

# The Condition of Education in Connecticut

EDITOR'S NOTE: This publication provides summary statistics for the 2008-09 school year unless otherwise noted. Questions about these statistics should be directed to Charles Martie at 860-713-6809.

## Foreword

*The Condition of Education in Connecticut* is the Connecticut State Department of Education's yearly status report on public education in the state, fulfilling the requirements under Section 10-4(b) of the *Connecticut General Statutes*. This edition focuses on the achievements and challenges experienced by Connecticut's public school students for the 2008-09 school year and highlights the major issues from that year.

The report contains the following categories of elements that describe the condition of education in Connecticut:

- *The education system;*
- *The students;*
- *The teachers;*
- *The curriculum;*
- *Resources and budgeting; and*
- *Student achievement.*

Each year, *The Condition of Education in Connecticut* adopts a particular focus in order to shed light on an issue that is particularly relevant. Last year's report examined the condition of education in light of economic need and socioeconomic status in the state. This year's report looks at the trend of declining public school enrollment, a critical issue that is certain to affect education in our state in the years to come. The State Department of Education, the Connecticut State Data Center and the National Center for Education Statistics at the U.S. Department of Education have each forecasted that the recent trend of declining enrollment will persist for several years. With this phenomenon comes significant impacts on district and school resources.

Attention is also placed on the three priorities identified by the State Board of Education in its Five-year Comprehensive Plan for 2006-2011. These priorities, detailed in *A Superior Education for Connecticut's 21st Century Learners* (January 2007), are:

- making high-quality preschool education available for all students;
- creating an environment where the high academic achievement of all students in reading, writing, mathematics and science is the expectation; and
- achieving meaningful high school reform so all students graduate prepared to participate in the evolving global economy.

As parents, citizens, business leaders, public officials and educators, we are charged with the responsibility of ensuring that our students receive the best education possible. Equipped with accurate information on the condition of education in Connecticut, we can work together to provide all Connecticut students the opportunity to achieve at the highest levels.

Mark K. McQuillan, Commissioner  
Connecticut State Department of Education

EDITOR'S NOTE: *The Condition of Education in Connecticut* is one of many sources of information that the Department of Education provides. Please visit our Web site (<http://www.sde.ct.gov>), especially the Connecticut Education Data and Research (CEDaR) site. The Department also publishes Connecticut's *Strategic School Profiles*, *Special Education Annual Performance Reports* and the state's No Child Left Behind report cards.

## Contents

<b>The Education System</b>	1
Connecticut Facts	2
Profiling Public Education in Connecticut	3
<b>The Students</b>	4
Public School Enrollment	5
Enrollment Trends and Projections	6
Public School Enrollment by Race/Ethnicity	7
Economic Need	8
Kindergarten Students with Prekindergarten Experience	9
Special Education	10
English Language Learners	11
Connecticut's Adult Learners	12
<b>The Teachers</b>	13
Certified Staff Members	14
Demographics of Certified Staff Members	15
Highly Qualified Teachers	16
Teacher Shortages	17
Staffing Quality Indicators	18
Paraprofessional Instructional Staff	19
<b>The Curriculum</b>	20
Instructional Time by Subject for Elementary Students	21
High School Credits Required for Graduation	22
Connecticut Technical High School Career Clusters	23
High School Courses for College Credit	24
Time Students with Disabilities Spent with Nondisabled Peers	25
Gifted and Talented	26
Adult Education Programs	27

## Contents (continued)

<b>Resources and Budgeting</b>	28
Average Class Size	29
Family Literacy, Even Start and Family Resource Centers	30
Open Choice and Interdistrict Magnet School Funding	31
Charter Schools	32
Expenditure Data	33
Revenue Sources	34
<b>Student Achievement</b>	35
Connecticut Mastery Test (CMT)	36
Connecticut Academic Performance Test (CAPT)	42
Adequate Yearly Progress (AYP)	43
National Assessment of Educational Progress (NAEP)	44
SAT	49
Advanced Placement	52
School Discipline	54
Dropout Rates	55
Connecticut Physical Fitness Assessment	56
Activities of Connecticut Public High School Graduates	57

