

# **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 2005-2006**



**PART I DUE DECEMBER 1, 2006  
PART II DUE FEBRUARY 1, 2007**

**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.*
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk.*
- Title I, Part F – *Comprehensive School Reform.*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund).*
- Title II, Part D – *Enhancing Education through Technology.*
- 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 IV, Part B – *21<sup>st</sup> Century Community Learning Centers.*
- 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.*

In addition to the programs cited above, the Title X, Part C - *Education for Homeless Children and Youths* program data will be incorporated in the CSPR for 2005-2006.

The NCLB Consolidated State Performance Report for the 2005-2006 school year consists of two information collections. Part I of this report is due to the Department by December 1, 2006 . Part II is due to the Department by February 1, 2007.

## PART I

Part I of the Consolidated State Report, which States must submit to the Department by **December 1, 2006**, 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 ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

- **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.

## PART II

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2005-2006 school year. Part II of the Consolidated State Performance Report is due to the Department by **February 1, 2007**. The information requested in Part II of the Consolidated State Performance Report for the 2005-2006 school year necessarily varies from program to program. However, for all programs, 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.
3. The information will provide valid evidence of program outcomes or results.
4. The Consolidated State Performance Report is the best vehicle for collection of the data.

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2005-2006 school year and beyond.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2005-2006 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **December 1, 2007**. Part II of the Report is due to the Department by **February 1, 2007**. Both Part I and Part II should reflect data from the 2005-2006 school year, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission. 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 "2005-06 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 2005-2006 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-HLP-EDEN (1-877-457-3336).



## **CONSOLIDATED STATE PERFORMANCE REPORT: PART I**

For reporting on  
**School Year 2005-2006**



**PART I DUE DECEMBER 1, 2006**

**1.1 STANDARDS AND ASSESSMENT DEVELOPMENT**

Section 1111(b)(1) of ESEA requires States to adopt challenging academic content and achievement standards in mathematics, reading/language arts, and science and to develop assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. In the following sections, States are asked to provide a detailed description of their progress in meeting the NCLB standards and assessments requirements.

**1.1.1** Please provide a detailed description of the State's progress in adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

**State Response**

Wyoming convened a broad cross-section of teachers and other stakeholder to identify the knowledge and skills in science expected of each Wyoming student. From this initial series of meetings, Wyoming adopted science academic content standards in 1999. Using a process of stakeholder involvement, these standards were revised and adopted in revised form by the Wyoming State Board of Education in 2003.

**1.1.2** Please provide a detailed description of the State's progress in developing and implementing, in consultation with LEAs, assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. Please provide in your response a description of the State's progress in developing alternate assessments for students with disabilities, including alternate assessments aligned to alternate achievement standards and those aligned to grade-level achievement standards.

#### **State Response**

Wyoming began development of its new assessment system Proficiency Assessments for Wyoming Students (PAWS) in 2004. The test became operational in April of 2006. PAWS used the guidance of the Commission on Instructionally Supportive Assessment and The Wyoming Taskforce on Assessment to develop an assessment amenable to classroom instruction and focused upon a modest number of powerful targets. The PAWS fits into Wyoming's larger assessment system where all nine content area standards are assessed at the district level.

Assessments were developed for reading, writing, mathematics and science for grades 3-8 and 11. In the summer of 2004, teacher representatives were gathered to develop Assessment Descriptions in reading, writing and mathematics to identify the most significant targets of each content area. Teachers then participated in development of items to assess each of these targets. The items were field tested in 2005 prior to the review of the item data by teacher reviewers. After the initial administration of the PAWS, a group of teachers examined student performance by clustering items focused upon each target. They developed instructional recommendations for the teachers of Wyoming from this review for each skill tested on the PAWS.

A similar development process used to develop new items in 2005, with administration of a second field test and the first operational test in 2006. A third round of item development is being completed for field testing in 2007, along with a fully operational test.

The PAWS-ALT was developed to fit into this overarching framework of multiple measures and instructional sensitivity, including alignment to alternate achievement standards aligned to grade-level expectations. This assessment includes teacher observation of academic skills, administration of performance events, and a collection of student work. These three test components provide multiple measures of academic skills for the most significantly cognitively challenged students.

Both assessments, PAWS and PAWS-ALT provide measurement of student academic achievement as well as instructional feedback to teachers for moving students along the continuum to academic proficiency.

#### Further Clarification:

In 2005-2006 assessments were given at grades 3 - 8 and 11 in reading, writing, and mathematics. The alternative assessment tested the same grades and content. Development of the general and alternate science tests is complete. They will be field tested during the spring 2007 testing.

**1.1.3** Please provide a detailed description of the State's progress in setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1). If applicable, please provide in your response a description of the State's progress in developing alternate achievement standards for students with the most significant cognitive disabilities.

**State Response**

Wyoming has established academic achievement standards in mathematics, reading, and writing and for students with the most serious cognitive disabilities. These academic achievement standards were established in June of 2006 for reading, writing and mathematics at a final standard setting on the operational test.

Alternate achievement standards for the PAWS=ALT were set in July of 2006.

Both standards setting involved recommendations from content area teachers, teachers who work with LEP students and teachers who work with students with disabilities, as well as stakeholders from government, business and academia, and the various ethnic communities of Wyoming.

The process for setting academic achievement standards for science has been established, including a timeline for adoption. The first operational science test will occur in spring of 2008, after which a standard setting panel will be convened.

Further Clarification:

In 2005-2006 assessments were given at grades 3 - 8 and 11 in reading, writing, and mathematics. The alternative assessment tested the same grades and content. Development of the general and alternate science tests is complete. They will be field tested during the spring 2007 testing.

**1.2 PARTICIPATION IN STATE ASSESSMENTS****Participation of All Students in 2005-2006 State Assessments**

In the following tables, please provide the total number and percentage for each of the listed subgroups of students who participated in the State's 2005-2006 school year academic assessments.

