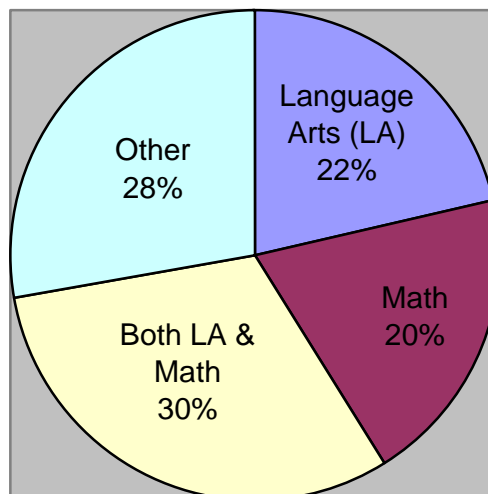


## **Gifted and Talented Student Education Funds FY2008 (2007-2008) End-of-Year Report**

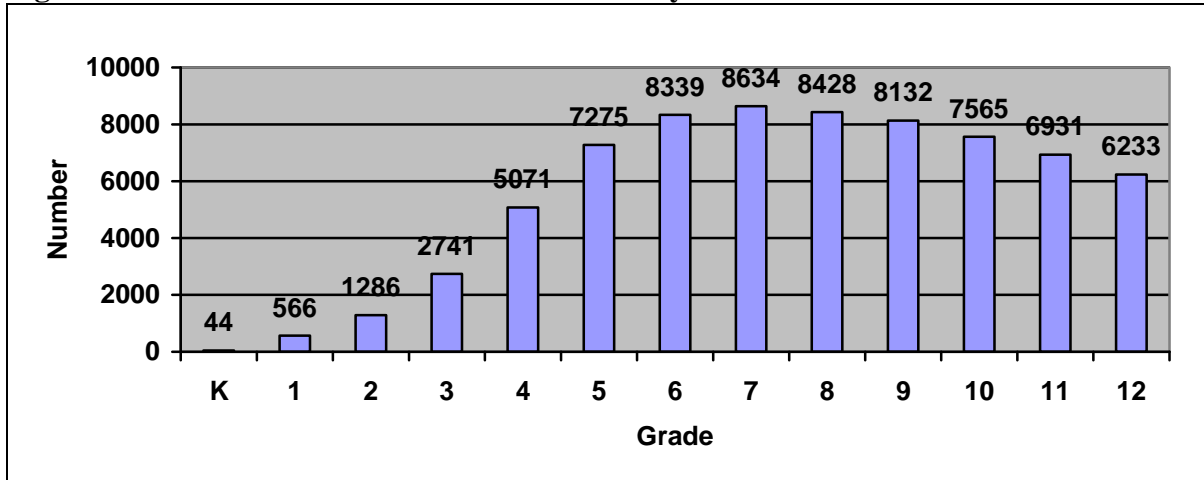
### **I. Demographic Results**

- ❖ **Total number of gifted and talented students formally identified in the district or BOCES as of the last day of the school year: 54,705.**
- ❖ **Total number of non-identified students that were served by gifted-education programming plus number of identified students: 71,254**
- ❖ **1,734 (2.4%) of the gifted and talented are considered Twice Exceptional.**
- ❖ **Number of early G/T kindergarten entrants:**
  - **Age 4 at start of 2007-2008 school year: 7**
  - **Age 5 at start of 2007-2008 school year: 9**
- ❖ **As shown in Figure 1, the breakdown of gifted and talented students by content area is as follows:**
  - **Language Arts: 15,311 (21.5%)**
  - **Math: 14,037 (19.7%)**
  - **Both Language Arts and Math: 22,162 (31.1%)**
  - **Other: 19,744 (27.7%)**

