

# **CONSOLIDATED STATE PERFORMANCE REPORT:**

**Parts I and II**

**for  
STATE FORMULA GRANT PROGRAMS  
under the  
ELEMENTARY AND SECONDARY EDUCATION ACT  
As amended by the  
No Child Left Behind Act of 2001**

For reporting on  
**School Year 2008-09**

**CONNECTICUT**



**PART I DUE FRIDAY, DECEMBER 18, 2009  
PART II DUE FRIDAY, FEBRUARY 12, 2010**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) 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 NCLB Consolidated State Performance Report (CSPR) for school year (SY) 2008-09 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 2013-14, 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 EDFacts 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 2008-09 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by Friday, December 18, 2009. Part II of the Report is due to the Department by Friday, February 12, 2010. Both Part I and Part II should reflect data from the SY 2008-09, 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 2008-09 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 2008-09 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLPEDEN (1-877-457-3336).

OMB Number: 1810-0614

Expiration Date: 10/31/2010

Consolidated State Performance Report  
For  
State Formula Grant Programs  
under the  
Elementary And Secondary Education Act  
as amended by the  
No Child Left Behind Act of 2001

Check the one that indicates the report you are submitting:

Part I, 2008-09

Part II, 2008-09

Name of State Educational Agency (SEA) Submitting This Report:  
Connecticut

Address:  
165 Capitol Ave  
Hartford, CT

Person to contact about this report:

Name: Jack Hasegawa

Telephone: 860-713-6769

Fax: 860-713-7018

e-mail: jack.hasegawa@ct.ogv

Name of Authorizing State Official: (Print or Type):  
Jack Hasegawa

Thursday, March 11, 2010, 3:06:09 PM

Signature

Date

**CONSOLIDATED STATE PERFORMANCE REPORT  
PART I**

For reporting on  
**School Year 2008-09**



**PART I DUE DECEMBER 18, 2009  
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

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science. Responses should focus on actions taken or planned since the State's content standards were approved through ED's peer review process for State assessment systems. Indicate specifically in what school year your State expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to content standards made or planned."

The response is limited to 4,000 characters.

No revisions have been made to the State's academic content standards in mathematics, English language arts or science. The content standards, approved by the Connecticut State Board of Education (mathematics 2005, English language arts 2006, and science 2004) remain the same. However, for each of these content standards, grade level expectations were developed beginning with pre-kindergarten to be more useful for both instruction and assessment.

Source – Manual input by the SEA using the online collection tool.

### 1.1.2 Assessments in Mathematics and Reading/Language Arts

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's assessments and/or academic achievement standards in mathematics or reading/language arts required under Section 1111(b)(3) of ESEA. Responses should focus on actions taken or planned since the State's assessment system was approved through ED's peer review process. Responses also should indicate specifically in what school year your State expects the changes to be implemented.

As applicable, include any assessment (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 as well as alternate achievement standards for students with significant cognitive disabilities and modified academic achievement standards for certain students with disabilities implemented to meet the requirements of Section 1111(b)

(3) of ESEA. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to assessments and/or academic achievement standards taken or planned."

The response is limited to 8,000 characters.

Connecticut is adding an alternate assessment based on modified achievement standards in reading and mathematics for grades 3 through 8 and 10 to its assessment system for a subgroup of students with disabilities. Full implementation will take place in 2010.
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Source – Manual input by the SEA using the online collection tool.

#### 1.1.4 Assessments in Science

If your State's assessments and academic achievement standards in science required under Section 1111(b)(3) of ESEA have been approved through ED's peer review process, provide in the space below a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's assessments and/or academic achievement standards in science required under Section 1111(b)(3) of ESEA. Responses should focus on actions taken or planned since the State's assessment system was approved through ED's peer review process. Responses also should indicate specifically in what school year your State expects the changes to be implemented.

As applicable, include any assessment (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 as well as alternate achievement standards for students with significant cognitive disabilities and modified academic achievement standards for certain students with disabilities implemented to meet the requirements of Section 1111(b)(3) of ESEA.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to assessments and/or academic achievement standards taken or planned."

If the State's assessments in science required under Section 1111(b)(3) of ESEA have not been approved through ED's peer review process, respond "State's assessments and academic achievement standards in science not yet approved."

The response is limited to 4,000 characters.

Connecticut implemented science assessments in grades five and eight in 2008, as part of the Connecticut Mastery Test(CMT). A science test was already in place for the grade 10 Connecticut Academic Performance Test(CAPT). The state submitted its Peer Review documentation for the October 2008 review. Connecticut received full approval for its science assessments in January 2009.

Source – Manual input by the SEA using the online collection tool.

## 1.2 PARTICIPATION IN STATE ASSESSMENTS

This section collects data on the participation of students in the State assessments.

### 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	299,213		>97%
American Indian or Alaska Native	1,062		>97%
Asian or Pacific Islander	12,179		>97%
Black, non-Hispanic	41,440		>97%
Hispanic	50,311		>97%
White, non-Hispanic	194,221		>97%
Children with disabilities (IDEA)	36,339		>97%
Limited English proficient (LEP) students	14,838		>97%
Economically disadvantaged students	94,412		>97%
Migratory students	302		>97%
Male	153,888		>97%
Female	145,325		>97%

**Comments: The number of all students tested will not equal the sum of the all students who completed the assessment and for whom a proficiency level was assigned (as reported by grade level) in 1.2.1. This is due to the method of calculating a participation rate where only absent students are deducted from the denominator (# of students enrolled) compared to a proficiency rate where absent students and invalid scores are deducted from the denominator (# of students who completed the assessment and for whom a proficiency level was assigned).**

Source – The table above is produced through ED Facts. The SEA submits the data in file N/X081 that includes data group 588, category sets A, B, C, D, E, and F, and subtotal 1. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

### 1.2.2 Participation of Students with Disabilities 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	6,620	18.7
Regular Assessment with Accommodations	17,600	49.6
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	7,886	22.2
Alternate Assessment Based on Alternate Achievement Standards	3,361	9.5
Total	35,467	
<b>Comments: Regular Assessment without Accommodations = 7,098</b>		

### 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	299,213		>97%
American Indian or Alaska Native	1,062		>97%
Asian or Pacific Islander	12,179		>97%
Black, non-Hispanic	41,440		>97%
Hispanic	50,311		>97%
White, non-Hispanic	194,221		>97%
Children with disabilities (IDEA)	36,339		>97%
Limited English proficient (LEP) students	14,838		>97%
Economically disadvantaged students	94,412		>97%
Migratory students	302		>97%
Male	153,888		>97%
Female	145,325		>97%
<b>Comments: The number of all students tested will not equal the sum of the all students who completed the assessment and for whom a proficiency level was assigned (as reported by grade level) in 1.2.4. This is due to the method of calculating a participation rate where only absent students are deducted from the denominator (# of students enrolled) compared to a proficiency rate where absent students and invalid scores are deducted from the denominator (# of students who completed the assessment and for whom a proficiency level was assigned).</b>			

Source – The same file specification as 1.2.1 is used, but with data group 589 instead of 588.

#### 1.2.4 Participation of Students with Disabilities 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.

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	6,421	18.2
Regular Assessment with Accommodations	15,778	44.7
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	9,742	27.6
Alternate Assessment Based on Alternate Achievement Standards	3,361	9.5
Total	35,302	

**Comments: Regular Assessment without Accommodations = 6,936** The number of all students tested will not equal the sum of the all students who completed the assessment and for whom a proficiency level was assigned (as reported by grade level) in 1.3.2. This is due to the method of calculating a participation rate where only absent students are deducted from the denominator (# of students enrolled) compared to a proficiency rate where absent students and invalid scores are deducted from the denominator (# of students who completed the assessment and for whom a proficiency level was assigned).

#### 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	130,064		>97%
American Indian or Alaska Native	464		>97%
Asian or Pacific Islander	4,993		>97%
Black, non-Hispanic	18,038		>97%
Hispanic	21,328		>97%
White, non-Hispanic	85,241		>97%
Children with disabilities (IDEA)	15,807		>97%
Limited English proficient (LEP) students	5,694		>97%
Economically disadvantaged students	39,242		>97%
Migratory students	109		>97%
Male	66,850		>97%
Female	63,214		>97%

**Comments: The number of all students tested will not equal the sum of the all students who completed the assessment and for whom a proficiency level was assigned (as reported by grade level) in 1.3.1. This is due to the method of calculating a participation rate where only absent students are deducted from the denominator (# of students enrolled) compared to a proficiency rate where absent students and invalid scores are deducted from the denominator (# of students who completed the assessment and for whom a proficiency level was assigned).**

Source – Manual input by the SEA using the online collection tool.

