

Directions for Completing the ED165  
Connecticut School Data Report  
2013-14



Connecticut State Department of Education  
September 2013

## Table Of Contents

<u>Topic</u>	<u>Page</u>
Introduction	ii
Who should file?	ii
Schedule 1: Selected Student Accounting	1
Schedule 2: School Calendar and Schedule	1
Schedule 4: School Resources	2
Schedule 5: Staff Attendance	4
Schedule 6: Connecticut Physical Fitness Test	5
Schedule 11: Hours of Instruction	5
Schedule 14: Student Employment: Grades 11 and 12	7

## Introduction

As part of the Governor's Red Tape Reduction Effort, the ED165 has undergone a significant reduction of schedules and data collected this year. Several former schedules have been removed and others have been reduced. The table below summarizes these important changes.

<b>Last Year's Schedule Number</b>	<b>Title</b>	<b>Action</b>
Schedule 1:	Selected Student Accounting	Reduced – Part 1C eliminated
Schedule 2:	School Type and Status	Deleted
Schedule 3:	School Calendar and Schedule	Moved to Schedule 2
Schedule 4:	School Resources	Part A simplified
Schedule 5:	Staff Attendance	No Changes
Schedule 8:	Selected Grades Class Size	Deleted
Schedule 10:	Selected Course Enrollment	Deleted
Schedule 11:	Hours of Instruction	No Changes
Schedule 12:	Connecticut Physical Fitness Test	Moved to Schedule 6
Schedule 13:	Selected High School Course Enrollment	Deleted
Schedule 14:	Student Employment: Grades 11 and 12	No Changes
Schedule 15:	Selected Elective Course Offerings	Deleted

For questions regarding the ED165, Connecticut School Data Report, please call Raymond Martin at (860) 713-6876 or e-mail him at [raymond.martin@ct.gov](mailto:raymond.martin@ct.gov).

## Who Should File?

The legislation establishing the Strategic School Profiles, C.G.S. 10-220(c), states "each local and regional board of education shall submit to the commissioner of education a strategic school profile report for each school under its jurisdiction and for the school district as a whole."

Commissioner's Circular Letter C-1 (August 2, 1995) and Memorandum of Clarification (September 7, 1995) provided the following definition of a school. "If the program is housed in an identifiable facility; has students enrolled for the full school year; had a faculty assigned to the facility; is run by a certified administrator who does not report to another school's administrator; provides a completely separate and self-contained learning experience; and (at the secondary level) grants diplomas, it should be considered a school."

A school may exist at more than one site, and two schools may share the same facility. Thus, a 7-12 junior-senior high can be reported as a junior high and a senior high if they operate autonomously.

Students who are part of a high school's alternative program, which may be run in a different site, should be reported under the school from which they receive a diploma. Essentially, all students that are enrolled in a district must be accounted for in a reported school, except students enrolled in a Pre-kindergarten only school or a special education program.

***All schools with the exception of district-wide Pre-kindergarten or special education programs (school code of 90) must file an ED165.***

Any magnet or regional school established by RESCs which students attend full-time and which meets the above criteria for a school must be reported. Any state or local charter school established by C.G.S 10-66bb, which meets the above criteria, must be reported.

***FOR EVERY PLACE THAT YOU DEFINE AS A SCHOOL, IT IS CRITICAL THAT IT BE REPORTED AS SUCH ON EVERY DEPARTMENT DATA COLLECTION.***

## Individual Schedule Directions

### SCHEDULE 1. SELECTED STUDENT ACCOUNTING

#### A. Readiness to Learn

Filed by: All elementary schools with kindergarten students

General Instructions: Record the number of kindergartners enrolled on October 1, 2013, who regularly attended a Head Start program, nursery school, licensed day care center or public preschool program between September 1, 2012, and August 31, 2013.

NOTE: Do NOT count students who only attended family day care centers.

Special Consideration: If a student is repeating Kindergarten, determine their pre-kindergarten experience status between September 1, 2011, and August 31, 2012 and include them in the figure reported.

#### B. Truant

General Instructions: Record the number of students who were classified as truant at some point during the 2012-13 school year. According to Connecticut General Statutes Section 10-198a, a student is considered truant if she/he "has four unexcused absences from school in any one month or ten unexcused absences from school in any school year". Please note that once a student qualifies as truant, they are considered truant for the entire year.