The data provided below for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

**1.2.1 Student Participation in 2005-2006 School Year Test Administration****1.2.1.1 2005-2006 School Year Mathematics Assessment**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Tested</b>
All Students	43794	99.20
American Indian or Alaska Native	1527	98.10
Asian or Pacific Islander	484	99.40
Black, non-Hispanic	652	98.10
Hispanic	3925	98.80
White, non-Hispanic	37206	99.30
Students with Disabilities	6110	98.50
Limited English Proficient	1317	99.00
Economically Disadvantaged	14693	98.90
Migrant	158	98.80
Male	22545	99.20
Female	21249	99.20

**Comments:**

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.2.1.2 2005-2006 School Year Reading/Language Arts Assessment**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Tested</b>
All Students	43742	99.10
American Indian or Alaska Native	1525	98.00
Asian or Pacific Islander	478	98.40
Black, non-Hispanic	653	98.20
Hispanic	3891	98.20
White, non-Hispanic	37195	99.30
Students with Disabilities	6110	98.50
Limited English Proficient	1291	98.00
Economically Disadvantaged	14661	98.80
Migrant	156	97.50
Male	22506	99.00
Female	21236	99.20

**Comments:**

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

### 1.2.2 Participation of Students with Disabilities in State Assessment System

Students with disabilities (as defined under IDEA) participate in the State's assessment system either by taking the regular State assessment, with or without accommodations, by taking an alternate assessment aligned to grade-level standards, or by taking an alternate assessment aligned to alternate achievement standards. In the following table, please provide the total number and percentage of students with disabilities who participated in these various assessments.

The data provided below should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

#### 1.2.2

##### 1.2.2.1 Participation of Students with Disabilities the in 2005-2006 School Year Test Administration -- Math Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations	5762	94.30
Alternate Assessment Aligned to Grade-Level Achievement Standards	348	5.70
Alternate Assessment Aligned to Alternate Achievement Standards	0	0.00

**Comments:**

##### 1.2.2.2 Participation of Students with Disabilities the in 2005-2006 School Year Test Administration -- Reading/Language Arts Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations	5764	94.30
Alternate Assessment Aligned to Grade-Level Achievement Standards	346	5.70
Alternate Assessment Aligned to Alternate Achievement Standards	0	

**Comments:**

### **1.3 STUDENT ACADEMIC ACHIEVEMENT**

In the following charts, please provide student achievement data from the 2005-2006 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2005-2006 school year. States should provide data on the total number of students tested as well as the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during the 2005-2006 school year.

The data for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act, including results from alternate assessments, and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

**1.3.1 Grade 3 - Mathematics**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	6096	78.80
American Indian or Alaska Native	236	42.00
Asian or Pacific Islander	76	88.20
Black, non-Hispanic	99	61.60
Hispanic	598	62.00
White, non-Hispanic	5087	77.90
Students with Disabilities	948	49.50
Limited English Proficient	259	47.50
Economically Disadvantaged	2438	65.60
Migrant	31	48.40
Male	3099	75.40
Female	2997	74.30

**Comments:**

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.2 Grade 3 - Reading/Language Arts**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	6086	61.60
American Indian or Alaska Native	236	33.50
Asian or Pacific Islander	74	75.70
Black, non-Hispanic	99	49.50
Hispanic	589	46.90
White, non-Hispanic	5088	64.60
Students with Disabilities	949	30.20
Limited English Proficient	249	30.50
Economically Disadvantaged	2430	51.90
Migrant	31	41.50
Male	3092	57.30
Female	2994	66.00

**Comments:**

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.3 Grade 4 - Mathematics**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	6172	73.50
American Indian or Alaska Native	236	49.60
Asian or Pacific Islander	87	83.90
Black, non-Hispanic	112	63.40
Hispanic	587	60.80
White, non-Hispanic	5150	76.10
Students with Disabilities	1004	45.20
Limited English Proficient	248	45.20
Economically Disadvantaged	2387	63.70
Migrant	24	66.70
Male	3166	72.90
Female	3006	74.10

**Comments:** This is the first year of implementation of Wyoming's new state assessment, Performance Assessments for Wyoming Students (PAWS). This includes having set new performance targets.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.4 Grade 4 - Reading/Language Arts**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	6163	64.50
American Indian or Alaska Native	236	39.80
Asian or Pacific Islander	85	72.90
Black, non-Hispanic	112	58.90
Hispanic	582	49.80
White, non-Hispanic	5148	67.30
Students with Disabilities	1005	30.90
Limited English Proficient	243	29.60
Economically Disadvantaged	2384	52.20
Migrant	24	45.80
Male	3160	61.20
Female	3003	68.10

**Comments:** This is the first year of implementation of Wyoming's new state assessment, Performance Assessments for Wyoming Students (PAWS). This includes having set new performance targets.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.5 Grade 5 - Mathematics**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	5971	66.20
American Indian or Alaska Native	193	37.30
Asian or Pacific Islander	63	81.00
Black, non-Hispanic	83	56.60
Hispanic	560	49.10
White, non-Hispanic	5072	69.10
Students with Disabilities	910	34.00
Limited English Proficient	171	26.30
Economically Disadvantaged	2167	55.80
Migrant	30	50.00
Male	3042	67.60
Female	2929	64.70

**Comments:**

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.6 Grade 5 - Reading/Language Arts**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	5969	66.20
American Indian or Alaska Native	193	45.10
Asian or Pacific Islander	63	74.60
Black, non-Hispanic	83	53.00
Hispanic	556	50.70
White, non-Hispanic	5074	68.90
Students with Disabilities	910	31.30
Limited English Proficient	167	28.70
Economically Disadvantaged	2165	54.10
Migrant	29	34.50
Male	3040	63.00
Female	2929	69.60

**Comments:**

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.7 Grade 6 - Mathematics**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	6329	71.70
American Indian or Alaska Native	202	46.50
Asian or Pacific Islander	61	78.70
Black, non-Hispanic	105	66.70
Hispanic	571	56.20
White, non-Hispanic	5390	74.30
Students with Disabilities	929	33.10
Limited English Proficient	183	36.10
Economically Disadvantaged	2236	60.00
Migrant	28	35.70
Male	3279	70.80
Female	3050	72.60