### 1.2.6 Participation of Students with Disabilities 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.

<b>Type of Assessment</b>	<b># Children with Disabilities (IDEA) Participating</b>	<b>Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment</b>
Regular Assessment without Accommodations		
Regular Assessment with Accommodations		
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards		
Total		
<b>Comments: Connecticut's science assessment occurs only in grades five and eight, and high schools. Science assessments have not been aggregated for students with disabilities at this time.</b>		

Source – Manual input by the SEA using the online collection tool.

### 1.3 STUDENT ACADEMIC ACHIEVEMENT

This section collects data on student academic achievement on the State assessments.

#### 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.

##### 1.3.1.1 Student Academic Achievement in Mathematics -Grade 3

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	41,805	33,389	79.9
American Indian or Alaska Native	142	98	69.0
Asian or Pacific Islander	1,992	1,841	92.4
Black, non-Hispanic	5,796	3,451	59.5
Hispanic	7,517	4,609	61.3
White, non-Hispanic	26,358	23,390	88.7
Children with disabilities (IDEA)	4,643	1,982	42.7
Limited English proficient (LEP) students	2,805	1,469	52.4
Economically disadvantaged students	14,154	8,670	61.2
Migratory students	44	20	45.4
Male	21,527	17,078	79.3
Female	20,278	16,311	80.4

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from ED Facts. See Attachment D: C SPR & ED Facts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	41,804	28,311	67.7
American Indian or Alaska Native	142	84	59.2
Asian or Pacific Islander	1,992	1,603	80.5
Black, non-Hispanic	5,796	2,606	45.0
Hispanic	7,517	3,210	42.7
White, non-Hispanic	26,357	20,808	79.0
Children with disabilities (IDEA)	4,642	1,084	23.4
Limited English proficient (LEP) students	2,805	701	25.0
Economically disadvantaged students	14,154	6,196	43.8
Migratory students	44	N<20	
Male	21,526	13,705	63.7
Female	20,278	14,606	72.0

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from ED Facts. See Attachment D: C SPR & ED Facts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities (IDEA)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			

**Comments: There is no science assessment in grade 3. Connecticut implemented science assessments in grades five and eight in 2008 as part of the Connecticut Mastery Test (CMT). A science test was already in place for the grade 10 Connecticut Academic Performance Test (CAPT). There is no science test for grades 3,4,6 or 7.**

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

**1.3.1.2 Student Academic Achievement in Mathematics -Grade 4**

<b>Grade 4</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	41,894	33,961	81.1
American Indian or Alaska Native	149	117	78.5
Asian or Pacific Islander	1,803	1,658	92.0
Black, non-Hispanic	5,836	3,568	61.1
Hispanic	7,268	4,526	62.3
White, non-Hispanic	26,838	24,092	89.8
Children with disabilities (IDEA)	5,188	2,367	45.6
Limited English proficient (LEP) students	2,280	1,106	48.5
Economically disadvantaged students	13,924	8,718	62.6
Migratory students	43	24	55.8
Male	21,563	17,299	80.2
Female	20,331	16,662	82.0

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from ED Facts. See Attachment D: C SPR & ED Facts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

<b>Grade 4</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	41,894	29,358	70.1
American Indian or Alaska Native	149	98	65.8
Asian or Pacific Islander	1,803	1,467	81.4
Black, non-Hispanic	5,836	2,818	48.3
Hispanic	7,268	3,097	42.6
White, non-Hispanic	26,838	21,878	81.5
Children with disabilities (IDEA)	5,188	1,303	25.1
Limited English proficient (LEP) students	2,280	429	18.8
Economically disadvantaged students	13,924	6,312	45.3
Migratory students	43	N<20	
Male	21,563	14,500	67.2
Female	20,331	14,858	73.1

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from ED Facts. See Attachment D: C SPR & ED Facts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities (IDEA)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			

**Comments: There is no science assessment for grade 4. Connecticut implemented science assessments in grades five and eight in 2008 as part of the Connecticut Mastery Test (CMT). A science test was already in place for the grade 10 Connecticut Academic Performance Test (CAPT). There is no science test for grades 3,4,6 or 7.**

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

### 1.3.1.3 Student Academic Achievement in Mathematics -Grade 5

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	42,575	34,984	82.2
American Indian or Alaska Native	177	131	74.0
Asian or Pacific Islander	1,833	1,714	93.5
Black, non-Hispanic	5,808	3,737	64.3
Hispanic	7,471	4,814	64.4
White, non-Hispanic	27,286	24,588	90.1
Children with disabilities (IDEA)	5,359	2,319	43.3
Limited English proficient (LEP) students	2,213	1,023	46.2
Economically disadvantaged students	13,974	9,051	64.8
Migratory students	66	41	62.1
Male	21,935	17,771	81.0
Female	20,640	17,213	83.4

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from ED Facts. See Attachment D: C SPR & ED Facts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	42,575	31,185	73.2
American Indian or Alaska Native	177	116	65.5
Asian or Pacific Islander	1,833	1,524	83.1
Black, non-Hispanic	5,808	2,928	50.4
Hispanic	7,471	3,651	48.9
White, non-Hispanic	27,286	22,966	84.2
Children with disabilities (IDEA)	5,359	1,474	27.5
Limited English proficient (LEP) students	2,213	436	19.7
Economically disadvantaged students	13,974	6,932	49.6
Migratory students	66	21	31.8
Male	21,935	15,616	71.2
Female	20,640	15,569	75.4

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from ED Facts. See Attachment D: C SPR & ED Facts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

**1.3.3.3 Student Academic Achievement in Science -Grade 5**

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	41,909	34,644	82.7
American Indian or Alaska Native	174	139	79.9
Asian or Pacific Islander	1,802	1,620	89.9
Black, non-Hispanic	5,673	3,497	61.6
Hispanic	7,311	4,596	62.9
White, non-Hispanic	26,949	24,792	92.0
Children with disabilities (IDEA)	4,796	2,583	53.9
Limited English proficient (LEP) students	2,133	874	41.0
Economically disadvantaged students	13,643	8,667	63.5
Migratory students	64	30	46.9
Male	21,512	17,723	82.4
Female	20,397	16,921	83.0

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

**1.3.1.4 Student Academic Achievement in Mathematics -Grade 6**

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	42,296	35,016	82.8
American Indian or Alaska Native	152	128	84.2
Asian or Pacific Islander	1,695	1,579	93.2
Black, non-Hispanic	5,933	3,791	63.9
Hispanic	7,218	4,601	63.7
White, non-Hispanic	27,298	24,917	91.3
Children with disabilities (IDEA)	5,285	2,251	42.6
Limited English proficient (LEP) students	2,118	864	40.8
Economically disadvantaged students	13,690	8,871	64.8
Migratory students	55	32	58.2
Male	21,732	17,746	81.7
Female	20,564	17,270	84.0

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from ED Facts. See Attachment D: C SPR & ED Facts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	42,296	32,166	76.0
American Indian or Alaska Native	152	118	77.6
Asian or Pacific Islander	1,695	1,434	84.6
Black, non-Hispanic	5,933	3,216	54.2
Hispanic	7,218	3,641	50.4
White, non-Hispanic	27,298	23,757	87.0
Children with disabilities (IDEA)	5,285	1,762	33.3
Limited English proficient (LEP) students	2,118	390	18.4
Economically disadvantaged students	13,690	7,190	52.5
Migratory students	55	N<20	
Male	21,732	16,059	73.9
Female	20,564	16,107	78.3

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from ED Facts. See Attachment D: C SPR & ED Facts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

**1.3.3.4 Student Academic Achievement in Science -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
<b>Grade 6</b>			
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities (IDEA)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			