### SCHEDULE 2. SCHOOL CALENDAR AND SCHEDULE (Formerly Schedule 3)

Filed by: All Schools

#### A and B: School Calendar

General Instructions: Report the number of days of instruction and hours of instruction for both Half/Extended-day K and Grades 1-12 and Full-day K that were scheduled for your school at the start of the school year. "Actual School Work," reported as Hours of Instruction Per Year, may not include time for lunch/snack, recess, homeroom, passing time, nonacademic opening/closing exercises or instructional time that is not required of all students. Use Schedule 3-Supplement: **School Calendar Worksheet** (attached to ED165 form) to calculate the total instructional hours per year and retain a copy of that schedule for later reference.

Legal Considerations (Excerpts):

- C.G.S. Sec. 10-15 Towns to Maintain Schools: "Public Schools including kindergartens shall be maintained in each town for at least one hundred eighty days of actual school sessions during each year. ..."
- C.G.S. Sec. 10-16 Length of School Day: "Each school district shall provide in each school year no less than one hundred eighty days of actual school sessions for grades kindergarten to twelve, inclusive, and nine hundred hours of actual school work for full-day kindergarten and grades one to twelve, inclusive, and four hundred and fifty hours of kindergarten, provided school districts shall not count more than seven hours of actual school work in any school day towards the total required for the school year."

Special Considerations:

- Grades within a school operating under different schedules: In some schools, different grades within the school operate under different schedules. For example, Grades 1 and 2 may have an extra recess period that Grades 3-5 do not have; or, in a K-8 school, Grades 1-4 operate on an elementary schedule while Grades 5-8 operate on a middle school schedule. Determine the hours of instruction for each set of grades. Use multiple copies of the School

Calendar Worksheet for this purpose. The school average to be reported on Schedule 3 will be a student-weighted average of the different schedules. For example, if Grades 1-2 have 80 students and 940 hours of actual school work and Grades 3-5 have 120 students and 980 hours of actual schoolwork, you should report 964 hours ( $\{[80 \times 940] + [120 \times 980]\} / \{80 + 120\}$ ) on Schedule 3. Do not count Kindergarten students in this calculation.

### C. Standard Full School Day Schedule

General Instructions: Report the number of full school days for students, the opening and closing times for students on full school days, the amount of time students receive for lunch on those days and the availability for recess on full school days. By definition, school days shortened for teacher parent conferences, teacher professional development, prior to holidays, etc. are shorter than a full school day and therefore should not be counted on Schedule 3C. If your school has more than one type of full school day (i.e., days that have different start and end times), report the most common full school day and only report the number of full school days using that schedule on line C1. When calculating the amount of time available to students for lunch, make certain any passing time afforded to students to get to and from the cafeteria is not included in the lunch period. When answering the question on recess, make certain to report what is scheduled to be available on a full school day. Report the highest grade in your school where recess of at least 20 minutes per day is scheduled to be offered.

#### Special Considerations:

- Different lunch lengths: If your standard school day has lunch periods of differing lengths, report an average lunch period length. For example, if lunches are normally 20 minutes, but are 30 minutes on Fridays, a prorated average for a normal week would be 22 minutes [20 minutes \* 4 days + 30 minutes on Friday = 110 minutes per week / 5 days = 22 minutes per day].
- High school lunch/studies: Some high schools do not offer set lunch periods. Instead, they allow students to eat during their study periods, if they have one. Schools using this model should not report these periods, unless all students are required to have a study period (common practice is not sufficient). If the lunch/study is required of all students, report the portion of the lunch/study in which students may eat. Please note the time reported available for lunch in the lunch/study period may not be counted as instructional time on Schedule 3B above.
- Teachers' discretion over recess: Some schools give teachers some discretion over recess. If teachers of a certain grade are given the discretion to choose whether or not to schedule recess or not, do not count that grade as having recess. If, on the other hand, recess is scheduled, but teachers are given the authority to cancel recess on a given day for a class or a student, count that grade as having recess.