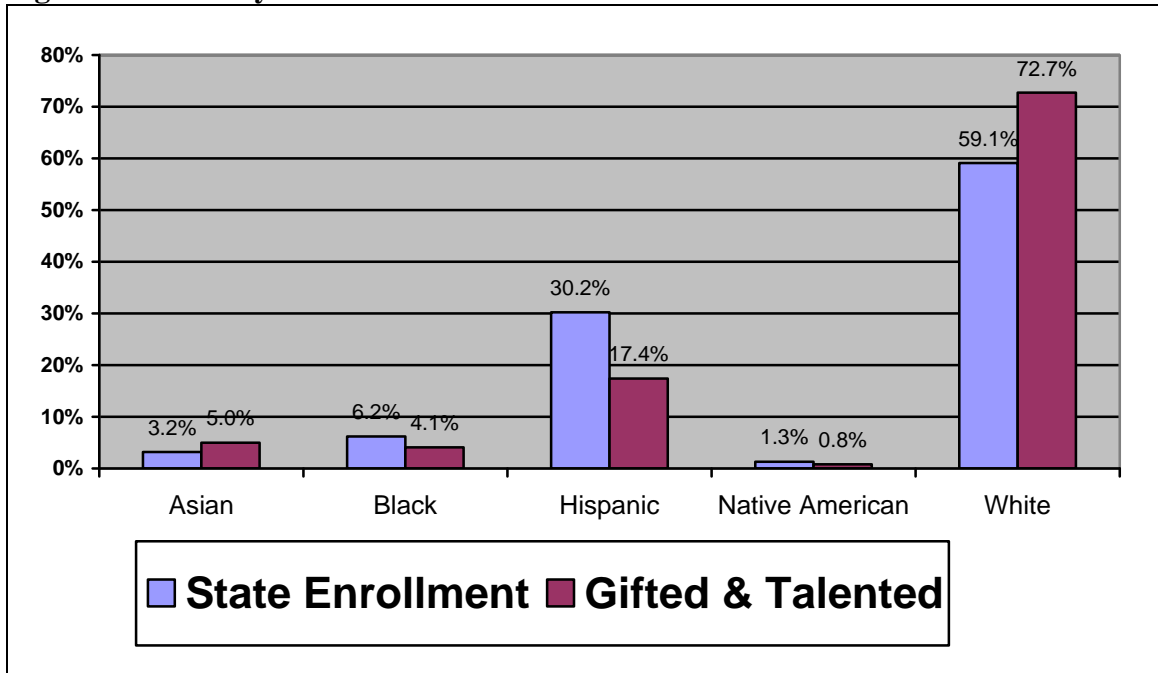
**Figure 1. Gifted and Talented Students by Content Area.**



**Figure 2. Number of Gifted Talented Students by Grade.**



**Figure 3. Ethnicity Breakdown for State Enrollment and Gifted/Talented.**



**Table 1. Gender Breakdown.**

	Number	Percent
Female	34,157	48.7%
Male	37,097	51.3%
Total	56,133	100%

**Table 2. Descriptive Statistics for Percent of Enrolled Students Identified for GT across the 55 Administrative Units.**

	2007-2008	2005-2006	2004-2005
Mean	5.7%	7.4%	6.4%
Median	5.6%	6.0%	6.2%
Standard Deviation	3.1%	7.9%	4.0%
Minimum	0.4%	0%	0%
Maximum	15.9%	53%	19%

## II. Expenditures

**Table 3. Total Gifted Talented Expenditures 2007-2008.**

Category	State	Local	Federal	Total
Personnel	\$4,780,567.00	\$30,486,794.00	\$49,058.00	\$35,316,419.00
Development	\$892,688.00	\$561,932.00	\$49,012.00	\$1,503,632.00
Activities	\$655,327.00	\$538,473.00	\$7,043.00	\$1,200,843.00
Materials	\$922,579.00	\$780,480.00	\$5,549.00	\$1,708,608.00
Equipment	\$110,400.00	\$97,634.00	\$249.00	\$208,283.00
Total	\$7,361,561.00	\$32,465,313.00	\$110,911.00	\$39,937,785.00
Percent of Total	18.4%	81.3%	0.3%	

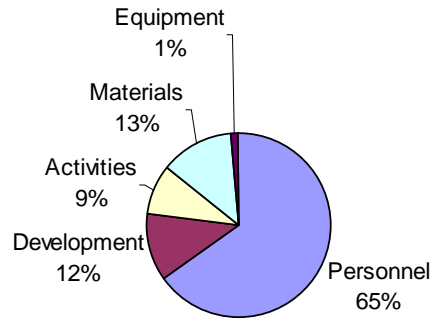
**Table 3. Total Gifted Talented Expenditures 2006-2007.**