**Comments: There is no science assessment in grade 6. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

### 1.3.1.5 Student Academic Achievement in Mathematics -Grade 7

<b>Grade 7</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	43,154	35,420	82.1
American Indian or Alaska Native	155	125	80.6
Asian or Pacific Islander	1,696	1,550	91.4
Black, non-Hispanic	5,837	3,619	62.0
Hispanic	6,980	4,284	61.4
White, non-Hispanic	28,486	25,842	90.7
Children with disabilities (IDEA)	5,416	2,258	41.7
Limited English proficient (LEP) students	1,941	692	35.6
Economically disadvantaged students	13,402	8,309	62.0
Migratory students	51	24	47.1
Male	22,216	17,945	80.8
Female	20,938	17,475	83.5

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

<b>Grade 7</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	43,154	34,209	79.3
American Indian or Alaska Native	155	113	72.9
Asian or Pacific Islander	1,696	1,490	87.8
Black, non-Hispanic	5,837	3,572	61.2
Hispanic	6,980	3,915	56.1
White, non-Hispanic	28,486	25,119	88.2
Children with disabilities (IDEA)	5,416	1,979	36.5
Limited English proficient (LEP) students	1,941	432	22.3
Economically disadvantaged students	13,402	7,769	58.0
Migratory students	51	N<20	
Male	22,216	16,963	76.4
Female	20,938	17,246	82.4

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

**1.3.3.5 Student Academic Achievement in Science -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
<b>Grade 7</b>			
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Black, non-Hispanic			
Hispanic			
White, non-Hispanic			
Children with disabilities (IDEA)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments: There is no science assessment in grade 7. Connecticut implemented science assessments in grades five and eight in 2008 as part of the Connecticut Mastery Test (CMT). A science test was already in place for the grade 10 Connecticut Academic Performance Test (CAPT). There is no science test for grades 3,4,6 or 7.</b>			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

### 1.3.1.6 Student Academic Achievement in Mathematics -Grade 8

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	43,259	34,962	80.8
American Indian or Alaska Native	153	121	79.1
Asian or Pacific Islander	1,675	1,534	91.6
Black, non-Hispanic	5,823	3,453	59.3
Hispanic	7,048	4,077	57.8
White, non-Hispanic	28,560	25,777	90.3
Children with disabilities (IDEA)	5,332	2,059	38.6
Limited English proficient (LEP) students	1,769	559	31.6
Economically disadvantaged students	13,003	7,695	59.2
Migratory students	43	N<20	
Male	22,271	17,667	79.3
Female	20,988	17,295	82.4

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

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

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	43,258	33,113	76.6
American Indian or Alaska Native	153	110	71.9
Asian or Pacific Islander	1,675	1,443	86.2
Black, non-Hispanic	5,823	3,200	55.0
Hispanic	7,048	3,520	49.9
White, non-Hispanic	28,559	24,840	87.0
Children with disabilities (IDEA)	5,331	1,755	32.9
Limited English proficient (LEP) students	1,769	278	15.7
Economically disadvantaged students	13,003	6,836	52.6
Migratory students	43	N<20	
Male	22,271	16,336	73.4
Female	20,987	16,777	79.9

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

**1.3.3.6 Student Academic Achievement in Science -Grade 8**

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	42,466	32,414	76.3
American Indian or Alaska Native	149	109	73.2
Asian or Pacific Islander	1,655	1,427	86.2
Black, non-Hispanic	5,678	2,719	47.9
Hispanic	6,808	3,256	47.8
White, non-Hispanic	28,176	24,903	88.4
Children with disabilities (IDEA)	4,754	1,854	39.0
Limited English proficient (LEP) students	1,699	281	16.5
Economically disadvantaged students	12,581	6,198	49.3
Migratory students	41	N<20	
Male	21,769	16,234	74.6
Female	20,697	16,180	78.2

**Comments: Migratory student data was not reported for the previous year. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

### 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	41,649	32,254	77.4
American Indian or Alaska Native	124	97	78.2
Asian or Pacific Islander	1,450	1,268	87.4
Black, non-Hispanic	5,696	2,592	45.5
Hispanic	6,004	3,181	53.0
White, non-Hispanic	28,375	25,116	88.5
Children with disabilities (IDEA)	3,793	1,476	38.9
Limited English proficient (LEP) students	1,490	512	34.4
Economically disadvantaged students	10,784	5,487	50.9
Migratory students			
Male	21,066	16,565	78.6
Female	20,583	15,689	76.2

**Comments: Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

### 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	41,621	33,703	81.0
American Indian or Alaska Native	127	88	69.3
Asian or Pacific Islander	1,414	1,237	87.5
Black, non-Hispanic	5,721	3,389	59.2
Hispanic	5,921	3,572	60.3
White, non-Hispanic	28,438	25,417	89.4
Children with disabilities (IDEA)	3,776	1,704	45.1
Limited English proficient (LEP) students	1,295	442	34.1
Economically disadvantaged students	10,722	6,318	58.9
Migratory students			
Male	21,024	16,061	76.4
Female	20,597	17,642	85.6

**Comments: Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online collection tool.

### 1.3.3.7 Student Academic Achievement in Science -High School

<b>High School</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	41,983	32,765	78.0
American Indian or Alaska Native	124	98	79.0
Asian or Pacific Islander	1,448	1,248	86.2
Black, non-Hispanic	5,762	2,754	47.8
Hispanic	6,074	3,014	49.6
White, non-Hispanic	28,575	25,651	89.8
Children with disabilities (IDEA)	4,179	1,697	40.6
Limited English proficient (LEP) students	1,498	332	22.2
Economically disadvantaged students	10,928	5,448	49.8
Migratory students			
Male	21,293	16,591	77.9
Female	20,690	16,174	78.2
<b>Comments: Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).</b>			

Source – Manual input by the SEA using the online collection tool. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

#### 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

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 the SY 2008-09. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2008-09	Percentage that Made AYP in SY 2008-09
Schools	981	578	58.9
Districts	172	117	68.0
<b>Comments: The difference in the number of Title I schools is attributed to the fact that 1.4.3 represents the number of districts that are under the NCLB accountability system with tested populations.</b>			

Source – The table above is produced through EDFacts. The SEA submits the data in N/X103 for data group 32.

##### 1.4.2 Title I School Accountability

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 the SY 2008-09 school year. 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 2008-09	Percentage of Title I Schools that Made AYP in SY 2008-09
All Title I schools	507	247	48.7
Schoolwide (SWP) Title I schools	153	31	20.3
Targeted assistance (TAS) Title I schools	354	216	61.0
<b>Comments:</b>			

Source – The table above is produced through EDFacts. The SEA submits the data in N/X129 for data group 22 and N/X103 for data group 32.

##### 1.4.3 Accountability of Districts That Received Title I Funds

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 2008-09. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds	# Districts That Received Title I Funds and Made AYP in SY 2008-09	Percentage of Districts That Received Title I Funds and Made AYP in SY 2008-09
179	109	60.9
<b>Comments: The difference in the number of Title I schools is attributed to the fact that 1.4.3 represents the number of districts that are under the NCLB accountability system with tested populations.</b>		

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

Note: DG 582 is not collected from the SEA, rather it comes from the Title I funding data.

## 1.4.4 Title I Schools Identified for Improvement

### 1.4.4.1 List of Title I Schools Identified for Improvement

In the following table, provide a list of Title I schools identified for improvement, corrective action, or restructuring under Section 1116 for the SY 2009-10 based on the data from SY 2008-09. For each school on the list, provide the following:

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
  
- Whether the school met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY <> (Use one of the following improvement status designations: School Improvement <sup>1</sup> Year 1, School Improvement <sup>1</sup> Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing))
- Whether (yes or no) the school is or is not a Title I school (This column must be completed by States that choose to list all schools in improvement. Column is optional for States that list only Title I schools.)
- Whether (yes or no) the school was provided assistance through 1003(a).
- Whether (yes or no) the school was provided assistance through 1003 (g).

See attached for blank template that can be used to enter school data.

Download template: [Question 1.4.4.1 \(Get MS Excel Viewer\)](#)

Source – Manual entry by SEA into the online collection tool.

<sup>1</sup> The school improvement statuses are defined in LEA and School Improvement Non-Regulatory Guidance. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

#### 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 2008-09 (based on SY 2007-08 assessments under Section 1111 of ESEA).