### SCHEDULE 3. RESERVED FOR FUTURE NEEDS

### SCHEDULE 4. SCHOOL RESOURCES

Filed by: All Schools

#### A. Number of Computers Available for Instruction

General Instructions: Record the number of computers (including tablet computers) available to students and the count of computers connected to the Internet by connection speed. The total of computers reported in Section a must be greater than or equal to the total number reported in Section b (Count by Internet connection speed). Mathematically put:  $a \geq b$ . Count only MS-DOS computers with a minimum of 256K of memory, Apple computers with at least 128K of memory (Ile, Iic, Iigs), all computers with a Windows or OS/2 operating system, and all Macintosh computers.

#### Special Considerations:

- Computers housed in shared facilities: Prorate by enrollment into each school those computers available to all students. Computers available to students in a specific course in one school (e.g., high school CAD/CAM graphics, or a special education resource room) should be counted in the one school only. Suppose a junior high of 200 students shares a building with a senior high of 300 students. The building has 60 computers, 15 in a high school business education class and 45 available to all students. Record  $(200/500) \times 45 = 18$  computers in the junior high and  $(\{300/500\} \times 45) + 15 = 42$  in the high school.

## B. Technological Infrastructure

General Instructions: Record the number of classrooms, labs and libraries that have functional wiring for or are connected to the Internet access and multi-room local area network(s), the total number of classrooms libraries and labs and if the school has a wireless network. Do not report rooms where the wiring is not capable of communicating with others outside of the classroom. For example, a school which has wiring for Internet connection in all rooms, but does not have the connection to the outside (i.e., no T1, cable, modem line, etc.) should not be considered wired because the wiring is not functional. Internet access can include rooms that have a stand-alone modem as well as those that have access through a local area network (LAN). A multi-room LAN links computers in multiple instructional areas. Do not count rooms that have a stand-alone LAN. Make certain that you are consistent on the definition of what rooms are included in this schedule, both section B.I and B.II. The figure reported in B.I will be used to calculate the percentage of rooms wired for each technology (B.II). For the purposes of this schedule, a school must have at least one wireless access point available to students to be considered to have a wireless computer network.

District Data Check: The number of rooms indicated in B. II. should be checked against the total room count in question B. I. Results in question B. II. must be less than or equal to the number of rooms in B. I. The number of Multi-room LANs access reported in B.II cannot be 1.

## C. Distance Learning

General Instructions: Check the appropriate box if your school utilizes interactive distance learning. If your school is wired for interactive distance learning, but has not used this ability in a year and is not scheduled to use it this school year, do not check the box.

## D. Library Resources

General Instructions: Record the number of library/media center materials and computers that are readily available to students in each of the categories listed. Do not include those materials that are located in the library/media center, but are resource materials for professional staff.

Special Considerations:

- Schools without libraries: Schools that do not have a school library should indicate so by checking the box provided for that use and leave the balance of Schedule 4D blank.
- Computers in the library: In line D. IV., report the number of computers that are available for student use in the library. Note: this figure should not be greater than the number of computers reported on Schedule 4A.
- Counting non-print materials: Report the number of individually available materials. For example, a CD-ROM that contains 26 volumes of an encyclopedia is only available to one person at a time and so counts as one item. A five tape videotape series, however, can be accessed by five different students at the same time and should be counted as five items.
- Shared Library/Media Centers: If your school shares a library/media center with another school or an institution of higher education, prorate the volumes and computers by enrollment. Schools may modify their proration to account for age appropriateness of certain library books, but both schools must agree and the total number of volumes reported must not exceed the number of volumes in the library. Any volumes that are age appropriate to only one of the schools sharing the library should be put aside before the prorating and attributed to the school with the appropriately-aged students.
- Library Materials Housed in Classrooms: Library-type materials housed in classrooms should not be included on Schedule 4D.

E. Teacher Communication

General Instructions: Report if school or district issued e-mail is available to all, some or none of the teachers in your school and if your school website (if your school has one) has a space devoted to teacher “homework pages” or other communications for parents and students from individual teachers. Report only the availability of school or district issued e-mail and not personal e-mail accounts and those provided to teachers, not administrators or support staff.