# **The Education System**

**Connecticut Facts**  
**(all figures are for 2008 unless otherwise noted)**

State population (2009 est.): 3,518,288

Percentage of persons who are under 18 years old: 23.2

Public school enrollment: 569,237

Percentage of students enrolled in public schools: 88.6

Public school students as a percentage of state population: 16.8

Percentage of state population that is nonwhite: 15.7

Percentage of public school enrollment that is nonwhite: 35.5

Percentage of persons 25 and older who are high school graduates:  
88.2

Percentage of persons 25 and older with a bachelor's degree or higher:  
34.8

Percentage of persons 5 and older with a language other than English  
spoken at home: 19.7

Percentage of population below the poverty level: 9.1

Median household income: \$68,294

Percent of population born in Connecticut: 55.6

Percent of population that moved within the last year: 12.3

## Profiling Public Education in Connecticut

### CONNECTICUT'S SCHOOLS

Elementary schools	664
Middle/Junior high schools	173
High schools	172
Technical high schools	17
Nongraded, prekindergarten schools	47
<b>Charter schools:</b>	
Elementary schools	7
Middle schools	5
High schools	4
<b>Full-time magnet schools:</b>	
Elementary schools	25
Elem/Middle	1
Middle schools	6
Middle/High	7
High schools	21
<b>Part-time magnet school programs:</b>	
High schools	4
<b>Regional agricultural science and technology centers</b>	19
<b>Nonpublic schools</b>	397
<b>Adult education programs*</b>	75

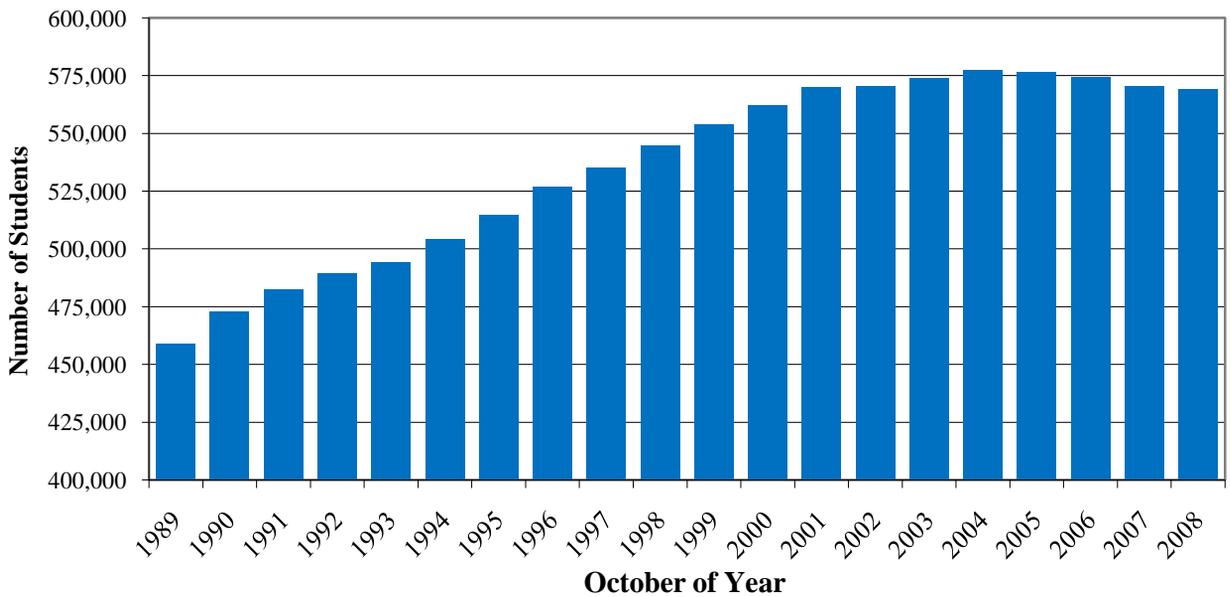
*\* Adult education programs include 44 local school districts, three regional educational service centers and 15 cooperating eligible entities that serve all 169 towns in Connecticut per state statute. Thirteen other organizations are funded solely through federal grant initiatives.*

# The Students

## Public School Enrollment

In the past 20 years, public school enrollment in Connecticut increased by 24 percent, from 459,215 students in 1989 to 569,237 students in the fall of 2008. After 15 consecutive years of increases, enrollment has declined each year since 2004. There are about as many students enrolled now as there were in 2001.