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2008-09
Required implementation of a new research-based curriculum or instructional program	
Extension of the school year or school day	
Replacement of staff members relevant to the school's low performance	
Significant decrease in management authority at the school level	6
Replacement of the principal	7
Restructuring the internal organization of the school	
Appointment of an outside expert to advise the school	
<b>Comments:</b>	

#### 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 2008-09 (based on SY 2007-08 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)	23
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Take over the school by the State	
Other major restructuring of the school governance	26
<b>Comments:</b>	

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 Districts That Received Title I Funds Identified for Improvement

### 1.4.5.1 List of Districts That Received Title I Funds and Were Identified for Improvement

In the following table, provide a list of districts that received Title I funds and were identified for improvement or corrective action under Section 1116 for the SY 2009-10 based on the data from SY 2008-09. For each district on the list, provide the following:

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
  
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2009-10 (Use one of the following improvement status designations: Improvement or Corrective Action )
- Whether the district is a district that received Title I funds. Indicate "Yes" if the district received Title I funds and "No" if the district did not receive Title I funds. (This column **must be completed by States that choose to list all districts or all districts in improvement. This column is optional for States that list only** districts in improvement that receive Title I funds.)

See attached for blank template that can be used to enter district data.

Download template: [Question 1.4.5.1 \(Get MS Excel Viewer\)](#)

Source – Manual entry by SEA into the online collection tool.

<sup>2</sup> The district improvement statuses are defined in LEA and School Improvement Non-Regulatory Guidance. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

### 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.

The Connecticut State Department of Education (CSDE) has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on 48 districts with Title I schools that have been identified as "in need of improvement," according to No Child Left Behind (NCLB). This initiative is based on the findings of nationally recognized researchers including Reeves, Schmoker, Marzano, Elmore, Simpson and others. Their work provides evidence that schools with student populations including high rates of poverty and high percentages of ethnic minorities can achieve high academic performance.

The goal of the CALI is twofold: to develop and implement a systemic and sustainable initiative of district and school improvement that focuses on accountability for student learning to accelerate the closing of Connecticut's achievement gap through district-level reform; and to meet state requirements of Part A, Section 1116, "Academic Assessment and Local Educational Agency School Improvement" and Section 1117, "School Support and Recognition" of NCLB. Through this partnership, the Department is providing district- and school-level support and technical assistance in key areas, which research has shown is essential to implement a results-based district accountability system. Our work focuses on Data-Driven Decision-Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Effective Teaching Strategies (ETS), Common Formative Assessments (CFA), Scientific Research Based Interventions (SRBI), Climate and Leadership. Identified schools and districts are given access to the trainings in these areas as well as to onsite technical assistance.

Executive Coaches and/or Data Team Facilitators provide onsite technical assistance to 30 Title I schools in 15 districts that have been identified in need of improvement.

Executive Coach-Duties and Responsibilities Provide school leaders and leadership teams with on-site support and technical assistance three times monthly;

Collaborate with school leaders to monitor, measure, and revise school improvement plans;

Collaborate with school leaders to identify areas of focus for coaching, the norms and expectations in the coaching relationship, and indicators of success;

Collaborate with school leaders to complete a work plan that includes targeted professional development; and

Collaborate with school leaders and the data team facilitator to ensure alignment of all initiatives. Data Team Facilitator-Duties and Responsibilities Provide twice monthly support to assist with the implementation of the school data teams;

Facilitate the work of the grade level and school-wide data teams; Conduct an initial assessment of grade level and school-wide data teams; and

Collaborate with school leaders and the executive coach to ensure alignment of all initiatives.

Additionally, a CSDE team is assigned to the superintendent and his/her management/leadership team of the 15 neediest districts. The CSDE Team consists of two co-team leaders: one from the Bureau of Accountability and one from the Bureau of School and District Improvement as well as a former superintendent assigned to work with the teams. The foundation for the CSDE team interventions is based on district and school instructional assessments conducted by Cambridge Education. The Cambridge district assessment is based on both a bottom-up and top-down analysis of the district organizational systems, particularly those having the greatest impact on teaching and learning. An additional component will be a financial audit.

#### 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 2008-09 (based on SY 2007-08 assessments under Section 1111 of ESEA).

<b>Corrective Action</b>	<b># of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2008-09</b>
Implementing a new curriculum based on State standards	0
Authorized students to transfer from district schools to higher performing schools in a neighboring district	0
Deferred programmatic funds or reduced administrative funds	0
Replaced district personnel who are relevant to the failure to make AYP	0
Removed one or more schools from the jurisdiction of the district	0
Appointed a receiver or trustee to administer the affairs of the district	0
Restructured the district	0
Abolished the district (list the number of districts abolished between the end of SY 2007-08 and beginning of SY 2008-09 as a corrective action)	0
<b>Comments:</b>	

#### 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 2008-09 data and the results of those appeals.

	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts	0	0
Schools	3	2
<b>Comments:</b>		

Date (MM/DD/YY) that processing appeals based on SY 2008-09 data was complete	08/21/09
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### 1.4.8 School Improvement Status

In the section below, "Schools in Improvement" means Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of ESEA for SY 2008-09.

#### 1.4.8.1 Student Proficiency for Schools Receiving Assistance Through Section 1003(a) and 1003(g) Funds

The table below pertains only to schools that received assistance through section 1003(a) and/or 1003(g) funds during SY 2008-09.

*Instructions for States that during SY 2008-09 administered assessments required under section 1116 of ESEA after fall 2008 (i.e., non fall-testing states):*

- In the SY 2008-09 column, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2008-09 who were:
  - Proficient in mathematics as measured by your State's assessments required under section 1111(b)(3) of ESEA that were administered in SY 2008-09.
  - Proficient in reading/language arts as measured by your State's assessments required under section 1111(b)(3) of ESEA in SY 2008-09.
  - In SY 2007-08 column, provide the requested data for the same schools whose student proficiency data are reported for SY 2008-09.

*States that in SY 2008-09 administered assessments required under section 1116 of ESEA during fall 2008 (i.e., fall-testing states):*

- In the SY 2008-09 column, provide the total number and percentage of students in schools receiving School Improvement funds in SY 2008-09 who were:
  - Proficient in mathematics as measured by your State's assessments required under section 1111(b)(3) of ESEA that were administered in fall 2009.
  - Proficient in reading/language arts as measured by your State's assessments required under section 1111(b)(3) of ESEA that were administered in fall 2009.
  - In the SY 2007-08 column, provide the requested data for the same schools whose student proficiency data are reported in the SY 2008-09 column.

Category	SY 2008-09	SY 2007-08
Total number of students who completed the mathematics assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	31,326	31,025
Total number of students who were proficient or above in mathematics in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	16,223	15,481
Percentage of students who were proficient or above in mathematics in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	51.8	49.9
Total number of students who completed the reading/language arts assessment and for whom proficiency level was assigned and were enrolled in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	31,330	31,025
Total number of students who were proficient or above in reading/language arts in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	12,946	11,696
Percentage of students who were proficient in reading/language arts in schools that received assistance through Section 1003(a) and/or 1003(g) funds in SY 2008-09	41.3	37.7
<b>Comments:</b>		

Source – Manual input by the SEA using the online collection tool.

### 1.4.8.2 School Improvement Status and School Improvement Assistance

In the table below, indicate the number of schools receiving assistance through section 1003(a) and/or 1003(g) funds during SY 2008-09 that:

- Made adequate yearly progress
- Exited improvement status
- Did not make adequate yearly progress

Category	# of Schools
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2008-09 that made adequate yearly progress based on testing in SY 2008-09	10
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2008-09 that exited improvement status based on testing in SY 2008-09	
Number of schools receiving assistance through Section 1003(a) and/or 1003(g) funds during SY 2008-09 that did not make adequate yearly progress based on testing in SY 2008-09	86
<b>Comments:</b>	

### 1.4.8.3 Effective School Improvement Strategies

In the table below, indicate the effective school improvement strategies used that were supported through Section 1003(a) and/or 1003(g) funds.