SCHEDULE 5. STAFF ATTENDANCE

Filed by: All Schools Open in 2012-13

General Instructions: For the 2012-13 school year, record to one decimal place under total FTE days absent the sum of the whole and part school days absent due to illness (including personal, family and worker's compensation) and personal time (including family funeral, religious holidays, and jury duty) for classroom teachers. For the purposes of this schedule, consider the absence of only full-time and part-time classroom teachers who worked exclusively in your school and itinerant teachers who work at least .5 FTE in your school during the 2012-13 school year. Record under 2012-13 FTE classroom teacher count the number of full-time equivalent classroom teachers working in your school in 2012-13. Classroom teachers are certified professionals who provide direct instructional services to pupils. Count full-time and part-time people serving as kindergarten, elementary, art, music, physical education, English, world language, mathematics, reading, health, science, social studies, vocational education, bilingual, English as a second language, remedial reading or mathematics, gifted and talented, and special education except speech and hearing. Record under 2012-13 FTE classroom teacher count the number of full-time equivalent classroom teachers working in your school in 2012-13.

*Note:* Do not report the average number of days absent for teachers, the state needs the aggregate numbers to make district level calculations.

Special Considerations:

- Part-time staff: All staff that are scheduled to work only in your school at least one half day per week should be reported. Count only the full-time equivalent time missed. For example, if a .4 FTE world language teacher missed a day, add 0.4 days to the sum for classroom teachers.
- Itinerant staff: All staff who are scheduled to work only in your school at least half-time should be reported. Count only the time missed when they were scheduled in your school. For example, if a music teacher who works mornings in your school and afternoons in another, misses a day, add .5 days to the absentee sum.
- Long-term illness: If a staff member out on a long-term illness (greater than 10 days) was replaced by a person fully certified for the position, report only those days before the appropriately certified substitute started or when the substitute was out ill. If no appropriately certified substitute was hired, include all of the days of a long-term illness. If a teacher died or left in the middle of the school year, count as absences the number of days until a person fully certified for the position replaced the teacher.
- School (re) opened in September 2013: If your school was not operating in the 2012-13 school year, leave this schedule blank.
- Positions Vacant at the beginning of the school year– If your school had a vacant position at the beginning of the school year that was covered by a substitute and eventually filled, treat the days before the position was filled as teacher absences.

SCHEDULE 6: CONNECTICUT PHYSICAL FITNESS ASSESSMENT (Formerly Schedule 12)

Filed by: All schools with Grades 4, 6, 8, and 10

General Instructions: Transfer the information from your physical education teacher's Test Administrator's Summary Report Form of the Connecticut Physical Fitness Assessment. Physical Education teachers have been instructed to turn over a copy of their Summary Report Form to the school Principal. Report the results for all of the assessments. If all or some of your students take physical education only in the spring semester, these students must be tested early in the semester and the results must be reported by April 11, 2014.

District Data Checks: (1) The numbers reported in Lines c, d, e and f must each be less than or equal to the number reported on Line a. (2) The number reported on Line g must not be larger than any of the numbers reported on Lines c, d, e or f.

SCHEDULES 7 - 10. RESERVED FOR FUTURE NEEDS.

SCHEDULE 11. HOURS OF INSTRUCTION

A. Regular Instructional Program

Filed by: Schools with Grades 2, 5, and/or 8

General Instructions: Estimate to the nearest hour the hours of instruction per year in each of the 16 instructional program areas listed. Be sure to consider length of your school year, shortened days, rotational schedules and courses taught for part of the year in your calculations. District guidelines may be used if actual teacher practice does not differ significantly from them. In Grade 8, report the number of required and elective hours of instruction available to students. For all three grades, check the "Integrated" column if all or significant portions of two or more courses are taught in conjunction with each other, but make certain that all subjects checked have some instructional time reported for them and that no hour is counted in more than one subject.

The following table was created to assist you in estimating the hours of instruction per year for each subject. It was based on a 180-day model with no days running under a shortened schedule.