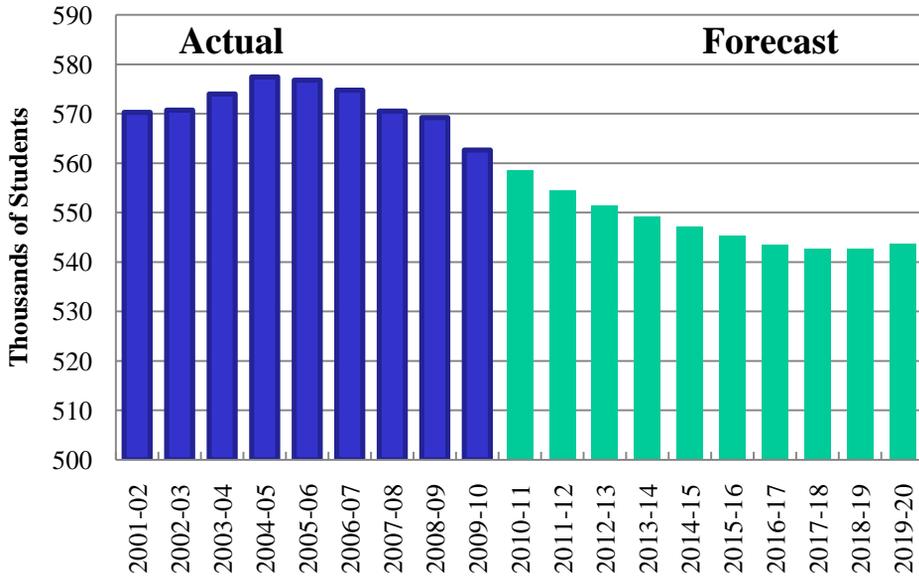
**Public School Enrollment, 1989 to 2008**



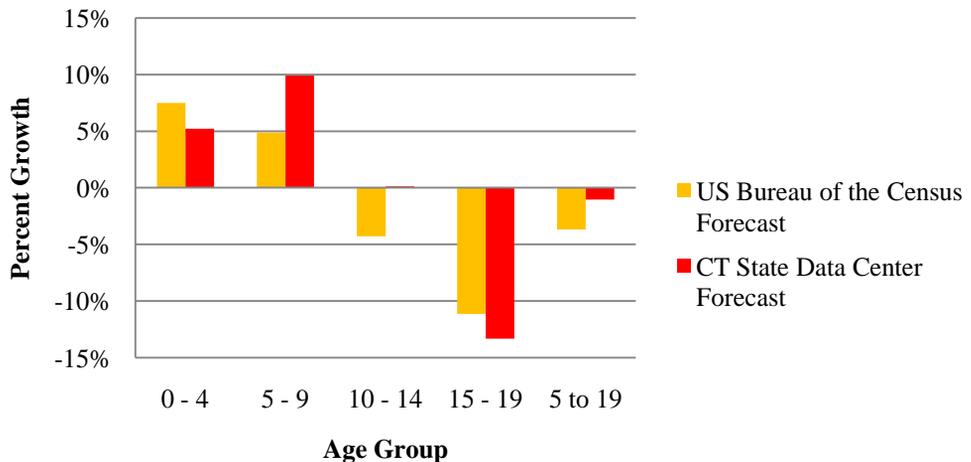
**Enrollment Trends and Projections**

Public school enrollment in Connecticut is projected to decline over the next several years, bottoming out around 2019. This is largely due to a decline in the birth cohort and a continuation of low birth rates and migration from the state.