For fall-testing States, responses for this item would be based on assessments administered in fall 2009. For all other States the responses would be based on assessments administered during SY 2008-09.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
<b>Effective Strategy or Combination of Strategies Used (See response options in "Column 1 Response Options Box" below.) If your State's response includes a "5" (other strategies), identify the specific strategy(s) in Column 2.</b>	<b>Description of "Other Strategies" This response is limited to 500 characters.</b>	<b>Number of schools in which the strategy(s) was used</b>	<b>Number of schools that used the strategy(s), made AYP, and exited improvement status based on testing after the schools received this assistance</b>	<b>Number of schools that used the strategy(s), made AYP based on testing after the schools received this assistance, but did not exit improvement status</b>	<b>Most common other Positive Outcome from the Strategy (See response options in "Column 6 Response Options Box" below)</b>	<b>Description of "Other Positive Outcome" if Response for Column 6 is "D" This response is limited to 500 characters.</b>
1		116	0	17	A	
2		116	0	17	A	
3		116	0	17	A	
4		116	0	17		
<b>Comments:</b>						

#### Column 1 Response Options Box

1 = Provide customized technical assistance and/or professional development that is designed to build the capacity of LEA and school staff to improve schools and is informed by student achievement and other outcome-related measures.

2 = Utilize research-based strategies or practices to change instructional practice to address the academic achievement problems that caused the school to be identified for improvement, corrective action, or restructuring.

3 = Create partnerships among the SEA, LEAs and other entities for the purpose of delivering technical

assistance, professional development, and management advice.

4 = Provide professional development to enhance the capacity of school support team members and other technical assistance providers who are part of the Statewide system of support and that is informed by student achievement and other outcome-related measures.

5 = Implement other strategies determined by the SEA or LEA, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring.

6 = Combination 1: Schools using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.

7 = Combination 2: Schools using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.

8 = Combination 3: Schools Using a combination of strategies from above. Please use Column 2 to indicate which of the above strategies comprise this combination.

#### Column 6 Response Options Box

A = Improvement by at least five percentage points in two or more AYP reporting cells

B = Increased teacher retention

C = Improved parental involvement

D = Other

Source – Manual input by the SEA using the online collection tool.

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#### 1.4.8.4 Sharing of Effective Strategies

In the space below, describe how your State shared the effective strategies identified in item 1.4.8.3 with its LEAs and schools. Please exclude newsletters and handouts in your description.

This response is limited to 8,000 characters.

The CSDE has done outreach regarding the strategies that support CALI. Our web site [www.sdecali.net](http://www.sdecali.net) contains information regarding all of the effective strategies including information on registration for trainings. A DVD depicting the data team process as well as desktop reference guides for data teams, effective teaching strategies and making standards work have been distributed to all school districts. All school districts with identified Title I schools have access to trainings at no cost in effective strategies such as Data Teams, Effective Teaching Strategies, Making Standards Work, Common Formative Assessments and Scientific Research Based Intervention. School staff may become certified trainers in these modules and in turn may train others in their district in these effective strategies.

Source – Manual input by the SEA using the online collection tool.

#### **1.4.8.5 Use of Section 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 2008 (SY 2008-09) 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: 4.0 %

**Comments:**

Source – Manual input by the SEA using the online collection tool.

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

For SY 2008-09 there is no need to upload a spreadsheet to answer this question in the CSPR.

1.4.8.5.2 will be answered automatically using data submitted to ED Facts in Data Group 694, School improvement funds allocation table, from File Specification N/X132. You may review data submitted to ED Facts using the report named "Section 1003(a) and 1003(g) Allocations to LEAs and Schools -CSPR 1.4.8.5.2 (EDEN012)" from the ED Facts Reporting System.

#### 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 2008-09.

This response is limited to 8,000 characters.

An external evaluation was conducted of executive coach and demonstration schools projects which is administered in partnership with the Connecticut Association of Schools. The evaluation was conducted by the University of Connecticut. Additionally, an external evaluation was conducted of CALI by RMC Associates.

Districts with Title I identified schools have access to all CALI training such as data teams, making standards work, effective teaching strategies and common formative assessment. Additionally, these districts have access to onsite technical assistance provided through the CSDE and outside providers.

Each district has a CSDE team assigned to the superintendent and his/her management/leadership team. The CSDE Team consists of two co-team leaders: one from the Bureau of Accountability and one from the Bureau of School and District Improvement. Additional team members are added based on the identified needs of the district and the mutually developed intervention plans. The CSDE has two retired superintendents who are assigned to work with the CSDE teams in the 15 districts.

Source – Manual input by the SEA using the online collection tool.

**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 2008-09 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.

The Connecticut State Department of Education (CSDE) Accountability and School Improvement Initiative is intended to establish new levels of statewide accountability and support to bring all of Connecticut's school districts to higher levels of student achievement. It also provides a robust accountability model and support system for intervening in persistently underachieving schools and districts. It adds to the Connecticut Accountability for Learning Initiative (CALI) in two major ways: in its attention to ALL schools and districts, not just No Child Left Behind (NCLB) Title 1 schools and districts and in its provision of significant technical assistance beyond CALI including model curriculum and benchmark assessments. The impetus for these actions comes from state legislation, Section 32 of P.A. 07-3, which gives the CSDE broad authority to work more proactively with districts in a partnership to accomplish these objectives.

The CSDE Accountability and School Improvement Initiative is specifically designed to provide a wider range of technical assistance and professional development activities to ALL districts to allow them to continue to make sufficient progress in achieving the NCLB targets and prevent them from being identified as schools or districts in need of improvement. State accountability funds support this technical assistance for Title I districts that do not have any identified title I schools.

A portion of 15 of the neediest school district state funds were used to conduct Cambridge Assessments on the school and district level. The Cambridge district assessment is based on both a bottom-up and top-down analysis of the district organizational systems, particularly those having the greatest impact on teaching and learning.

Executive coaches were provided to 20 schools in 17 of the neediest districts using state accountability funds.

**Executive Coach-Duties and Responsibilities**

- Provide school leaders and leadership teams with on-site support and technical assistance three times monthly;
- Collaborate with school leaders to monitor, measure, and revise school improvement plans;
- Collaborate with school leaders to identify areas of focus for coaching, the norms and expectations in the coaching relationship, and indicators of success;
- Collaborate with school leaders to complete a work plan that includes targeted professional development; and
- Collaborate with school leaders and the data team facilitator to ensure alignment of all initiatives.

Training and support in literacy coaching was also provided to staff from each school in 16 of the neediest districts who are identified as priority school districts under the priority school district state grant. This training supports the CALI.

Source – Manual input by the SEA using the online collection tool.

#### 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 school Title I 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.

	# Students
Eligible for public school choice	98,858
Applied to transfer	1,870
Transferred to another school under the Title I public school choice provisions	485

##### 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.

	Amount
Dollars spent by LEAs on transportation for public school choice	\$ 1,517,364

##### 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.

	# LEAs
LEAs Unable to Provide Public School Choice	14

## 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.

<sup>3</sup> Adapted from OESE/OII policy letter of August 2004. The policy letter may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804.html>.

### 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.

	# Students
Eligible for supplemental educational services	58,709
Applied for supplemental educational services	9,625
Received supplemental educational services	6,676
<b>Comments:</b>	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

#### 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.

	Amount
Dollars spent by LEAs on supplemental educational services	\$ 7,653,131
<b>Comments:</b>	

**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.

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	Number of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified
All classes	126,839	125,646	99.1	1,193	0.9
All elementary classes	36,414	36,132	99.2	282	0.8
All secondary classes	90,425	89,514	99.0	911	1.0

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

Data table includes classes taught by special education teachers who provide direct instruction 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.

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.

A self-contained, full-day elementary classroom is counted as 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.**

	Percentage
<b>Elementary School Classes</b>	
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	63.0
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	0.0
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	37.0
Other (please explain in comment box below)	0.0
<b>Total</b>	<b>100.0</b>

The response is limited to 8,000 characters.

	Percentage
<b>Secondary School Classes</b>	
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)	62.2
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	0.0
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	37.8
Other (please explain in comment box below)	0.0
<b>Total</b>	<b>100.0</b>

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.

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 different category in 1.5.3 than it would be in 1.5.1.