**Comments:**

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.8 Grade 6 - Reading/Language Arts**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	6323	63.10
American Indian or Alaska Native	202	42.10
Asian or Pacific Islander	61	67.20
Black, non-Hispanic	105	54.30
Hispanic	565	45.30
White, non-Hispanic	5390	65.80
Students with Disabilities	928	25.70
Limited English Proficient	178	24.20
Economically Disadvantaged	2230	49.30
Migrant	28	17.90
Male	3276	57.90
Female	3047	68.60

**Comments:**

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.9 Grade 7 - Mathematics**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	6557	60.60
American Indian or Alaska Native	254	28.70
Asian or Pacific Islander	64	73.40
Black, non-Hispanic	86	36.10
Hispanic	605	43.00
White, non-Hispanic	5548	64.20
Students with Disabilities	850	19.90
Limited English Proficient	191	27.20
Economically Disadvantaged	2231	46.10
Migrant	13	53.90
Male	3368	58.30
Female	3189	63.00

**Comments:**

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.10 Grade 7 - Reading/Language Arts**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	6558	63.40
American Indian or Alaska Native	255	32.60
Asian or Pacific Islander	63	76.20
Black, non-Hispanic	86	36.10
Hispanic	601	45.30
White, non-Hispanic	5553	67.10
Students with Disabilities	852	22.20
Limited English Proficient	191	23.00
Economically Disadvantaged	2230	48.70
Migrant	13	46.20
Male	3370	56.10
Female	3188	71.20

**Comments:**

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.11 Grade 8 - Mathematics**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	6704	54.50
American Indian or Alaska Native	259	27.40
Asian or Pacific Islander	68	73.50
Black, non-Hispanic	98	29.60
Hispanic	611	37.50
White, non-Hispanic	5668	57.70
Students with Disabilities	854	15.60
Limited English Proficient	177	23.20
Economically Disadvantaged	2141	40.30
Migrant	17	47.10
Male	3460	54.30
Female	3244	54.60

**Comments:** This is the first year of implementation of Wyoming's new state assessment, Performance Assessments for Wyoming Students (PAWS). This includes having set new performance targets.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.12 Grade 8 - Reading/Language Arts**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	6697	61.90
American Indian or Alaska Native	258	36.10
Asian or Pacific Islander	67	73.10
Black, non-Hispanic	98	37.80
Hispanic	607	43.80
White, non-Hispanic	5667	65.30
Students with Disabilities	849	20.70
Limited English Proficient	176	23.90
Economically Disadvantaged	2132	49.20
Migrant	16	62.50
Male	3451	55.30
Female	3246	68.90

**Comments:** This is the first year of implementation of Wyoming's new state assessment, Performance Assessments for Wyoming Students (PAWS). This includes having set new performance targets.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.13 High School - Mathematics**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	5965	58.20
American Indian or Alaska Native	147	27.90
Asian or Pacific Islander	65	63.10
Black, non-Hispanic	69	33.30
Hispanic	393	38.20
White, non-Hispanic	5291	60.70
Students with Disabilities	615	15.10
Limited English Proficient	88	13.60
Economically Disadvantaged	1093	39.20
Migrant	15	46.70
Male	3131	56.70
Female	2834	59.70

**Comments:** This is the first year of implementation of Wyoming's new state assessment, Performance Assessments for Wyoming Students (PAWS). This includes having set new performance targets.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.3.14 High School - Reading/Language Arts**

	<b>Total Number of Students Tested</b>	<b>Percent of Students Proficient or Advanced School Year 2005-2006</b>
All Students	5946	62.90
American Indian or Alaska Native	145	40.00
Asian or Pacific Islander	65	60.00
Black, non-Hispanic	70	40.00
Hispanic	391	44.50
White, non-Hispanic	5275	65.20
Students with Disabilities	617	19.90
Limited English Proficient	87	21.80
Economically Disadvantaged	1090	48.60
Migrant	15	53.30
Male	3117	55.50
Female	2829	71.10

**Comments:** This is the first year of implementation of Wyoming's new state assessment, Performance Assessments for Wyoming Students (PAWS). This includes having set new performance targets.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**1.4 SCHOOL AND DISTRICT ACCOUNTABILITY**

**1.4.1** For all public elementary and secondary schools and districts in the State (Title I and non-Title I), please provide the total number and percentage of all schools and districts that made adequate yearly progress (AYP), based on data from the 2005-2006 school year.

School Accountability	Total number of public elementary and secondary schools (Title I and non-Title I) in State	Total number of public elementary and secondary schools (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary schools (Title I and non-Title I) in State that made AYP
Based on 2005-2006 School Year Data	363	308	84.80

**Comments:**

District Accountability	Total number of public elementary and secondary districts (Title I and non-Title I) in State	Total number of public elementary and secondary districts (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary districts (Title I and non-Title I) in State that made AYP
Based on 2005-2006 School Year Data	48	43	89.60

**Comments:**

**1.4.2** For all Title I schools and districts in the State, please provide the total number and percentage of all Title I schools and districts that made AYP, based on data from the 2005-2006 school year.

Title I School Accountability	Total number of Title I schools in State	Total number of Title I schools in State that made AYP	Percentage of Title I schools in State that made AYP
Based on 2005-2006 School Year Data	200	175	87.50

**Comments:**

Title I District Accountability	Total number of Title I districts in State	Total number of Title I districts in State that made AYP	Percentage of Title I districts in State that made AYP
Based on 2005-2006 School Year Data	48	43	89.60

**Comments:**

### **1.4.3 Title I Schools Identified for Improvement**

**1.4.3.1** Title I Schools Identified for Improvement, Corrective Action, and Restructuring (in 2006-2007 based on the data from 2005-2006)

**1.4.3.2** Briefly describe the measures being taken to address the achievement problems of **schools** identified for improvement, corrective action, and restructuring.