**Statewide Public School Enrollment  
Actual and Forecast to 2020**

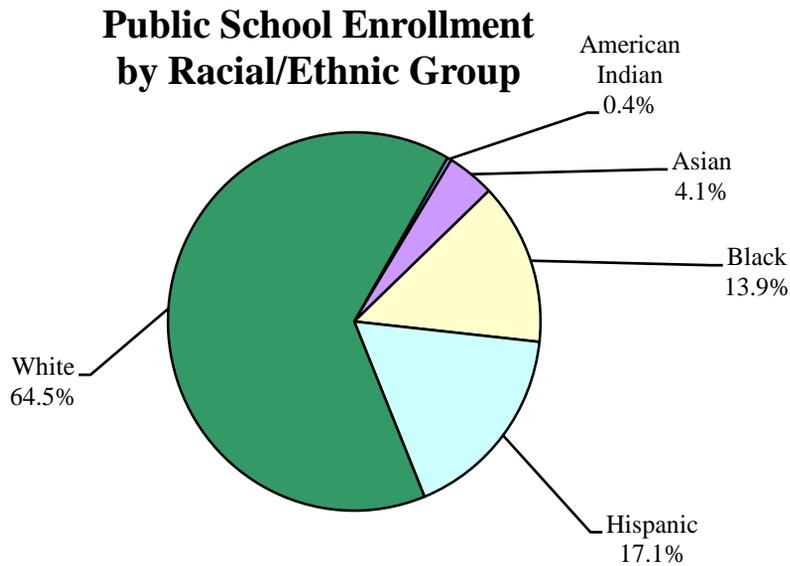


**Projected Population Growth by Age Group: 2010 to 2020**

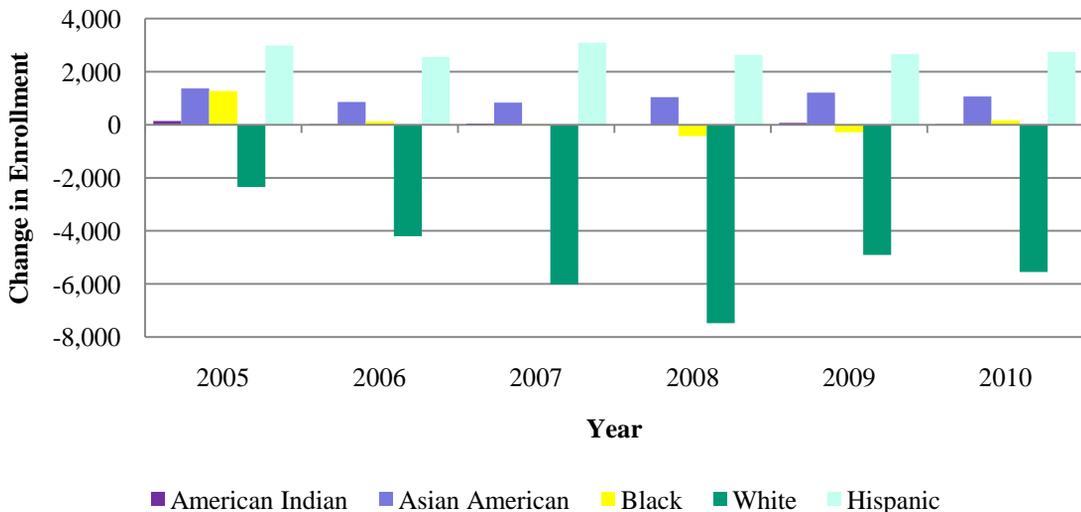


## Public School Enrollment by Race/Ethnicity

As the number of students decreased over the last five years, the percentage of students who are racial and/or ethnic minorities has risen. Most of this growth has been in the Hispanic population. In October 2008, 35.5 percent of students represented racial or ethnic minorities, a 3 percentage point increase from October 2004. Last year, the number of Hispanic students in Connecticut public schools grew by 2.8 percent, while the number of black students remained relatively steady, and the number of white students fell 1.3%.