*Hours per Year Conversion Table*

<b>HOURS PER YEAR</b>	<b>EQUIVALENT</b>
<b>18</b>	<b>30 minutes per week or six minutes per day</b>
<b>30</b>	<b>10 minutes per day</b>
<b>60</b>	<b>20 minutes per day</b>
<b>90</b>	<b>30 minutes per day</b>
<b>113</b>	<b>38 minutes per day (the minimum with an eight period/ 180 day)</b>
<b>129</b>	<b>43 minutes per day (the minimum with a seven period/ 180 day)</b>
<b>135</b>	<b>45 minutes per day</b>
<b>150</b>	<b>50 minutes per day</b>
<b>180</b>	<b>One hour per day</b>
<b>270</b>	<b>1.5 hours per day</b>
<b>360</b>	<b>2 hours per day</b>

SCHEDULE 11A (continued)

Special Considerations:

- Computer Education Instruction: Count the time teaching students how to use the computer, but not time using the computer as an instructional tool, to write papers for other subjects, searching the Internet or for games.
- Library/Media Skills in Grades 2 and 5: If a certified library/media specialist serves your school, estimate the time spent on learning library/media skills. If your school does not have a certified specialist, enter zero. Count under English Language Arts time spent at the library selecting and reading a book and library skills taught by the regular classroom teacher.
- Music in Grade 8: For Grade 8 music, only report required hours on Schedule 11A. Elective hours and further information on required hours are collected on Schedule 11B.

B. Grade 8 Music Instruction

Filed by: All schools with Grade 8

General Instructions: For each category of music instruction listed (general classroom, orchestral string instruction, band instrumental, and vocal music) record the number of Grade 8 students enrolled as of October 1 and the hours per year of instruction. Be sure to consider length of your school year, shortened days, rotational schedules, and courses taught for part of the year in your calculations. If general classroom music is required of all students, the hours reported should equal the number of hours reported for Grade 8 required music on Schedule 11A.

Special Considerations:

- If general music is required and the general course meets for less than a full year, your number of students enrolled in general music instruction should equal your Grade 8 enrollment.

C. Elementary/Middle School World Language Instruction

Filed by: Elementary and Middle schools

General Instructions: Indicate if your school offers world language instruction of which at least 35 hours per year (about one hour per week) in a single language that is continued in subsequent grades. If such instruction is offered, record for each language taught the start grade of such instruction. If your school does not offer formal world language instruction in that language, if the instruction in that language amounts to less than 35 hours per year or if the instruction does not continued in subsequent grades, the space next to the language blank.

District Data Check: Check that at least 35 hours of world language instruction are reported on Schedule 11A for each grade in your school above the start grade reported. If you do not report at least 35 hours of world language at the subsequent grades, world language is not considered ongoing and systematic and should not be reported, unless your school is in the process of phasing in world language instruction.

SCHEDULES 12 – 13. RESERVED FOR FUTURE NEEDS

SCHEDULE 14. STUDENT EMPLOYMENT: GRADES 11 AND 12

Filed by: High Schools

General Instructions: Determine for all Grade 11 and 12 students the number of hours of paid employment in a "typical" seven-day week this fall. Do NOT count volunteer work. For students in youth apprenticeship, count only those hours of employment that occur outside of normal school hours.

Data Collection Hint: One successful method of collecting these data is to choose a specific period on one day and ask your teachers of Grade 11 and 12 students to collect the data by asking for a show of hands.

## Connecticut School Data Report, 2013-14

### INSTRUCTIONS

1. Read Directions for Completing the ED165 thoroughly.
2. Submit data only for those questions that pertain to your school.
3. Enter the data through the ED165 web based data entry system or submit them to your central office for entry (depending on district policy).
4. Final edited copies must be entered into the ED165 data entry system no later than **January 6, 2014**.
5. If you have questions, please email Raymond Martin at raymond.martin@ct.gov .

District Name:	School Name:
Contact Person:	Telephone: <span style="float: right;">ext.</span>
Contact person's email address:	

#### Schedule 1. Selected Student Accounting

<b>A. Readiness to Learn (Schools with Kindergarten)</b> Prekindergarten Educational Experience. Record the number of Kindergarten students enrolled October 1, 2013, who regularly attended a Head Start program, nursery school, licensed day care center or public preschool program between September 1, 2012, and August 31, 2013.	<u>Count</u>
<b>B. Truant:</b> Report the number of students that were classified as truant during the <b>2012-13</b> school year. Include students who were truant before dropping or transferring out of your school.	<u>Count</u>

Schedule 2. 2013-14 School Calendar and Schedule (All Schools) Refer to instructions in Directions for Completing the ED165. Use the attached Schedule 3-Supplement: School Calendar Worksheet for computing instructional hours.