The Wyoming Accountability and School Improvement team has developed a technical assistance program. Any school in the state can participate in the program. Schools identified for improvement, corrective action, or restructuring must participate in the program. Delivery of this program is provided by regional technical assistance contacts from the Accountability and School Improvement team. The technical assistance program is based on the research behind "What Works in Schools" by Robert Marzano and Richard DuFour's Professional Learning Communities model. It includes an online District/School Self Study based on Marzano's factors influencing student achievement that is completed and evaluated to target possible areas for improvement. Each school receives at least two site visits a year to evaluate the school's improvement process and provide targeted technical assistance based on the needs identified. Assistance may include professional development materials and/or workshops; resources; suggestions of strategies and or interventions; information in current research; information on high performing schools and best practices. Schools that are in improvement, corrective action, or restructuring must complete a peer reviewed school improvement plan that is also reviewed and scored by the Accountability and School Improvement team. Schools are provided a School Improvement Plan template, guidance, checklist, and rubric. Schools now receive detailed assessment data including the instructional needs based on skills for individual students, classes, and school. Given the instructional needs of the students, schools can receive content specific guidance from the Wyoming Department of Education's content specialists.

Statewide professional development has been offered for teachers, instructional facilitators, and administrators using "What Works in Schools," Professional Learning Communities, Response to Intervention, and Reading First to develop leadership and improve student achievement.

**1.4.4 Title I Districts Identified For Improvement.**

**1.4.4.1** Title I Districts Identified for Improvement and Corrective Action (in 2006-2007 based on the data from 2005-2006)

**1.4.4.2** Briefly describe the measures being taken to address the achievement problems of districts identified for improvement and corrective action.

Districts identified for improvement and corrective action participate in the same technical assistance program offered to schools. The Accountability and School Improvement team regional representatives meet with district administrators to evaluate district needs and design a technical assistance program for that district. As with the school technical assistance program, districts can receive professional development, materials resources, detailed assessment data about instructional needs from the individual students up to the whole district, information on strategies and interventions, current research, and best practices. District personnel also complete the District/School Self Study to determine areas of greatest need. Any districts in improvement, corrective action, or restructuring must complete a school improvement plan is reviewed and scored by the Accountability and School Improvement team. Districts are provided a School Improvement Plan template, guidance, checklist, and rubric. Progress with the District Improvement Plan is monitored as part of the technical assistance program.

**1.4.5 Public School Choice and Supplemental Educational Services**

<b>1.4.5.1 Public School Choice</b>	
	Number
1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	1
2. Please provide the number of public schools to which students transferred under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	1
How many of these schools were charter schools?	0
3. Please provide the number of students who transferred to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	43
4. Please provide the number of students who were eligible to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	967
<b>Optional Information:</b>	
5. If the State has the following data, the Department would be interested in knowing the following:	
6. The number of students who applied to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	43
7. The number of students, among those who applied to transfer to another public school under the Title I public school choice provisions, who were actually offered the opportunity to transfer by their LEAs, during the 2005-2006 school year.	43
<b>Comments:</b>	

<b>1.4.5.2 Supplemental Educational Services</b>	
	<b>Number</b>
1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring whose students received supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	2
2. Please provide the number of students who received supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	27
3. Please provide the number of students who were eligible to receive supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	1219
<b>Optional Information:</b>	
If the State has the following data, the Department would be interested in knowing the following:	
4. The number of students who applied to receive supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	
<b>Comments:</b> Data not available	

**1.5 TEACHER AND PARAPROFESSIONAL QUALITY**

**1.5.1** In the following table, please provide data from the 2005-2006 school year for classes in the core academic subjects being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate for all schools and in "high-poverty" and "low-poverty" elementary schools (as the terms are defined in Section 1111(h)(1)(C)(viii) of the ESEA). Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State and "low-poverty" schools as schools in the bottom quartile of poverty in the State. Additionally, please provide information on classes being taught by highly qualified teachers by the elementary and secondary school level.

<b>School Type</b>	<b>Total Number of Core Academic Classes</b>	<b>Number of Core Academic Classes Taught by Highly Qualified Teachers</b>	<b>Percentage of Core Academic Classes Taught by Highly Qualified Teachers</b>
<b>All Schools in State</b>	17386	16566	95.28
<b>Elementary Level</b>			
<b>High-Poverty Schools</b>	873	828	94.85
<b>Low-Poverty Schools</b>	643	618	96.11
<b>All Elementary Schools</b>	3355	3187	94.99
<b>Secondary Level</b>			
<b>High-Poverty Schools</b>	1455	1365	93.81
<b>Low-Poverty Schools</b>	5513	5292	95.99
<b>All Secondary Schools</b>	14031	13379	95.35
<b>Comments:</b>			

**Definitions and Instructions**

*What are the core academic subjects?*

**English, reading or 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.**

***How is a teacher defined?***

An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or un-graded 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]

***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 percent of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].

***Should 6th, 7th, and 8th grade classes be reported in the elementary or 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. See Question A-14 in the August 3, 2006, Non-Regulatory Guidance for additional information. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless if their schools are configured as elementary or middle schools.

***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.

*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 English, calculus, history, and science are taught in a self-contained classroom by the same teacher, count these as four classes in the denominator. If the teacher is Highly Qualified in English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.

**1.5.2** For those classes in core academic subjects being taught by teachers who are **not highly qualified** as reported in Question 1.5.1, estimate the percentages of those classes in the following categories (Note: Percentages should add to 100 percent of classes taught by not highly qualified teachers for each level).