Category	State	Local	Federal	Total
Personnel	\$4,257,386.00	\$25,633,380.00	\$1,014,024.00	\$30,904,790.00
Development	\$763,815.00	\$504,687.00	\$11,310.00	\$1,279,812.00
Activities	\$607,213.00	\$814,346.00	\$4,468.00	\$1,426,027.00
Materials	\$1,129,874.00	\$800,066.00	\$247,029.00	\$2,176,969.00
Equipment	\$133,366.00	\$93,366.00	\$0.00	\$226,732.00
Total	\$6,891,654.00	\$27,845,845.00	\$1,276,831.00	\$36,014,330.00
Percent of Total	19.1%	77.3%	3.5%	

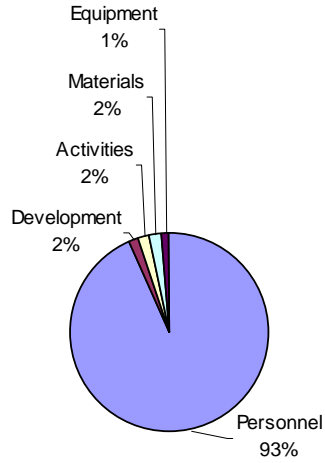
**Table 4. Total Gifted Talented Expenditures 2005-2006.**

Category	State	Local	Federal	Total
Personnel	\$3,621,158.00	\$30,362,209.00	\$471,030.00	\$34,454,397.00
Development	\$680,829.00	\$509,656.00	\$381,212.00	\$1,571,697.00
Activities	\$684,964.00	\$1,019,597.00	\$6,506.00	\$1,711,067.00
Materials	\$929,245.00	\$825,375.00	\$34,036.00	\$1,788,656.00
Equipment	\$76,266.00	\$124,770.00	\$2,582.00	\$203,618.00
Total	\$5,992,462.00	\$32,841,607.00	\$895,366.00	\$39,729,435.00
Percent of Total	15.1%	82.7%	2.3%	

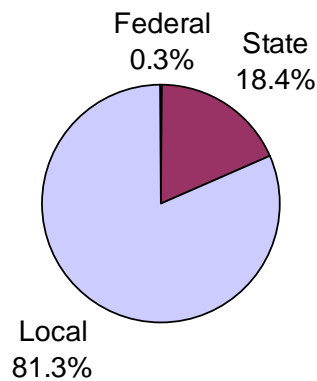
**Figure 4. State Funds - GT Expenditures - FY2007-2008.**



**Figure 5. Local Funds - GT Expenditures - FY2007-2008.**



**Figure 6. Total GT Funding - FY2007-2008.**



### III. Programming and Accountability Report Results

#### A. FTE

- ❖ The total number (FTE) of qualified gifted and talented personnel statewide was 3,970. The categorical breakdown of statewide FTE is shown below. Note that the numbers are higher than one would expect based on licensure data that is available and it appears that AUs did not always follow the state rules in this area.

- Elementary school level: 2,368
- Middle school level: 540
- High school level: 734
- Administrative level: 197
- Gifted resource teachers: 131

#### B. Programming

##### Structure

**Table 6. Mean (M) extent to which structural options are implemented at each level throughout the administrative unit (AU), rated on 4 point scale with 1=seldom, 2=sometimes, 3=frequently, 4=always. “N” reflects the number of AUs that indicated the option was available at that school level (Maximum N=55).**

Structure Options	Elementary	Middle	High School
Classroom with flexible grouping	N=54 M=3.1	N=54 M=2.6	N=53 M=2.5
Classroom with cross-grade grouping	N=54 M=2.1	N=55 M=2.1	N=53 M=2.6
General education with cluster grouping	N=54 M=2.2	N=55 M=2.3	N=55 M=2.1
General education with resource room	N=45 M=2.4	N=41 M=1.9	N=31 M=1.8
Magnet classrooms	N=25 M=1.9	N=27 M=1.9	N=21 M=1.4
School for gifted students	N=10 M=2.6	N=9 M=2.6	N=6 M=1.7
School within a school	N=11 M=2.1	N=12 M=2.0	N=12 M=1.8
Online courses	N=27 M=1.3	N=35 M=1.6	N=49 M=2.2
Online school for gifted students	N=14 M=1.3	N=16 M=1.4	N=18 M=1.6