**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).**

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	9,106	8,971	98.5
Low-poverty Elementary Schools	9,231	9,176	99.4
Secondary Schools			
High Poverty secondary Schools	15,570	15,182	97.5
Low-Poverty secondary Schools	23,944	23,780	99.3

**1.5.4** 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	49.7	6.8
Poverty metric used	Poverty metric: Eligibility for Free and Reduced Lunch (FRL). Comment: The Low Poverty Schools figures for elementary and secondary schools is very close, but not identical. When taken to two decimal places the actual percentages are 6.79% for elementary schools and 6.80 for secondary schools.	
Secondary schools	49.9	6.8
Poverty metric used	Poverty metric: Eligibility for Free and Reduced Lunch (FRL). Comment: The Low Poverty Schools figures for elementary and secondary schools is very close, but not identical. When taken to two decimal places the actual percentages are 6.79% for elementary schools and 6.80 for secondary schools.	

## 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/uploads/5/Language\\_Instruction\\_Educational\\_Programs.pdf](http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf).**
2. **Other Language = Name of the language of instruction, other than English, used in the program.**

Check Types of Programs	Type of Program	Other Language
Yes	Dual language	Spanish
Yes	Two-way immersion	Spanish
Yes	Transitional bilingual programs	Spanish
No	Developmental bilingual	
No	Heritage language	
Yes	Sheltered English instruction	
No	Structured English immersion	
No	Specially designed academic instruction delivered in English (SDAIE)	
Yes	Content-based ESL	
Yes	Pull-out ESL	
Yes	Other (explain in comment box below)	

The response is limited to 8,000 characters.

Language Transitions Support Services, Co-teaching, Tutoring, New Arrival Centers, Before and After School Support
--

## 1.6.2 Student Demographic Data

### 1.6.2.1 Number of ALL LEP Students in the State

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

- 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
- 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	31,423
<b>Comments:</b> This is the count of LEP students reported at the beginning of the period for the annual assessment of English proficiency.	

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

In the table below, provide the unduplicated number of LEP students who received services in Title III language instructional education programs.

	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	29,573
<b>Comments: This is the count of Title III LEP students submitted through EDEN.</b>	

Source – The SEA submits the data in file N/X116 that contains data group ID 648, category set A.

### 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	22,244
Portuguese	1,116
Chinese	810
Creoles and pidgins, French-based (Other)	680
Polish	631

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 student 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 on annual State English language proficiency assessment (as defined in 1.6.2.1).

	#
Number tested on State annual ELP assessment	29,924
Number not tested on State annual ELP assessment	1,499
Total	31,423
<b>Comments: The distribution of 1,499 LEP students not tested included 669 who left the district prior to taking/completing the ELP assessment; 233 long-term absences; 112 student/parental refusals of testing; and 485 with other reasons.</b>	

#### 1.6.3.1.2 ALL LEP Student English Language Proficiency Results

	#
Number proficient or above on State annual ELP assessment	13,043
Percent proficient or above on State annual ELP assessment	43.6
<b>Comments: Connecticut was told that we did not have to submit this file by Wendy Fritz on 8/18/2009.</b>	

#### 1.6.3.2.1 Title III LEP Students Tested on the State Annual English Language Proficiency (ELP) Assessment

In the table below, provide the number of Title III LEP students tested on annual State English language proficiency assessment.

	#
Number tested on State annual ELP assessment	28,613
Number not tested on State annual ELP assessment	1,370
Total	29,983
<b>Comments: Connecticut uses a four-part test to assess English proficiency (CTB McGraw Hill's LAS Links). Students who completed all four sections were considered to have been tested. The distribution of 1,499 LEP students not tested included 669 who left the district prior to taking/completing the ELP assessment; 233 long-term absences; 112 student/parental refusals of testing; and 485 with other reasons. The distribution of 1,370 Title III LEP students not tested included 640 who left the district prior taking/completing the ELP assessment; 222 long-term absences; 84 student/parental refusals of testing; and 424 with other reasons. Progress (AMAO 1) was assessed based upon the LAS Links overall scale score, an average of the four test components (reading, writing, listening and speaking). Progress is an improvement in the current overall scale score compared to the previous year's scale score. Only students with two data points are included in the calculation of AMAO 1. Proficiency (AMAO 2) is attainment of a grade specific overall scale score range determined by the LAS Links publisher CTB McGraw Hill. AMAO 2 calculations include all students with valid overall scale scores, including those with one data point.</b>	
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 these students in establishing AMAO1/making progress target and did not include them in the calculations for AMAO1/making progress(# and % making progress).	
	#
Number of Title III LEP with one data point whose progress can not be determined and whose results were not included in the calculation for AMAO1.	7,870

1.6.3.2.2

**Table 1.6.3.2.2 Definitions:**

1. **Annual Measureable Achievement Objectives (AMAOs) = State targets for the percent of students making progress and attaining proficiency.**
2. **Making Progress = Number of Title III LEP students that met the definition of Making Progress as defined by the State and submitted to ED in the State Consolidated Application (CSA), or as amended.**
3. **ELP Attainment = Number of Title III LEP students that meet the State defined English language proficiency submitted to ED in the State Consolidated Application (CSA), or as amended.**
4. **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 percentage of States 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%).

	Results		Targets	
	#	%	#	%
Making progress	7,309	25.5	14,520	70.00
ELP attainment	12,365	43.2	6,295	22.00
<b>Comments: Progress (AMAO 1) was assessed based upon the LAS Links overall scale score, an average of the four test components (reading, writing, listening and speaking). Progress is an improvement in the current overall scale score compared to the previous year's scale score. Only students with two data points are included in the calculation of AMAO 1. Proficiency (AMAO 2) is attainment of a grade specific overall scale score range determined by the LAS Links publisher CTB McGraw Hill. AMAO 2 calculations include all students with valid overall scale scores, including those with one data point.</b>				



**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)
None
<b>Comments:</b>

**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)
None
<b>Comments:</b>

### 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 students include:

Students who have transitioned out of a language instruction educational program funded by Title III into classrooms that are not tailored for LEP students.

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
7,027	8,810	15,837
<b>Comments:</b>		

**1.6.3.6.2** 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 into classrooms not designed for LEP students 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 in grades used for NCLB accountability determinations (3 through 8 and once in high school) who did not score proficient on the State NCLB mathematics assessment. This will be automatically calculated.**

# Tested	# At or Above Proficient	% Results	# Below Proficient
5,248	4,436	84.5	812
<b>Comments:</b>			

### 1.6.3.6.3 Monitored Former LEP (MFLEP) Students Results for Reading/Language Arts

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 into classrooms not designed for LEP students 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.**
4. **# Below proficient = State-aggregated number MFLEP students who did not score proficient on the State annual reading/language arts assessment. This will be automatically calculated.**

# Tested	# At or Above Proficient	% Results	# Below Proficient
5,210	3,779	72.5	1,431
<b>Comments:</b>			

### 1.6.3.6.4 Monitored Former LEP (MFLEP) Students Results for Science

In the table below, report results for monitored former LEP students who took the annual science assessment. Please provide data only for those students who transitioned into classrooms not designed for LEP students 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 1.6.3.6.4 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.**
4. **# Below proficient = State-aggregated number MFLEP students who did not score proficient on the State annual science assessment. This will be automatically calculated.**

# Tested	# At or Above Proficient	% Results	# Below Proficient
5,379	944	17.6	4,435
<b>Comments: Monitored Former LEP students, like all other students; they only take the AYP science test in grades 5 and 8.</b>			

### 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.)

	#
# -Total number of subgrantees for the year	57
# -Number of subgrantees that met all three Title III AMAOs	20
# -Number of subgrantees who met AMAO 1	36
# -Number of subgrantees who met AMAO 2	37
# -Number of subgrantees who met AMAO 3	0
# -Number of subgrantees that did not meet any Title III AMAOs	0
# -Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2007-08 and 2008-09)	6
# -Number of subgrantees implementing an improvement plan in SY 2008-09 for not meeting Title III AMAOs	26
# -Number of subgrantees who have not met Title III AMAOs for four consecutive years (SYs 2005-06, 2006-07, 2007-08, and 2008-09)	23
<b>Comments: AMAO scores were calculated for each consortium as students from member districts were pooled for all AMAO calculations. The AMAO performance of each consortium was reported in Table 1.6.4.1 in exactly the same manner as subgrantees that are independent school districts. As per instructions from the EDEN Helpline, the number of subgrantees that did not meet the AMAOs for the last two consecutive school years (2007-08 &amp; 2008-09) includes both subgrantees that did not meet the AMAOs for the last two years and those that did not meet them for the last three consecutive school years. The total (six) breaks down as follows: Four subgrantees did not meet them for the last two consecutive years and two did not meet them for the last three consecutive years. The number of subgrantees that did not meet the AMAOs for the last four consecutive school years (SYs 2005-06, 2006-07, 2007-08, 2008-09) includes subgrantees that did not meet the AMAOs for the last four, five and six consecutive school years. This total (23) breaks down as follows: Eight did not meet them for four consecutive years, three did not meet them for five years and twelve did not meet them for six years.</b>	

#### 1.6.4.2 State Accountability

In the table below, indicate whether the State met all three Title III AMAOs.