<b>Reason For Being Classified as Not Highly Qualified</b>	<b>Percentage</b>
<b>ELEMENTARY SCHOOL CLASSES</b>	
a) 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	88.30
b) 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	11.70
c) Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.00
d) Other (please explain)	0.00
<b>SECONDARY SCHOOL CLASSES</b>	
a) 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)	83.90
b) Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	16.10
c) Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	0.00
d) Other (please explain)	0.00
<b>Comments:</b>	

**1.5.3** Please report the State poverty quartile breaks for high- and low-poverty elementary and secondary schools used in the table in Question 1.5.1.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
<b>Elementary Schools</b>	49.50	23.90
<b>Poverty Metric Used</b>	Free and reduced lunch percentage	
<b>Secondary Schools</b>	41.10	20.30
<b>Poverty Metric Used</b>	Free and reduced lunch percentage	

**Comments:**

### Definitions and Instructions

*How are the poverty quartiles determined?*

Separately rank order elementary and secondary schools from highest to lowest on your percent poverty measure. Divide the list into 4 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.

*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-5 (including K-8 or K-12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

**1.5.4 Paraprofessional Quality.** NCLB defines a qualified paraprofessional as an employee who provides instructional support in a program supported by Title I, Part A funds who has (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

In the following chart, please provide data from the 2005-2006 school year for the percentage of Title I paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

School Year	Percentage of Qualified Title I Paraprofessionals
2005-2006 School Year	70.20

**Comments:**

**1.6 ENGLISH LANGUAGE PROFICIENCY****1.6.1.1 English Language Proficiency (ELP) Standards**

Has the State developed ELP standards (k-12) as required under Section 3113(b)(2) and are these ELP standards fully approved, adopted, or sanctioned by the State governing body?

Developed	Yes
Approved, adopted, sanctioned	Yes
Operationalized (e.g., Are standards being used by district and school teachers?)	Yes

Please provide a detailed description of the State's progress in establishing, implementing, and operationalizing English Language Proficiency (ELP) standards for raising the level of ELP, that are derived from the four domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1).

**STATE RESPONSE**

In 2003 and 2004, Wyoming gathered teachers and other ELP specialists to create English Language Development Standards (ELD). These were developed in language arts, mathematics and science, with a focus upon teaching the Wyoming Content Standards to ELP students. The standards were written for reading, writing, speaking and listening in each content area. These ELD standards were used to provide guidance to the development of Wyoming's ELL assessment, Wyoming English Language Learner's Assessment (WELLA). WELLA is an augmentation of Harcourt's SELP. The WELLA was used for the first time in 2005 to assess Wyoming's ELL students. The WELLA combined listening and reading to obtain a comprehension level for students.

Each of the ELP content area standards was aligned to Wyoming's content standards for purposes of providing teachers with information about what ELL students at various levels of proficiency would look like in the classroom.

One flaw in the approach Wyoming took to development of its ELD standards emerged as further federal guidance clarified that assessment standards should focus upon language learners' academic preparedness. Development was undertaken in 2006 to address this deficiency with regard to the standards and with regard to the state ELL assessment.

**1.6.1.2 Alignment of Standards**

Please provide a detailed description of the State's progress for linking/aligning the State English Proficiency Standards to the State academic content and student academic achievement standards in English language arts/reading and mathematics.

**STATE RESPONSE**

Development of Wyoming's ELD standards used derivative descriptors in the state's academic achievement standards in English and mathematics as mirrored in the state's ELD standards. The committees who developed the ELD standards used guidance in development to align the emerging ELD standards to the existence of academic achievement standards.

In the summer of 2005, Wyoming conducted an alignment study of the state's ELD standards with the new state ELL assessment, WELLA. Wyoming was in transition from district-selected assessments to a state-provided assessment.

A process used in this alignment study was to facilitate a linking study of the district assessments and the WELLA to the assessments districts had been using to assess ELL student progress.

**1.6.2 English Language Proficiency (ELP) Assessments**

**1. The expectation for the full administration of the new or enhanced ELP assessment(s) that are aligned with the State's English language proficiency (ELP) standards as required under Section 3113 (b)(2) is spring 2007. Please indicate if the State has conducted any of the following:**

- An independent alignment study Yes
- Other evidence of alignment Yes

**2. Provide an updated description of the State's progress in developing and implementing the new or enhanced ELP assessments. Specifically describe how the State ensures:**

1. The annual assessment of all LEP students in the State in grades k-12;
2. The ELP assessment(s) which address the five domains of listening, speaking, reading, writing, and comprehension;
3. ELP assessments are based on ELP standards;
4. Technical quality (validity, reliability, etc.)

**STATE RESPONSE**

1. Wyoming collects information about each child identified as LEP and correlates this information to participation in the administration of the WELLA.
2. The WELLA has components specifically assessing reading, writing, speaking and listening. Comprehension is a composite of reading and listening.
3. Wyoming conducted an alignment study and a standard setting based upon the ELD (ELP) standards in 2005.
4. Wyoming's vendor is producing a Technical Manual for the WELLA to address the issues of validity, reliability and other measures of assessment technical quality.



<b>1.6.3.2 Data Reflecting the Most Common Languages Spoken in the State</b>		
<b>2005-2006 Data of the Most Common Languages Spoken by LEPs</b>		
<b>Language</b>	<b>Number of ALL LEP Students in the State</b>	<b>Percentage of ALL LEP Students in the State</b>
1. Spanish	1000	48.60
2. Other	361	17.60
3. Armenian	15	0.70
4. Croatian	15	0.70
5. Polish	10	0.50
6. Khmer	8	0.40
7. Japanese	7	0.30
8. Korean	6	0.30
9. Portuguese	<n	<n
10. Vietnamese	<n	<n
<b>Comments:</b>		



**1.6.4 Immigrant Children and Youth Data**

**Programs and activities for immigrant children and youth**

**Definitions:**

- **# immigrants enrolled in the State** = number of students, who meet the definition of immigrant children and youth in Section 3301(6), enrolled in the elementary or secondary schools in the State
- **# immigrants served by Title III** = 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
- **# of immigrant subgrants** = number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities

**Table 1.6.4 Education Programs for Immigrant Students  
2005-2006**

# Immigrants enrolled in the State	# Immigrants served by Title III	# Immigrant subgrants
281	179	

**Comments:** WDE is in the process of awarding subgrants for immigrant students.

**STATE RESPONSE: (Provide information on what has changed, e.g., sudden influx of large number of immigrant children and youth, increase/change of minority language groups, sudden population change in school districts that are less experienced with education services for immigrant students in the State during the 2 previous years.)**

**1.6.5 Definition of Proficient**

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "proficient" in English as defined by the State's English language proficiency standards and assessments under Section 3122(a)(3). Please include the following in your response:

1. The test score range or cut scores for each of the State's ELP assessments;
2. A description of how the five domains of listening, speaking, reading, writing, and comprehension are incorporated or weighted in the State's definition of "proficient" in English;
3. Other criteria used to determine attaining proficiency in English.