Other (mentioned by 1 AU each):			
	Frequency of Use at Individual AU Across School Levels		
	Elementary	Middle	High School
Advanced Electives	N/A	4	4
After school academic competition	2	2	2
College	N/A	N/A	2
College and AP Classes	1	1	3
Dual credit courses	N/A	2	3
Dual Credit opportunities	N/A	N/A	4
Dual Enrollment	N/A	N/A	2
Elective class for one quarter	N/A	4	N/A
Push-in	1	N/A	N/A

### **Differentiated Instruction**

**Table 7. Mean extent to which differentiated instruction is evident at each level of schooling in a 3-tiered instruction framework throughout the administrative unit, rated on 4 point scale with 1=seldom, 2=sometimes, 3=frequently, 4=always. “N” reflects the number of AUs that indicated the option was available at that school level (Maximum N=55).**

Differentiated Instruction	Elementary	Middle	High School
Elementary level	M=2.7 N=54	M=2.6 N=33	M=2.3 N=32
Middle level	M=2.7 N=34	M=2.5 N=52	M=2.3 N=31
High School level	M=2.7 N=33	M=2.5 N=33	M=2.3 N=51

**Table 8. Mean extent to which the following differentiated instructional strategies are implemented at each level of schooling throughout the administrative unit, rated on 4 point scale with 1=seldom, 2=sometimes, 3=frequently, 4=always.**

Differentiated Instruction	Elementary	Middle	High School
Curriculum compacting	M=2.1 N=54	M=2.0 N=54	M=1.8 N=54
Subject-based Acceleration	M=2.4 N=55	M=2.6 N=55	M=2.3 N=55
Grade-based Acceleration	M=1.8 N=54	M=1.8 N=53	M=1.9 N=48
Content Extension	M=2.7 N=55	M=2.7 N=55	M=2.5 N=54
Targeted critical thinking skills development	M=2.5 N=53	M=2.4 N=54	M=2.5 N=53
Targeted creative thinking skills development	M=2.1 N=53	M=2.0 N=53	M=2.0 N=52

Curriculum compacting	M=2.1 N=44	M=2.0 N=43	M=1.8 N=43
Subject-based Acceleration	M=2.3 N=48	M=2.5 N=48	M=2.5 N=48
Grade-based Acceleration	M=1.8 N=45	M=1.7 N=45	M=1.7 N=40
Other (mentioned by 1 AU):			
	Frequency of Use at AU Across School Levels		
	Elementary	Middle	High School
Independent Study, Post-Secondary Options, and Concurrent Enrollment	N/A	N/A	4

### **Affective Guidance**

**Table 9. Mean extent to which the following affective topics addressed through affective guidance at each level of schooling throughout the administrative unit, rated on 4 point scale with 1=seldom, 2=sometimes, 3=frequently, 4=always. “N” reflects the number of AUs that indicated the option was available at that school level (Maximum N=55).**

Affective Guidance	Elementary	Middle	High School
Understanding giftedness	M=2.2 N=53	M=2.1 N=53	M=1.9 N=51
Self-awareness and advocacy	M=2.3 N=53	M=2.4 N=53	M=2.3 N=52
Respect for individual strengths and needs of peers	M=2.7 N=53	M=2.7 N=53	M=2.5 N=52
Relationships/social skills	M=2.7 N=53	M=2.5 N=53	M=2.3 N=52
Multi-potentiality	M=1.9 N=52	M=1.9 N=52	M=1.7 N=50
Perfectionism	M=1.9 N=53	M=1.9 N=53	M=1.8 N=52
Emotional intensity	M=1.9 N=53	M=1.9 N=53	M=1.8 N=51
Moral concerns	M=1.9 N=52	M=1.9 N=52	M=1.9 N=50
Other (mentioned by 1 AU each):			
	Frequency of Use at Individual AU Across School Levels		
	Elementary	Middle	High School
Family relationships	N/A	N/A	4
Organizational/Study Skills	2	2	2
SENG Groups provide parents an opportunity for affective needs support	4	4	4
Twice Exceptional groups meet monthly for support in social/academic/personal issues	N/A	N/A	2



## **Career and College Planning**

**Table 10. Mean extent to which career and college planning topics are at each level of schooling throughout the administrative unit, rated on 4 point scale with 1=seldom, 2=sometimes, 3=frequently, 4=always. “N” reflects the number of AUs that indicated the option was available at that school level (Maximum N=55).**