**Note: Meeting all three Title III AMAOs means meeting each State-set target for each objective: Making Progress, Attaining Proficiency, and Making AYP for the LEP subgroup. This section collects data that will be used to determine State AYP, as required under Section 6161.**

State met <u>all</u> three Title III AMAOs	<u>No</u>
Comments:	

#### 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 or activities terminated for failure to reach program goals?	No
If yes, provide the number of language instruction educational programs or activities for immigrant children and youth terminated.	
Comments:	

## 1.6.5 Education Programs and Activities for Immigrant Students

This section collects data on education programs and activities for immigrant 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 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
11,746		26

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.

The # of Students in 3114(d)(1)Program did not upload. That number is 2116.

Table should read: # of Immigrant Students Enrolled = 11,746 # of Students in 3114(d)(1) Program = 2116 # of 3114(d)(1) Subgrants = 26

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

## 1.6.6 Teacher Information and Professional Development

This section collects data on teachers in Title III language instruction education 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) ð The term æLanguage instruction educational program' means an instruction course ð (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 and a second language.**

	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	1,627
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	10

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 activities for 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 1.6.1.1 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

<b>Type of Professional Development Activity</b>	<b># Subgrantees</b>	
Instructional strategies for LEP students	59	
Understanding and implementation of assessment of LEP students	52	
Understanding and implementation of ELP standards and academic content standards for LEP students	40	
Alignment of the curriculum in language instruction educational programs to ELP standards	34	
Subject matter knowledge for teachers	0	
Other (Explain in comment box)	15	
<b>Participant Information</b>	<b># Subgrantees</b>	<b># Participants</b>
PD provided to content classroom teachers	52	7,975
PD provided to LEP classroom teachers	52	1,377
PD provided to principals	45	655
PD provided to administrators/other than principals	35	362
PD provided to other school personnel/non-administrative	35	842
PD provided to community based organization personnel	18	242
<b>Total</b>		<b>11,453</b>

The response is limited to 8,000 characters.

Other PD activities include: Second language acquisition strategies, differentiated instruction, support for LEP families, data analysis, assessment, technology, content focus, diversity training

## 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 in the format MM/DD/YY.

#### 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 2008-09 funds July 1, 2008, and then made these funds available to subgrantees on August 1, 2008, for SY 2008-09 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
07/01/08	09/01/08	60
<b>Comments:</b>		

### 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.

Connecticut State Department pre-payment grant system is operating well. As soon as grant application is read and approved, the official grant award letter is posted on the system and districts can access the letter and money immediately electronically. The program director now has two individuals who help with reading the grants. This has helped to expedite the process.

### 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	
<b>Comments: The number of persistently dangerous schools continues to be zero, based on currently accepted criteria.</b>	

## 1.8 GRADUATION RATES AND DROPOUT RATES

This section collects graduation and dropout rates.

### 1.8.1 Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the previous school year (SY 2007-08). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	92.6
American Indian or Alaska Native	
Asian or Pacific Islander	
Black, non-Hispanic	
Hispanic	
White, non-Hispanic	
Children with disabilities (IDEA)	
Limited English proficient	
Economically disadvantaged	
Migratory students	
Male	
Female	

**Comments: Connecticut does not have detailed information by student category needed to populate the graduation rate table at this time. The 2010 school year will be the first year that our new individual student identification numbers can be used to create a detailed breakout in the subgroups listed for Connecticut.**

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk. If the SEA has additional racial/ethnic groups or combinations of racial/ethnic groups in its accountability plan under NCLB, the SEA will report the above data for those groups through the online CSPR collection tool.

#### FAQs on graduation rates:

- a. *What is the graduation rate? Section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:*
  - The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
  - Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
  - Avoids counting a dropout as a transfer.
- b. *What if the data collection system is not in place for the collection of graduate rates? For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.*

The response is limited to 8,000 characters.

The individual student identification numbers that will allow Connecticut to report graduation rate data by all the required subcategories has been installed. This will permit full reporting of graduation rate data in 2010.

## 1.8.2 Dropout Rates

In the table below, provide the dropout rates calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's (NCES) Common Core of Data (CCD) for the previous school year (SY 2007-08). Below the table is a FAQ about the data collected in this table.

Student Group	Dropout Rate
All Students	2.5
American Indian or Alaska Native	2.1
Asian or Pacific Islander	1.4
Black, non-Hispanic	4.7
Hispanic	5.3
White, non-Hispanic	1.4
Children with disabilities (IDEA)	4.1
Limited English proficient	0.1
Economically disadvantaged	1.0
Migratory students	0.0
Male	3.3
Female	2.5
<b>Comments: Dropout rate for Limited English Proficient(LEP) students is very low, based on the very small number of LEP students (+/200) reported as part of graduating classes by districts. Dropout rate of migratory students is not available. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).</b>	

### FAQ on dropout rates:

*What is a dropout? A dropout is an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a State-or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or State-or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.*

## 1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youths 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 youths and the McKinney-Vento program. The totals will be will be automatically calculated.

	#	# LEAs Reporting Data
LEAs without subgrants	184	184
LEAs with subgrants	13	13
Total	197	197
<b>Comments:</b>		

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

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

#### 1.9.1.1 Homeless Children And Youths

In the table below, provide the number of homeless children and youths 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/Youths Enrolled in Public School in LEAs Without Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)	27	108
K	79	164
1	108	144
2	99	116
3	117	103
4	97	109
5	76	109
6	80	89
7	82	69
8	66	76
9	98	64
10	74	45
11	65	28
12	56	38
Ungraded		N<20
Total	1,124	1,263
<b>Comments: xxx</b>		

#### 1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths

In the table below, provide the number of homeless children and youths 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.

	# of Homeless Children/Youths -LEAs Without Subgrants	# of Homeless Children/Youths -LEAs With Subgrants
Shelters, transitional housing, awaiting foster care	286	734
Doubled-up (e.g., living with another family)	716	455
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	N<20	N<20
Hotels/Motels	118	63
Total	1,124	1,263
<b>Comments: xxx</b>		

### 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 Youths Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youths 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/Youths Served by Subgrants
Age 3 through 5 (not Kindergarten)	102
K	213
1	229
2	194
3	208
4	187
5	179
6	149
7	140
8	122
9	151
10	104
11	86
12	86
Ungraded	
Total	2,150
<b>Comments:</b>	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

#### 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.

	# Homeless Students Served
Unaccompanied youth	
Migratory children/youth	
Children with disabilities (IDEA)	351
Limited English proficient students	374
<b>Comments: No data on Unaccompanied or Migratory Children and Youth.</b>	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

### 1.9.2.3 Educational Support Services Provided by Subgrantees

In the table below, provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

	# McKinney-Vento Subgrantees That Offer
Tutoring or other instructional support	10
Expedited evaluations	6
Staff professional development and awareness	9
Referrals for medical, dental, and other health services	8
Transportation	12
Early childhood programs	6
Assistance with participation in school programs	11
Before-, after-school, mentoring, summer programs	8
Obtaining or transferring records necessary for enrollment	8
Parent education related to rights and resources for children	11
Coordination between schools and agencies	13
Counseling	5
Addressing needs related to domestic violence	7
Clothing to meet a school requirement	10
School supplies	11
Referral to other programs and services	12
Emergency assistance related to school attendance	5
Other (optional – in comment box below)	5
Other (optional – in comment box below)	1
Other (optional – in comment box below)	0

The response is limited to 8,000 characters.