### Annual Change in Enrollment by Race/Ethnicity: 2005-2010

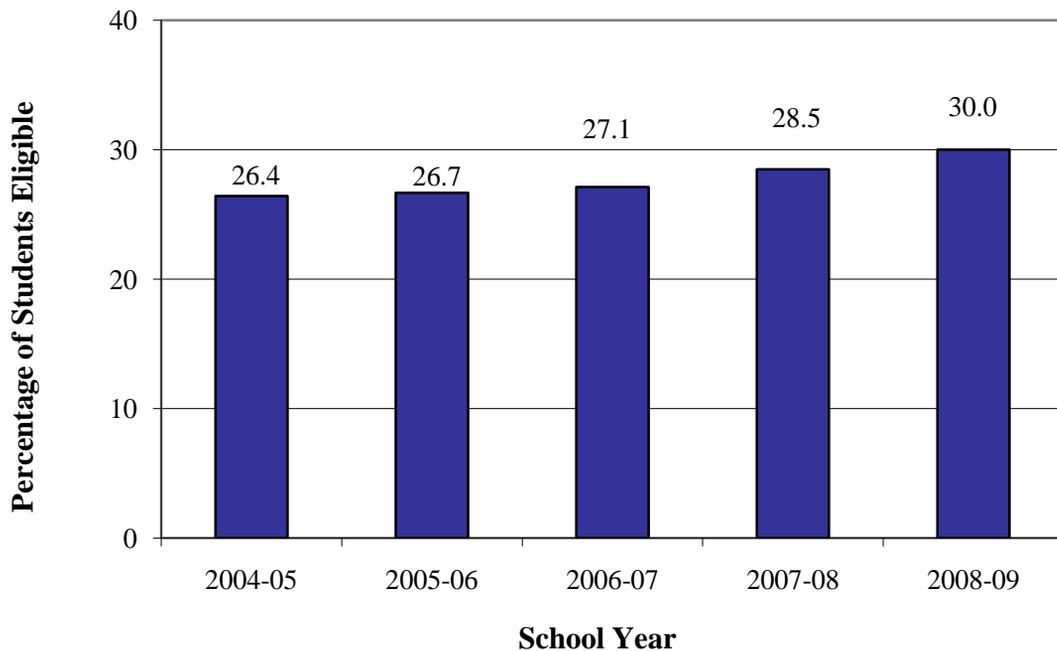


## Economic Need

The decline in enrollment also carries with it a change in the income distribution of the families of Connecticut students. The leaner enrollment total contains more low-income students than ever before. The Connecticut State Department of Education uses eligibility for free and reduced-price meals under the National School Lunch Program as its poverty indicator. Federal nutrition program eligibility is based on household size and income<sup>†</sup>.

In October 2008, 30 percent of all Connecticut students came from families poor enough to qualify for free or reduced-price meals. During the last five years, Connecticut has seen the percentage of students eligible for free and reduced-price meals increase by more than 4 percentage points. This increase translates to more than 18,000 newly eligible students.

**Percentage of Students Eligible  
for Free and Reduced-price Meals**



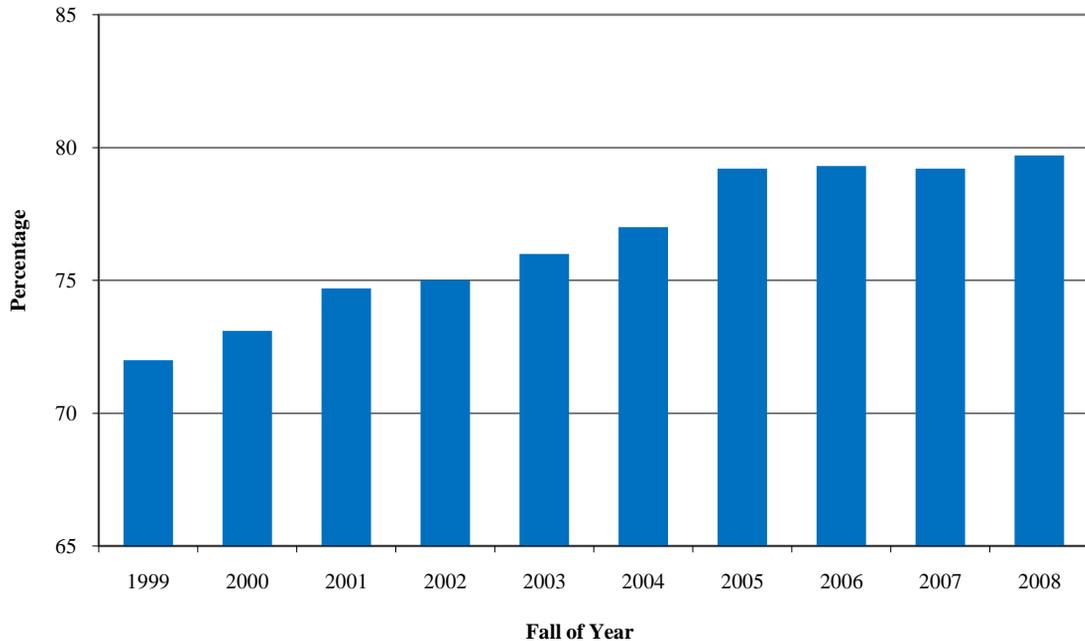
<sup>†</sup> In 2008-09, a family of four needed to earn less than \$27,560 for a child to receive free meals, and less than \$39,220 to receive reduced-price meals.