Career and College Planning	Elementary	Middle	High School
Personal strengths/interests	M=2.6 N=53	M=2.6 N=54	M=2.8 N=54
Decision-making	M=2.5 N=53	M=2.7 N=53	M=2.8 N=53
Early career and college exploration	M=1.6 N=45	M=2.3 N=55	M=3.2 N=55
Goal setting	M=2.6 N=53	M=2.6 N=54	M=2.8 N=54
Time management	M=2.4 N=53	M=2.6 N=53	M=2.5 N=53
Study skills	M=2.6 N=53	M=2.8 N=54	M=2.6 N=54
SAT assessment programs	M=1.1 N=17	M=1.4 N=29	M=2.7 N=46
Advocating with experts	M=1.5 N=38	M=1.8 N=44	M=2.0 N=48
Other (mentioned by 1 AU each):			
	Frequency of Use at Individual AU Across School Levels		
	Elementary	Middle	High School
ACT	N/A	N/A	3
ACT and PSAT prep	N/A	N/A	4
ACT Programs	N/A	N/A	2

**Table 11. Number of AUs (out of 55) that indicated at which level that coursework is established for gifted students to ensure completion of appropriate classes or specialized programming for career/college goals.**

Middle level	37 (67%)
High school level	15 (27%)
Other (mentioned by 1 AU each):	
ELF - Education for Life Planning No career/college planning, specific to gifted students, happens at the secondary level. However, all DCSD students have access to career/college planning activities in High School. No plan in place specifically for gifted students for career college goals. The district has discussed implementation at the middle school level. This is not a function of our ALP yet.	

## Content Options

**Table 12. Percent of Administrative Units that Always Make these Special Provisions Available.**

Content Options	Elementary	Middle	High School
<b>Math</b>			
Pre-assessment for appropriate instructional level	71%	73%	66%
Assessment alternatives	36%	29%	26%
Acceleration and monitoring	76%	73%	71%
Advanced/honors courses	16%	64%	89%
Supplemental curriculum	53%	47%	40%
Replacement curriculum	15%	15%	11%
Post secondary math options	0%	6%	82%
Advanced Placement	0%	6%	78%
International Baccalaureate	15%	20%	31%
Community resources	26%	29%	33%
Mentorship	15%	18%	26%
Other (mentioned by 1 AU each):			
	<div>Level at Which Option is Used at the Individual AU</div> <div>Elementary      Middle      High School</div>		
Accelerated 5th grade math students attend middle school for math instruction, and advanced middle school students attend the high school for math instruction.	X	X	
Dual credit			X
Summer Math Camp		X	
<b>Language Arts</b>			
Pre-assessment for appropriate instructional level	71%	67%	62%
Assessment alternatives	38%	31%	27%
Acceleration and monitoring	67%	56%	58%
Advanced/honors courses	15%	49%	86%
Supplemental curriculum	56%	49%	36%
Replacement curriculum	11%	13%	9%
Post secondary language arts options	0%	6%	71%
Advanced Placement	2%	4%	75%
International Baccalaureate	16%	24%	31%
Community resources	22%	24%	31%
Mentorship	13%	16%	26%

Other (mentioned by 1 AU each):			
	Level at Which Option is Used at the Individual AU		
	Elementary	Middle	High School
Accelerated 5th grade math students attend middle school for math instruction, and advanced middle school students attend the high school for math instruction.	X	X	
Dual credit			X
Summer Math Camp		X	
<b>Science</b>	<b>Elementary</b>	<b>Middle</b>	<b>High School</b>
Pre-assessment for appropriate instructional level	29%	33%	40%
Assessment alternatives	24%	24%	22%
Acceleration and monitoring	26%	31%	53%
Advanced/honors courses	0%	31%	78%
Supplemental curriculum	24%	27%	31%
Replacement curriculum	2%	2%	2%
Post secondary science options	0%	2%	62%
Advanced Placement	0%	6%	66%
International Baccalaureate	15%	24%	29%
Community resources	20%	24%	29%
Mentorship	13%	16%	26%
Other (mentioned by 1 AU each):			
	Level at Which Option is Used at the Individual AU		
	Elementary	Middle	High School
Post secondary science options			
Science Fair	X	X	X
Science Fairs	X	X	X
Summer Science Camp	X	X	
<b>Social Studies</b>	<b>Elementary</b>	<b>Middle</b>	<b>High School</b>
Pre-assessment for appropriate instructional level	24%	29%	33%
Assessment alternatives	16%	18%	18%
Acceleration and monitoring	18%	24%	38%
Advanced/honors courses	0%	27%	75%
Supplemental curriculum	22%	24%	31%
Replacement curriculum	2%	4%	7%
Post secondary social studies options	0%	4%	51%
Advanced Placement	0%	4%	69%
International Baccalaureate	16%	24%	29%
Community resources	20%	26%	31%
Mentorship	13%	16%	24%
Other: <i>Nothing Indicated</i>			