Source – Manual input by SEA into the online collection tool.

### 1.9.2.4 Barriers To The Education Of Homeless Children And Youth

In the table below, provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youths.

	# Subgrantees Reporting
Eligibility for homeless services	0
School Selection	0
Transportation	3
School records	3
Immunizations	2
Other medical records	2
Other Barriers – in comment box below	2

The response is limited to 8,000 characters.

### 1.9.2.5 Academic Progress of Homeless Students

The following questions collect data on the academic achievement of homeless children and youths served by McKinney-Vento subgrants.

#### 1.9.2.5.1 Reading Assessment

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

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Reading Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3	85	28
4	81	26
5	97	37
6	67	29
7	56	20
8	48	20
High School	26	17
<b>Comments:</b>		

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

#### 1.9.2.5.2 Mathematics Assessment

This section is similar to 1.9.2.5.1. The only difference is that this section collects data on the State ESEA mathematics assessment.

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Mathematics Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3	85	41
4	81	40
5	97	44
6	67	30
7	56	22
8	48	22
High School	27	N<20
<b>Comments:</b>		

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

## 1.10 MIGRANT CHILD COUNTS

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the reporting period of September 1, 2008 through August 31, 2009. This section also collects a report on the procedures used by States to produce true, accurate, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them under Section 1.10.3.4 Quality Control Processes.

**Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.**

### FAQs on Child Count:

*How is "out-of-school" defined? Out-of-school means youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping.*

*How is "ungraded" defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)*

### 1.10.1 Category 1 Child Count

In the table below, enter the unduplicated statewide number by age/grade of eligible migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the reporting period of September 1, 2008 through August 31, 2009. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

<b>Age/Grade</b>	<b>12-Month Count of Eligible Migrant Children Who Can be Counted for Funding Purposes</b>
Age 3 through 5 (not Kindergarten)	N<20
K	N<20
1	N<20
2	N<20
3	46
4	44
5	66
6	55
7	54
8	45
9	106
10	33
11	42
12	55
Ungraded	
Out-of-school	
Total	576

**Comments: This data comes from the Public School Information System. It is reported by school districts, but is not verified by the State Department of Education since there are no state or federal funds used to support MEP program. No ungraded or out-of-school students were reported by school districts. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).**

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

### 1.10.1.1 Category 1 Child Count Increases/Decreases

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

The response is limited to 8,000 characters.

Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP). This data element was restored in 2008; there is no previous data for comparison.

### 1.10.2 Category 2 Child Count

In the table below, enter by age/grade the unduplicated statewide number of eligible migrant children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the reporting period of September 1, 2008 through August 31, 2009. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

Age/Grade	Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
<p><b>Comments: There is no state-wide count for children eligible for MEP-funded programs. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).</b></p>	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

**1.10.2.1 Category 2 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

The response is limited to 8,000 characters.

This data element was restored in 2008; there is no previous data for comparison.

### 1.10.3 Child Count Calculation and Validation Procedures

The following question requests information on the State's MEP child count calculation and validation procedures.

#### 1.10.3.1 Student Information System

In the space below, respond to the following questions: What system(s) did your State use to compile and generate the Category 1 and Category 2 child count for this reporting period (e.g., NGS, MIS 2000, COEStar, manual system)? Were child counts for the last reporting period generated using the same system(s)? If the State's category 2 count was generated using a different system from the category 1 count, please identify each system.

The response is limited to 8,000 characters.

Connecticut did not collect data to compile and generate the Category 1 and Category 2 child count for this reporting period. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).

### 1.10.3.2 Data Collection and Management Procedures

In the space below, respond to the following questions: How was the child count data collected? What data were collected? What activities were conducted to collect the data? When were the data collected for use in the student information system? If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

Connecticut did not collect data to compile and generate the Category 1 and Category 2 child count for this reporting period. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the Public School Information System (PSIS), based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).

In the space below, describe how the child count data are inputted, updated, and then organized by the student information system for child count purposes at the State level

The response is limited to 8,000 characters.

Data about migratory students was entered by districts on the Public School Information System (PSIS ). This data element is not reviewed, updated or organized since no state or federal funds or programs are used for MEP programs in Connecticut. Connecticut did not collect data to compile and generate the Category 1 and Category 2 child count for this reporting period. Connecticut ceased operating MEP programs as of June 30, 2007.

If the data for the State's category 2 count were collected and maintained differently from the category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

N/A

### 1.10.3.3 Methods Used To Count Children

In the space below, respond to the following question: How was each child count calculated? Please describe the compilation process and edit functions that are built into your student information system(s) specifically to produce an accurate child count. In particular, describe how your system includes and counts only:

- children who were between age 3 through 21;
- children who met the program eligibility criteria (e.g., were within 3 years of a last qualifying move, had a qualifying activity);
- children who were resident in your State for at least 1 day during the eligibility period (September 1 through August 31);
- children who—in the case of Category 2—received a MEP-funded service during the summer or intersession term; and
- children once per age/grade level for each child count category.

The response is limited to 8,000 characters.

Data about migratory students was entered by districts on the Public School Information System (PSIS ). This data element is not reviewed, updated or organized since no state or federal funds or programs are used for MEP programs in Connecticut. Connecticut did not collect data to compile and generate the Category 1 and Category 2 child count for this reporting period. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the PSIS, based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).

If your State's category 2 count was generated using a different system from the category 1 count, please describe each system separately.

The response is limited to 8,000 characters.

N/A

### 1.10.3.4 Quality Control Processes

In the space below, respond to the following question: What steps are taken to ensure your State properly determines and verifies the eligibility of each child included in the child counts for the reporting period of September 1 through August 31 before that child's data are included in the student information system(s)?

The response is limited to 8,000 characters.

Data about migratory students was entered by districts on the Public School Information System (PSIS ). This data element is not reviewed, updated or organized since no state or federal funds or programs are used for MEP programs in Connecticut. Connecticut did not collect data to compile and generate the Category 1 and Category 2 child count for this reporting period. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the PSIS, based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).

In the space below, describe specifically the procedures used and the results of any re-interview processes used by the SEA during the reporting period to test the accuracy of the State's MEP eligibility determinations. In this description, please include the number of eligibility determinations sampled, the number for which a test was completed, and the number found eligible.

The response is limited to 8,000 characters.

Data about migratory students was entered by districts on the Public School Information System (PSIS ). This data element is not reviewed, updated or organized since no state or federal funds or programs are used for MEP programs in Connecticut. Connecticut did not collect data to compile and generate the Category 1 and Category 2 child count for this reporting period. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the PSIS, based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).

No eligibility determinations were reviewed; no MEP programs are offered.

In the space below, respond to the following question: Throughout the year, what steps are taken by staff to check that child count data are inputted and updated accurately (and—for systems that merge data—consolidated accurately)?

The response is limited to 8,000 characters.

Data about migratory students was entered by districts on the Public School Information System (PSIS ). This data element is not reviewed, updated or organized since no state or federal funds or programs are used for MEP programs in Connecticut. Connecticut did not collect data to compile and generate the Category 1 and Category 2 child count for this reporting period. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the PSIS, based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).

In the space below, respond to the following question: What final steps are taken by State staff to verify the child counts produced by your student information system(s) are accurate counts of children in Category 1 and Category 2 prior to their submission to ED?

The response is limited to 8,000 characters.

Data about migratory students was entered by districts on the Public School Information System (PSIS ). This data element is not reviewed, updated or organized since no state or federal funds or programs are used for MEP programs in Connecticut. Connecticut did not collect data to compile and generate the Category 1 and Category 2 child count for this reporting period. Connecticut ceased operating MEP programs as of June 30, 2007. In fall 2008, Connecticut restored the element allowing districts to self report migrant students in the individual student data base, known as the PSIS, based on the definition of "migrant" provided in Section 1309(2) of NCLB. This data will be used solely for NCLB reporting purposes beginning in 2009 as a component of distribution of performance levels but not Adequate Yearly Progress (AYP).

In the space below, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations in light of the prospective re-interviewing results.

The response is limited to 8,000 characters.

None

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based.

The response is limited to 8,000 characters.