<b>A. Number of Days of Instruction:</b>							
<b>B. 1. Number of Hours of Instruction Per Year Grades 1-12 &amp; Full-day K:</b>							
2. Number of Hours of Instruction Per Year: Half/Extended-day K:							
<b>C. Standard Full School Day Schedule – Answer the following questions for your school's standard full day:</b>							
1. Report the number of full (non-shortened) school days for students in your calendar year.						Number:	
2. School hours for students - use bell schedule for your standard full school day				Start Time:	:	End Time:	:
3. Lunch – Report the number of minutes per day each student is provided for lunch. If lunch periods are of different length, report the average length. High schools – please see the Directions for Completing the ED165 for directions on how to calculate study/lunch periods.						Minutes per day:	
4. Recess: Indicate if a recess of at least 20 minutes per day is provided to your students during full school days. If a recess of at least 20 min. is available, indicate the highest grade at which it is provided.				Recess of at least 20 min. provided? Yes ___ No ___		If yes, indicate the highest grade to which it is provided.	

Schedule 4. School Resources (All Schools)

<p><b>A. Computers Available for Instruction:</b> Indicate the number of operative computers (including tablet computers) used as part of instruction by type and indicate how many of them are connected to the internet (Section b). Computers can be counted in both sections, but only once in each section. If computers are shared with another school, prorate the computers by enrollment. All computers should be counted in section a, but only those with internet capability should be counted in section b.</p>			
<p><i>Note: The total of computers must be greater than or equal to that in section b (<math>a \geq b</math>).</i></p>			
		b. Count by Internet connection speed	
	a. Count	<b>Slower than 128 Kbps</b>	<b>128 Kbps or faster</b>
All Instructional Computers			
<p><b>B. Technological Infrastructure:</b> Report the number of classrooms, libraries and labs that meet the following criteria. Local area network (LAN) must connect multiple instructional areas (i.e., do not count rooms with single room LANs). Do not report the number of LANs. Do not report non-functional wiring.</p>			Number of Rooms
I.	Total number of classrooms, libraries and labs in school: (Must be greater than/equal to rooms wired)		
II.	Number of classrooms, libraries and labs reported above that have functional wiring for: (Cannot be greater than total reported in B.I. above)		Internet access
			Multi-room LAN access
III.	Wireless Computer Network (s): Does the school have at least one functional wireless computer access point available to students?	Check appropriate answer Yes ___ No ___	
<p><b>C. Distance Learning:</b> Check in the box provided if your school utilizes interactive distance learning for student instruction</p>			Check if appropriate
Schedule 4. School Resources			
<p><b>D. Library Materials:</b> Record the number of library media center materials readily available to students in each category below as of October 1, 2013. If library is shared with another school, prorate the volumes by enrollment. Do not count library-type materials housed in classrooms. If school does not have a library, check the box to the right and proceed to the next schedule.</p>			If no library is present in the school, check box at right
			Enter count
I.	Printed volumes in the school's library media center		
II.	Estimated number of printed volumes acquired in the past three years		a. Purchased
			b. Otherwise Acquired
III.	Current hard copy (printed) periodicals subscriptions in the library media center		
IV.	Number of dedicated internet connected computers available to students in the library (Note: this figure cannot be greater than the total number of computers and total number of internet connected computers reported on Schedule 4A. above)		
V.	Non-print materials (videotapes, CD-ROMs, video disks, audiocassettes) on-site - Report these individually, e.g., one CD with 26 encyclopedia volumes on it as one.		

Schedule 4. School Resources (continued)

<b>E. Teacher Communication</b> – Report the availability of school or district issued e-mail to your teachers and the presence of space on your school website (if you have one) devoted to homework pages or other communications for parents and students from individual teachers. (Check ( <i>J</i> ) below the appropriate answer)				
I.	Do some, all or none of your teachers have school or district issued e-mail addresses?	<u>All</u>	<u>Some</u>	<u>None</u>
II.	Does your school have a website with a portion of the site devoted to homework pages for individual teachers? If your school does not have website, check “N/A”	<u>Yes</u>	<u>No</u>	<u>N/A</u>

Schedule 5. Staff Attendance 2012-13 (All Schools)