**STATE RESPONSE**

The process used in 2004-2005 is the current model of determining proficiency.

**1.6.6 Definition of Making Progress**

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "making progress" in learning English as defined by the State's English language proficiency standards and assessment(s) in Section 3122(a)(3). Please include the following in your response:

1. A description of the English language proficiency levels and any sub-levels as defined by the State's English language proficiency standards and assessments;
2. A description of the criteria students must meet to progress from one proficiency level to the next (e.g., narrative descriptions, cut scores, formula, data from multiple sources).

**STATE RESPONSE**

Wyoming has changed the definition of "making progress."

1. Wyoming has five levels of proficiency and a sublevel of proficiency progress. The five levels of proficiency are: Introductory, Beginning, Intermediate, Advanced, and Transitional. Sub-levels of progress eliminate the single aggregate averaging, allowing for progress in reading, writing, speaking, listening and comprehension. This eliminates the anomaly of students showing proficient overall, but being two levels deficient in one content area, such as writing. As long as a student shows progress in at least one content area, the student is "making progress."
2. Students demonstrate progress by moving from one level of proficiency as determined by the cut-scores to the next level. Because the WELLA provides proficiency levels for each of the five contents, progress in reading, writing, speaking, listening or comprehension demonstrates "making progress." Students must show progress from one level of proficiency to the next or show progress in one of the content skills from one level to the next to demonstrate progress.

**1.6.7 Definition of Cohort**

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "cohort." Include a description of the specific characteristics of the cohort(s) in the State, e.g., grade/grade span or other characteristics.

**STATE RESPONSE**

Wyoming has reduced the previous nine cohorts (grade span, plus proficiency level) into single date of entry cohorts. Using date of entry, each student is a single unit of analysis for progress. Thus, the state's definition of a cohort is date of entry plus individual progress.

**1.6.8** Information on the Acquisition of English Language Proficiency for ALL Limited English Proficient Students in the State.

Please provide information on the progress made by **ALL LEP students in your State** in learning English and attaining English language proficiency.

Did your State apply the Title III English language proficiency annual measurable achievement objectives (AMAOs) to **ALL LEP** students in the State? No Response

**If yes**, you may use the format provided below to report the requested information.

English Language Proficiency	Percent and Number of ALL LEP Students in the State Who Made Progress in Learning English				Percent and Number of ALL LEP Students in the State Who Attained English Proficiency			
	Projected AMAO Target		Actual		Projected AMAO Target		Actual	
2005-2006 School Year	%	#	%	#	%	#	%	#

**If no**, please describe the different evaluation mechanism used by the State to measure both the progress of ALL LEP students in learning English and in attaining English language proficiency and provide the data from that evaluation.

Wyoming has implemented a unique student identifier for its 2006-2007 assessments. Prior to this date, Wyoming did not have a tracking mechanism to provide the data to meet this requirement. Going forward, Wyoming has the data and the tracking method to meet this goal.

### 1.6.9 Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency for Title III Participants

#### Critical synthesis of data reported by Title III subgrantees

[SEC. 3121(a) p. 1701, 3123(b)(1, 3) p.1704]

Provide the results of Title III LEP students in meeting the State English language proficiency (ELP) annual measurable achievement objectives (AMAOs) for making progress and attainment of English language proficiency as required in Table 1.6.9.

#### TABLE 1.6.9 INSTRUCTIONS:

Report **ONLY** the results from State English language proficiency assessment(s) for LEP students who participate in Title III English language instruction educational programs in grades K-12.

Blackened cells in this form indicate information which, each SEA should collect and maintain, but which is not being collected at this time.

#### Definitions:

1. **MAKING PROGRESS** = as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **DID NOT MAKE PROGRESS** = The number and percentage of Title III LEP students who did not meet the State definition of "Making Progress."
3. **ATTAINED ENGLISH PROFICIENCY** = as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **TOTAL** = the total number of students from **making progress**, **not making progress**, and **attainment**, for each year in the table. The figure reported in this cell should be an unduplicated count of LEP students who participate in Title III English language instruction educational programs in grades K-12.
5. **AMAO TARGET** = the AMAO target for the year as established by State and submitted to OELA in the CSA (September 2003 submission), or as amended and approved, for each objective for "Making progress" and "Attainment" of English language proficiency.
6. **ACHIEVEMENT RESULTS** = The number and percentage of Title III LEP students who met/did not meet the State definitions of "Making Progress" and the number and percentage of Title III LEP students who met the definition for "Attainment" of English language proficiency.

1.6.9 Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency for Title III Participants			
	2005-2006		
	AMAO TARGET	ACHIEVEMENT RESULTS	
	%	#	%
<b>MAKING PROGRESS</b>			
<b>DID NOT MAKE PROGRESS</b>			
<b>ATTAINED ENGLISH PROFICIENCY</b>			
<b>TOTAL</b>			

**Explanation of data for Table**

**Check the answer to the following question.**

Are monitored\* LEP students reflected in the Table "Attainment" "Achievement Results"? No Response

\* Monitored LEP students are those who

- have achieved "proficient" on the State ELP assessment
- have transitioned into classrooms that are not designed for LEP students
- are no longer receiving Title III services, and who are being monitored for academic content achievement for 2 years after transition

**1.6.10 Title III program effectiveness in assisting LEP students to meet State English language proficiency and student academic achievement standards**

[SEC. 3122(b)(2) p. 1703, 3123(b)(1, 4) p.1704-5, 3121(b)(2) p. 1701,]

Provide the count for each year.

