and beginning of SY 2016-17 as a corrective action)	
Comments: The response is limited to 4,000 characters. Puerto Rico has a Flexibility waiver.	

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 2016 (SY 2016-17) 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*:   0.00 %

Comments: The response is limited to 4,000 characters. Under section 1003(a) of the ESEA each SEA is generally required to reserve four percent of the amount it receives under Title I, Part A for school improvement activities. In reserving funds for this purpose, an SEA must ensure that no LEA receives less in total under Title I, Part A than it received in the prior year because of the four percent reservation. It is possible that this provision in conjunction with an overall reduction in a State's Title I, Part A allocation may limit the ability of some States to reserve the full four percent.

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

The data for this question are reported through ED*Facts* files and compiled in the EDEN012 "Section 1003(a) and 1003(g) Allocations to LEAs and Schools" report in the ED*Facts* Reporting System (ERS). The ED*Facts* 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 2016-17.

This response is limited to 8,000 characters.

Cohort II directors had received continuous support, in order to develop growth in the knowledge and skills as effective leader of Priority SIG schools. They had received monthly meetings, that include resources from districts and universities to attend the requirements and issues commonly reported by their schools. The directors prepare and participate in Data Com conferences, using and presenting the data of their schools and receiving reinforcement and support from personnel of their districts.

As part of the services established in their Transformation Plans, districts and providers offers coaching, mentoring and professional development activities, for all the directors.

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

In the space below, describe actions (if any) taken by your State in SY 2016-17 that were supported by **funds other than Sections 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Sections 1116 of *ESEA*.

The response is limited to 8,000 characters.

Puerto Rico has a Flexibility waiver.

1.6   TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

1.6.1 Language Instruction Educational program

In the table below, place a check next to each type of language instruction educational program implemented in the State, as defined under 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.us/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
No	Dual language	
No	Two-way immersion	
No	Transitional bilingual	
No	Developmental bilingual	
No	Heritage language	
No	Sheltered English instruction	///
No	Structured English immersion	///
No	Specially designed academic instruction delivered in English (SDAIE)	///
No	Content-based ESL	///
No	Pull-out ESL	///
Yes	Other (explain in comment box below)	///

The response is limited to 8,000 characters.

The language of instruction in Puerto Rico's public school system is Spanish, and English as a second language. Therefore, instead of LEP, students are identified as Limited Spanish Proficiency (LSP) or Spanish Learners (SL). Two programs were offered: Full immersion in Spanish with differentiated instruction, and inclusive classroom with differentiated instruction.

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).

- n 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.
- n 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	977
Comments: The response is limited to 4,000 characters. Out of 977,822 took the test. Among the reasons for not taking the test are: 1. The student move to another school system, 2.students were absent to the test and to the reposition test. The 2015-2016 SY count include LSP or SL students enrolled on October 1, as well as during the whole school year.	

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.	977
Comments: The response is limited to 4,000 characters. Out of 977,822 took the test. Among the reasons for not taking the test are: 1. The student move to another school system, 2.students were absent to the test and to the reposition test. The 2015-2016 SY count include LSP or SL students enrolled on October 1, as well as during the whole school year.	

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**
Undetermined	17
Haitian; Haitian Creole	11
Arabic	5
Chinese	5
Mandingo	5

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

The response is limited to 8,000 characters.

The language of instruction in Puerto Rico's public school system is Spanish. Therefore, instead of LEP, students are identified as Limited Spanish Proficient(LSP) or Spanish Learners (SL). English speaking students are identified as LSP or SL. Puerto Rico has 928 English speaking students identified as LSP or SL.

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	822
Number not tested on State annual ELP assessment	155
Total	977
Comments: The response is limited to 4,000 characters. Out of 977,822 took the test. Among the reasons for not taking the test are: 1. The student move to another school system, 2.students were absent to the test and to the reposition test.	

1.6.3.1.2 ALL LEP Student English Language Proficiency Results

All LEP Results	#
Number attained proficiency on State annual ELP assessment	190
Percent attained proficiency on State annual ELP assessment	23.11
Comments: The response is limited to 4,000 characters.	

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	822
Number not tested on State annual ELP assessment	155
Total	977
Comments: The response is limited to 4,000 characters. Out of 977,822 took the test. Among the reasons for not taking the test are: 1. The student move to another school system, 2.students were absent to the test and to the reposition test.	

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. Report this number ONLY if the State did not include them in the calculations for 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.	167

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:

1. **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.
2. **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.
3. **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 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.

Title III Results	Results #	Results %
Making progress	573	87.48
Attained proficiency	190	23.11
Comments: The response is limited to 4,000 characters.		

1.6.3.5 Native Language Assessments

This section collects data on LEP students assessed in their native language (Section 1111(b)(6)).

1.6.3.5.1 LEP Students Assessed in Native Language

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

Native Language Testing	Yes/No
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).	No
State offers the State science content tests in the students' native language(s).	No
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)
Comments: The response is limited to 4,000 characters. Not applicable.

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. Not applicable.

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)
Comments: The response is limited to 4,000 characters. Not applicable.