Record to one decimal point the total number of days absent for classroom teachers and the number of classroom teachers in <b>2012-13</b> . Refer to the Directions for Completing the ED165 for definitions of classroom teachers and what absences to count. <i>Note: Do <u>not</u> report average number of days absent.</i>	Total FTE days absent	FTE classroom teacher count
Classroom Teachers		

Schedule 6: Connecticut Physical Fitness Assessment (Grades 4, 6, 8 and 10)\* **Formerly Schedule 12**

Transcribe from your physical education teacher’s Summary Report Form, the results of the administration of the Connecticut Physical Fitness Assessment. <i>Only report results for students who took all four assessments.</i>	Grade 4		Grade 6		Grade 8		Grade 10	
	Male	Female	Male	Female	Male	Female	Male	Female
a) Number of students tested on all four items								
b) Number of students medically exempt								
c) Number of students from line “a” meeting the aerobic endurance standard (One-Mile Run/Walk or PACER)								
d) Number of students from line “a” meeting the flexibility standard (Back-Saver Sit-and-Reach)								
e) Number of students from line “a” meeting the upper body strength and endurance standard (90° Push-Up)								
f) Number of students from line “a” meeting the abdominal muscle strength and endurance standard (Curl-Up)								
g) Number of students meeting the standards on all 4 test items								

\* *Note:* Middle and High Schools that administer physical fitness tests in the spring (either wholly or in part) must submit these results by April 20, 2014. All fall results must be submitted with the balance of the ED165.

**Schedule 11: Hours of Instruction (Schools with Grades 2, 5 and/or 8)**

**A. Regular Instructional Program.** For each of the subjects below, estimate the hours of instruction per year. Grades 2 and 5 should sum to approx. the same number of hours reported in Schedule 3. Only count instruction provided within the standard school day. See Directions for Completing the ED165 for assistance in estimating hours of instruction.

Integrated/Interdisciplinary: For all three grades, place an “X” in the Integrated/Interdisciplinary column if instruction in a particular subject is integrated with another subject. Note: If a subject is coded as integrated, some time must be attributed to that subject. Do not put the number of hours in the Integrated/Interdisciplinary column.

Regular Program Instruction	Grade 2		Grade 5		Grade 8		
	Hours per Year	Integrated/ Inter-disciplinary*	Hours per Year	Integrated/ Inter-disciplinary*	Required Hours per Year	Elective Hours per Year	Integrated/ Inter-disciplinary*
Art							
Computer Education							
English Language Arts (incl. reading)							
World Languages							
Health							
Family & Consumer Science							
Library Media Skills							
Mathematics							
Music						(see Schedule 11b below)	
Physical Education							
Science							
Social Studies							
Technology Education							
Nongraded Activity Period							
Advisor-Advisee Period							

\* Note: If a subject is integrated with another subject, some time must be reported for that subject. The label of integrated only refers to how the subject is taught and does not effect the requirement to report the amount of instructional hours devoted to the subject.

Schedule 11 (continued)

<b>B. Grade 8 Music Instruction (Schools with Grade 8):</b> Enter the number of Grade 8 students enrolled in each course on Oct. 1 and the hours of instruction per year that the course is offered.	Enrollment	Hours per Year
General Classroom		
Orchestral String Instruction		
Band Instrumental		
Vocal Music		
<b>C. Elementary/Middle School World Language Instruction:</b> Report the language(s) and start grade in which ongoing and systematic world language instruction of <u>at least</u> one hour per week is provided (35 hours per year). Indicate the start grade next to the language. If language is not taught or if instruction does not meet criteria, leave blank.		
If world language is not taught or if instruction does not meet the criteria above, check here _____		
<u>Language</u>	<u>Start Grade</u>	<u>Language</u>
Chinese: _____	French: _____	German _____
Latin: _____	Spanish _____	Other: _____ (Indicate): _____

Schedule 14. Student Employment: Grades 11 and 12 (High Schools)

Record the number of Grades 11 and 12 students who were employed during a “typical” seven-day week this fall. Do NOT include volunteer work. Count those hours of school-related employment that occur outside of the school day. See the Directions for Completing the ED165 for suggestions on collecting these data.	Number of students
Not employed this fall	
Worked less than 8 hours per week	
Worked 8 or more but less than 16 hours per week	
Worked 16 or more hours per week	