It is not necessary to respond to the items in this form, which reference other collections. The information provided by each SEA to those other collections will be collected by OELA and utilized to produce the Biennial Report.

<b>Title III Subgrantee Information</b>	
	<b>2005-2006</b>
Total number of Title III subgrantees for each year	12
Total number of Title III subgrantees that met the AMAO target for <b>making progress</b>	
Total number of Title III subgrantees that met the AMAO target for <b>attaining</b> English proficiency	
Total number of Title III subgrantees that met the AMAO target for <b>AYP</b>	
Total number of Title III subgrantees that met all three Title III AMAOs*	
Total number of Title III subgrantees that met 2 AMAOs	
Total number of Title III subgrantees that met 1 AMAO	
Total number of Title III subgrantees that did not meet <b>any</b> AMAO	
Total number of Title III subgrantees that did not meet AMAOs for two consecutive years	
Total number of Title III subgrantees with an improvement plan for not meeting Title III AMAOs	
Total number of Title III subgrantees who have not met Title III AMAOs for four consecutive years (beginning in 2007-08)	
Did the <b>State</b> meet <b>all</b> three Title III AMAOs? *	<u>No Response</u>

**Comments:** Prior to 2006-2007, Wyoming did not have the means to track this data. The process to track this data is now in place.

\* Meeting all three Title III AMAOs means meeting each State set target for each objective: Making Progress, Attaining Proficiency and making AYP.

**1.6.11** On the following tables for 2005-2006, please provide data regarding the academic achievement of monitored LEP students who transitioned into classrooms not designated for LEP students and who are no longer receiving services under Title III. Please provide data only for those students who transitioned in 2005-2006 school year.

**1.6.11.1** Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State reading language arts assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3		
4		
5		
6		
7		
8		
H.S.		

**Comments:** Prior to 2006-2007, Wyoming did not have the means to track this data. The process to track this data is now in place. We have worked with OELA through technical assistance to address this issue as well.

**1.6.11.2** Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3		
4		
5		
6		
7		
8		
H.S.		

**Comments:** Prior to 2006-2007, Wyoming did not have the means to track this data. The process to track this data is now in place. We have worked with OELA through technical assistance to address this issue as well.

**1.7 PERSISTENTLY DANGEROUS SCHOOLS**

**1.7.1** In the following chart, please provide data for the number of schools identified as persistently dangerous as determined by the State by the start of the 2006-2007 school year. For further guidance on persistently dangerous schools, please refer to the Unsafe School Choice Option Non-Regulatory Guidance, available at:

	Number of Persistently Dangerous Schools
2006-2007 School Year	0

**Comments:**

**1.8 GRADUATION AND DROPOUT RATES****1.8.1 Graduation Rates**

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.

1. The Secretary approved each State's definition of the graduation rate, consistent with section 200.19 of the Title I regulations, as part of each State's accountability plan. Using the definition of the graduation rate that was approved as part of your State's accountability plan, in the following chart please provide graduation rate data for the 2004-2005 school year.

2. 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.

<b>1.8.1 Graduation Rates</b>	
<b>High School Graduates</b>	<b>Graduation Rate</b>
<b>Student Group</b>	<b>2004-2005 School Year</b>
All Students	81.50
American Indian or Alaska Native	51.30
Asian or Pacific Islander	90.30
Black, non-Hispanic	64.90
Hispanic	68.50
White, non-Hispanic	83.40
Students with Disabilities	48.20
Limited English Proficient	55.10
Economically Disadvantaged	61.40
Migrant	0.00
Male	79.00
Female	84.10
<b>Comments:</b> Reviewed and data is correct.	
Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.	

**1.8.2 Dropout Rate**

For purposes of calculating and reporting a dropout rate for this performance indicator, States should use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data

Consistent with this requirement, States must use NCES' definition of "high school dropout," 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.

In the following chart, please provide data for the 2004-2005 school year for the percentage of students who drop out of high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

<b>1.8.2 Dropout Rate</b>	
<b>Dropouts</b>	<b>Dropout Rate</b>
Student Group	2004-2005 School Year
All Students	4.80
American Indian or Alaska Native	10.50
Asian or Pacific Islander	1.10
Black, non-Hispanic	8.00
Hispanic	9.30
White, non-Hispanic	4.20
Students with Disabilities	14.20
Limited English Proficient	10.30
Economically Disadvantaged	6.70
Migrant	0.00
Male	5.20
Female	4.20
<b>Comments:</b> Reviewed and data is correct.	
Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.	

Provide the following information for homeless children and youth in your State for the 2005-2006 school year (as defined by your State). To complete this form, compile data for LEAs with and without subgrants.

**1.9.1 DATA FROM ALL LEAs WITH AND WITHOUT MCKINNEY-VENTO SUBGRANTS**

**1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM**

**1.9.1.1 How does your State define the period that constitutes a school year? (e.g., "The school year shall begin on the first day of July and end on the thirtieth day of June" or "A total of 175 instructional days").**

**STATE RESPONSE**

The school year shall begin on the first day of July and end on the thirtieth day of June.

**1.9.1.2 What are the totals in your State as follows:**

	Total Number in State	Total Number LEAs Reporting
LEAs without Subgrants	43	43
LEAs with Subgrants	5	5

**Comments:**

**1.9.1.3 Number of Homeless Children And Youth In The State**

Provide the number of homeless children and youth in your State enrolled in public school (compulsory grades--excluding pre-school) during the 2005-2006 school year according to grade level groups below:

Grade Level	Number of homeless children/youth enrolled in public school in LEAs without subgrants	Number of homeless children/youth enrolled in public school in LEAs with subgrants
K	9	46
1	10	47
2	11	57
3	14	40
4	8	43
5	9	33
6	27	35
7	14	36
8	22	29
9	23	26
10	26	12
11	32	7
12	29	33

**Comments:**

**1.9.1.4 Primary Nighttime Residence Of Homeless Children And Youth**

Of the total number of homeless children and youth (excluding preschoolers), provide the numbers who had the following as their primary nighttime residence at the time of initial identification by LEAs.