## Kindergarten Students with Prekindergarten Experience

The State Board of Education is committed to ensuring that all the state's preschool-age children, including children with disabilities, are afforded an opportunity to participate in a high-quality preschool education.† Such an experience fosters a child's overall development, including literacy and readiness for the kindergarten, and is essential to a child's future success.

After a long period of gradual increases, the percentage of kindergarteners with prekindergarten experience has remained fairly stable at approximately 80 percent for the last four years.

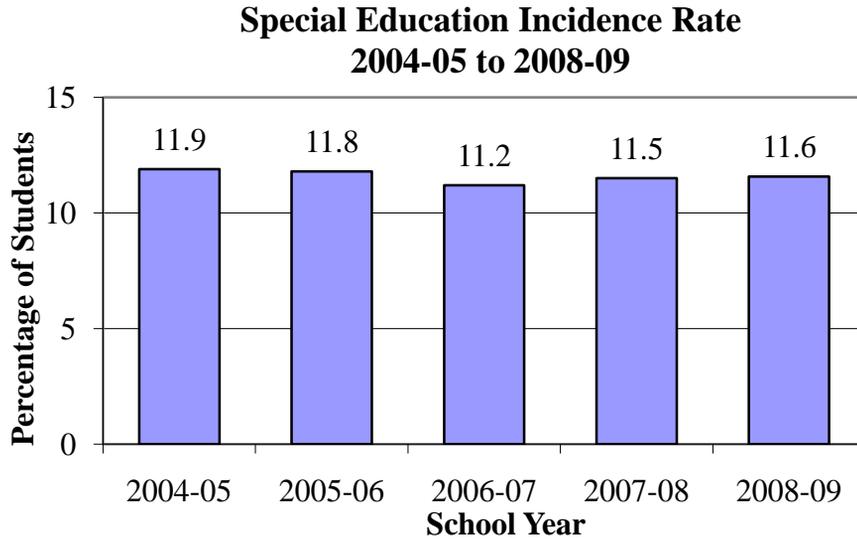
**Percentage of Kindergartners Who Attended  
Preschool, Nursery School or Head Start**



† From *A Superior Education for Connecticut's 21st Century Learners: Five-Year Comprehensive Plan for Education 2006-2011*, January 2007.

## Special Education

In 2008-09, more than 64,000 Connecticut public school students, or 11.6 percent of total enrollment, required special education services. The special education incidence rate increased slightly in 2008-09.



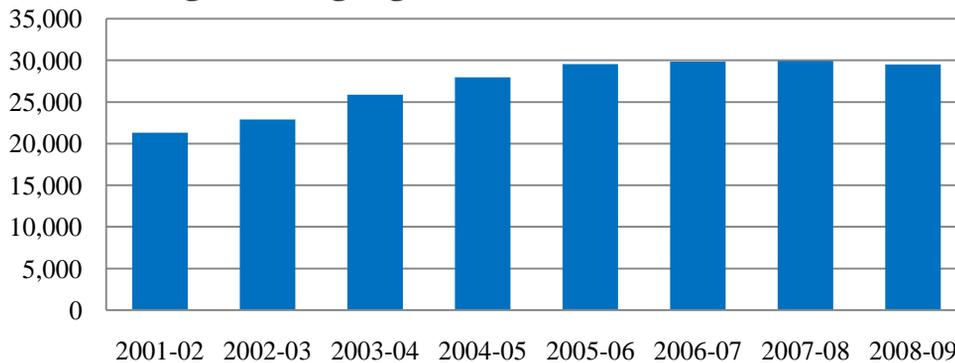
The percentage of special education students who were eligible to receive free and reduced-price meals was 36.9 percent, compared to 30.0 percent of the total school population.