<b>Creativity</b>	Elementary	Middle	High School
Creativity training	13%	16%	15%
Improvitational training	4%	15%	11%
Problem solving skill development	35%	35%	27%
Competitions	55%	64%	58%
Specialized curriculum	4%	9%	16%
Internship	4%	4%	16%
Creativity institute/summer program	11%	11%	13%
Type III activities	7%	7%	9%
Community resources	29%	29%	29%
Other (mentioned by 1 AU):			
	Level at Which Option is Used at the Individual AU		
	Elementary	Middle	High School
PEAK Arts Program	X		
<b>Leadership</b>	Elementary	Middle	High School
Direct instruction in leadership skills	15%	26%	36%
Student Council leadership	49%	73%	80%
Coaching by a recognized leader	6%	11%	18%
Debate	2%	13%	51%
Specialized curriculum	2%	9%	13%
Leadership camps/conferences	0%	24%	42%
Mentorship	11%	16%	26%
Executive internship	0%	2%	11%
Service learning	11%	24%	44%
Community resources	24%	31%	36%
Other (mentioned by 1 AU):			
	Level at Which Option is Used at the Individual AU		
	Elementary	Middle	High School
Englewood Leadership academy stresses leadership and service: grades 6-8		X	
<b>Music</b>	Elementary	Middle	High School
Direct instruction in musical skill development	67%	75%	71%
Select choir, band, orchestra, ensemble	36%	67%	80%
Coaching by a skilled musician	29%	38%	49%
Music camp or conference	7%	24%	36%
Competitions	20%	56%	76%
Independent study with direct supervision	6%	11%	27%
Advanced Placement course	0%	2%	27%
Arts school	6%	7%	9%
Mentorship	7%	11%	15%
Community resources	35%	40%	46%

Other (mentioned by 1 AU each):			
	Level at Which Option is Used at the Individual AU		
	Elementary	Middle	High School
Field Trips The above programming options are made available through our Magnet Arts Elementary, middle and high school	X	X	X
<b>Performing Arts</b>	<b>Elementary</b>	<b>Middle</b>	<b>High School</b>
Ongoing nurturing through assignments	22%	27%	42%
Coaching by a skilled performer	6%	11%	31%
Theater/drama class	6%	29%	71%
Dance class	4%	11%	27%
After-school advanced/private class	7%	11%	18%
Theater/drama camp or conference	7%	13%	27%
Competitions	4%	11%	36%
Play performances with important role	20%	36%	71%
Independent study with direct supervision	2%	4%	11%
Advanced placement	0%	0%	15%
Arts school	6%	9%	9%
Other (mentioned by 1 AU each):			
	Level at Which Option is Used at the Individual AU		
	Elementary	Middle	High School
Community Resources	X	X	X
Community theaters	X	X	X
Field Trips			
One of our schools is a school for the performing arts (NCAAK)			
<b>Visual Arts</b>	<b>Elementary</b>	<b>Middle</b>	<b>High School</b>
Ongoing nurturing through assignments	53%	62%	66%
Direct instruction in artistic skill development	51%	60%	67%
Coaching by an skilled artist	20%	31%	38%
Art camp or conference	4%	7%	16%
Competitions	35%	40%	49%
Independent study with direct supervision	9%	11%	29%
Advanced Placement course	0%	2%	38%
Arts school	6%	7%	9%
Mentorship	9%	11%	18%
Community resources	35%	35%	44%

Other (mentioned by 1 AU):			
Level at Which Option is Used at the Individual AU			
	Elementary	Middle	High School
New Frontiers of Arts in Education; combines art and math		X	