Primary nighttime residence	* Number of homeless children/ youth-- excluding preschoolers LEAs <b>without</b> subgrants	* Number of homeless children/ youth-- excluding preschoolers LEAs <b>with</b> subgrants
Shelters	44	159
Doubled-up	114	129
Unsheltered (e.g., cars, parks, campgrounds, etc.)	15	20
Hotels/Motels	25	58
Unknown	36	78

**Comments:**

\* The primary nighttime residence is the basis for identifying homeless children and youth. The totals should match the totals in item #3 above.

**1.9.2.1 Number Of Homeless Children And Youths Served By McKinney-Vento Subgrants**

Provide the number of homeless children and youth that were served by McKinney-Vento subgrants in your State during the 2005-2006 academic school year disaggregated by grade level groups

Grade levels of homeless children and youth served by subgrants in 2005-2006	Number of homeless children and youth <i>served</i> by subgrants enrolled in school by grade level
K	46
1	47
2	57
3	40
4	43
5	33
6	35
7	36
8	29
9	26
10	12
11	7
12	33

**Comments:**

**1.9.2.2 Number of homeless preschool-age children**

Provide the number of homeless preschool-age children in your State in districts with subgrants attending public preschool programs during the 2005-2006 school year (i.e., from birth through pre-K).

**Number of homeless preschool-age children enrolled in public preschool in LEAs with subgrants in 2005-2006**

<n

**Comments:**

**1.9.2.3 Unaccompanied Youths**

Provide the number of unaccompanied youths served by subgrants during the 2005-2006 school year.

**Number of homeless unaccompanied youths enrolled in public schools in LEAs with subgrants in 2005-2006**

<n

**Comments:**

**1.9.2.4 Migrant Children/Youth Served**

Provide the number of homeless migrant children/youth served by subgrants during the 2005-2006 school year.

**Number of homeless migrant children/youth enrolled in public schools (Total for LEAs with subgrants)**

0

**Comments:**

**1.9.2.5 Number of Children Receiving Educational and School Support Services**

Provide the number of homeless children and youth served by subgrants and enrolled in school during the 2005-2006 school year that received the following educational and school support services from the LEA

<b>Educational and school related activities and services</b>	<b>Number of homeless students in subgrantee programs that received educational and support services</b>
Special Education (IDEA)	84
English Language Learners (ELL)	19
Gifted and Talented	11
Vocational Education	15

**Comments:**

**1.9.2.6 Educational Support Services**

Provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

<b>Services and Activities Provided by the McKinney-Vento subgrant program</b>	<b>Number of your State's subgrantees that offer these services</b>
Tutoring or other instructional support	2
Expedited evaluations	0
Staff professional development and awareness	1
Referrals for medical, dental, and other health services	1
Transportation	2
Early childhood programs	0
Assistance with participation in school programs	3
Before-, after-school, mentoring, summer programs	1
Obtaining or transferring records necessary for enrollment	2
Parent education related to rights and resources for children	2
Coordination between schools and agencies	2
Counseling	2
Addressing needs related to domestic violence	2
Clothing to meet a school requirement	1
School supplies	2
Referral to other programs and services	2
Emergency assistance related to school attendance	2
Other (optional)	0

**Comments:**

**1.9.2.7 Barriers To The Education Of Homeless Children And Youth**

Provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youth during the 2005-2006 school year.

<b>Barriers</b>	<b>List number of subgrantees reporting each barrier</b>
Eligibility for homeless services	1
School selection	1
Transportation	2
School records	1
Immunizations or other medical records	0
Other enrollment issues	0

**Comments:**

**1.9.2.8 Additional Barriers (Optional)**

Note any other barriers not listed above that were frequently reported:

<b>List other barriers</b>	<b>List number of subgrantees reporting each barrier</b>

**Comments: None to report.**

**1.9.2.9 Academic Progress of Homeless Students**

In order to ensure that homeless children and youth have access to education and other services needed to meet the State's challenging academic standards:

a) Check the grade levels in which your State administered a statewide assessment in reading or mathematics; b) note the number of homeless children and youth served by subgrants in 2005-2006 that were included in statewide assessments in reading or mathematics; and c) note the number of homeless children and youth that met or exceeded the State's proficiency level or standard on the reading or mathematics assessment.

**Reading Assessment:**

School Grade Levels *	a) Reading assessment by grade level (check boxes where appropriate; indicate "DNA" if assessment is required and data is not available for reporting; indicate "N/A" for grade not assessed by State)	b) Number of homeless children/youth taking reading assessment test.	c) Number of homeless children/youth that met or exceeded state proficiency.
Grade 3	Yes	30	9
Grade 4	Yes	39	7
Grade 5	Yes	31	13
Grade 6	Yes	24	<n
Grade 7	Yes	28	7
Grade 8	Yes	24	9
Grade 9	N/A		
Grade 10	N/A		
Grade 11	Yes	7	<n
Grade 12	N/A		

**Comments:** Grades 9, 10, and 12 not tested.

**Mathematics Assessment:**

School Grade Levels *	a) Mathematics assessment by grade level (check boxes where appropriate; indicate "DNA" if assessment is required and data is not available for reporting; indicate "N/A" for grade not assessed by State)	b) Number of homeless children/youth taking mathematics assessment test.	c) Number of homeless children/youth that met or exceeded state proficiency.
Grade 3	Yes	29	10
Grade 4	Yes	39	12
Grade 5	Yes	31	13
Grade 6	Yes	24	7
Grade 7	Yes	28	10
Grade 8	Yes	24	<n
Grade 9	N/A		
Grade 10	N/A		
Grade 11	Yes	7	<n
Grade 12	N/A		

**Comments:** Grades 9, 10, and 12 not tested.

\* Note: State assessments in grades 3-8 and one year of high school are NCLB requirements. However, States may assess students in other grades as well.