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 <u>unduplicated</u> count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in all grades.

Monitored Former LEP (MFLEP) students include:

ι Students who have transitioned out of a language instruction educational program.
ι 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
307	376	683
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.
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
166	50	30.12	116
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.
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
166	62	37.35	104
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
60	19	31.67	41
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.

1.6.4.3 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).

Termination of Title III Programs	Yes/No
Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	No
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 <u>unduplicated</u> number of immigrant students enrolled in schools in the State and who participated in qualifying educational programs under Section 3114(d)(1).

<u>**Table 1.6.5.1 Definitions:**</u>

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 <u>not</u> 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 <u>not</u> 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
189	189	1

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.	725
Estimate number of **additional** certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	150

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).

<u>Table 1.6.6.2 Definitions:</u>

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 1.6.4.1).
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	1
Understanding and implementation of assessment of LEP students	1
Understanding and implementation of ELP standards and academic content standards for LEP students	1
Alignment of the curriculum in language instruction educational programs to ELP standards	1
Subject matter knowledge for teachers	1
Other (Explain in comment box)	0

PD Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	1	577
PD provided to LEP classroom teachers	1	577
PD provided to principals	1	405
PD provided to administrators/other than principals	1	296
PD provided to other school personnel/non-administrative	1	41
PD provided to community based organization personnel	0	0
Total	///	1,896

The response is limited to 8,000 characters.

The community base organization personnel not available. The number of participants in PD when up to 1,896 due to different seminar offered during the year.

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 <u>intended school year</u>. 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 U.S. 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 2016-17 funds July 1, 2016, and then made these funds available to subgrantees on August 1, 2016, for SY 2016-17 programs. Then the "# of days/$$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/$$ Distribution
07/01/16	07/01/16	0
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.

N/A

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.doc.

Persistently Dangerous Schools	#
Persistently Dangerous Schools	1
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	1	1
Total	1	1
Comments: The response is limited to 4,000 characters. PRDE is a unitary system, and serves both as a LEA and SEA.		

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 <u>Enrolled</u> in Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth <u>Enrolled</u> in Public School in LEAs <u>With</u> Subgrants
Age 3 through 5 (not Kindergarten)		32
K		251
1		497
2		541
3		539
4		488
5		428
6		405
7		317
8		188
9		221
10		182
11		122
12		73
Ungraded		452
Total		4,736
Comments: The response is limited to 4,000 characters. PRDE is a unitary system, and serves both as a LEA and SEA.		

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 <u>Without</u> Subgrants	# of Homeless Children/Youth - LEAs <u>With</u> Subgrants
Shelters, transitional housing		1,464
Doubled-up (e.g., living with another family)		2,991
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)		281
Hotels/Motels		
Total		4,736
Comments: The response is limited to 4,000 characters. PRDE is a unitary system, and serves both as a LEA and SEA. No children/youth have hotels/motels as primary nighttime residence.		

FAQ on reporting homeless students:

When should States use S or STH to report homeless students? The primary nighttime residence of students who are deemed homeless under the awaiting foster care provision should be indicated as "S" for shelters, transitional housing, and awaiting foster care. After a state is no longer permitted to use the awaiting foster care placement designation for students, the primary nighttime residence of students who are in shelters or transitional housing should be coded as "STH". The majority of states may only include children and youth identified as homeless due to their status as awaiting foster care placement if they were identified prior to December 10, 2016. States covered under P.L. 114-95, Section 9105(c) may include children awaiting foster care placement until December 10, 2017. Covered states are those states that have a law that describes or defines the phrase awaiting foster care placement for the purposes of a program under the McKinney-Vento Act.

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 <u>Without</u> Subgrants	# of Homeless Children/Youth - LEAs <u>With</u> Subgrants
Unaccompanied homeless youth		2
Migratory children/youth		
Children with disabilities *(IDEA)*		1,980
Limited English Proficient (LEP) students		50
Comments: The response is limited to 4,000 characters. PRDE is a unitary system, and serves both as a LEA and SEA. PRDE has no Migrant Program.		

1.9.2 LEAs with McKinney-Vento Subgrants

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

1.9.2.1 Young Homeless Children 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	15
Age 3 through 5 (not Kindergarten)	90
Total	105
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				323	180	55.73
4				287	124	43.21
5				225	106	47.11
6				156	67	42.95
7				113	32	28.32
8				106	32	30.19
High School				83	28	33.73
Comments: The response is limited to 4,000 characters. PRDE is a unitary system, and serves both as a LEA and SEA.						

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				322	208	64.60
4				286	138	48.25
5				225	92	40.89
6				156	29	18.59
7				113	8	7.08
8				105	5	4.76
High School				83	6	7.23
Comments: The response is limited to 4,000 characters. PRDE is a unitary system, and serves both as a LEA and SEA.						

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				282	151	53.55
5						
6						
7						
8				107	28	26.17
High School				81	31	38.27
Comments: The response is limited to 4,000 characters. PRDE is a unitary system, and serves both as a LEA and SEA. Grades 3, 5, 6, and 7 are non testing grades.						