## English Language Learners

Despite declining state enrollment over the past five years, the number of ELL students has remained relatively stable. In 2008-09, one in 20 of Connecticut's public school students was an English language learner. These 29,512 students spoke 161 different languages, ranging from Spanish and Chinese to the Bikol language of the Philippines and the Fon language of Western Africa. While most districts only had to accommodate a few languages, more than 30 districts had student populations where more than 20 different languages were spoken. \*

**English Language Learners: 2001-02 to 2008-09**



**Ten Most Prevalent Languages in Connecticut Schools**

Language	Number of Students with Non-English Home Language	Number of ELL Students
Spanish	48,150	21,058
Portuguese	2,967	1,067
Polish	2,395	610
Chinese	2,152	673
Creole-Haitian	1,501	609
Albanian	1,234	489
Vietnamese	1,199	401
Urdu	1,066	354
Arabic	978	429
Russian	906	285

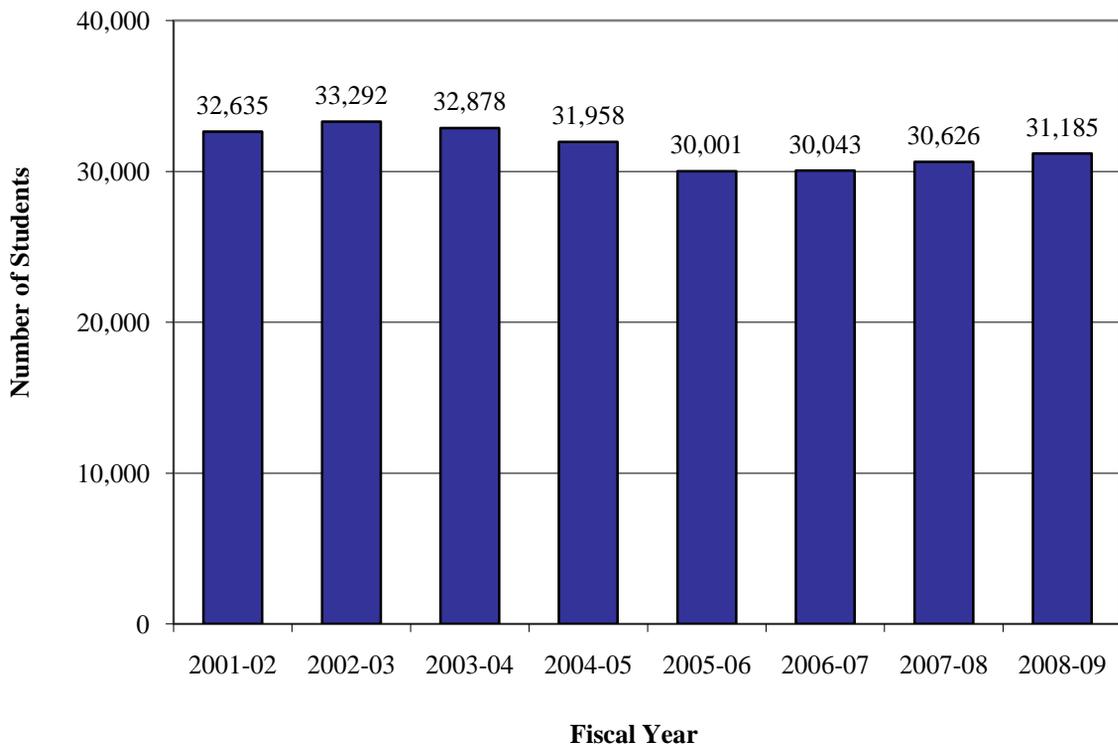
\*School districts must provide all English language learners with services to assist them in becoming proficient in the English language. Schools that have 20 or more students who speak the same language other than English are required to offer a program of bilingual instruction to those students.

## Connecticut's Adult Learners<sup>†</sup>

Connecticut's adult education programs operate in their local communities to assist adults in obtaining the knowledge and skills necessary for employment, self-sufficiency and citizenship, becoming full partners in the educational development of their own children, and completing their secondary school education.

Connecticut State statutes require that adult education services be provided by local school districts free of charge to any adult, 16 years of age or older, who is no longer enrolled in a public elementary or secondary school program. In 2008-09, Connecticut adult education programs served 31,185 adult learners, a two percent increase from 2007-08.

### Adult Education Enrollment



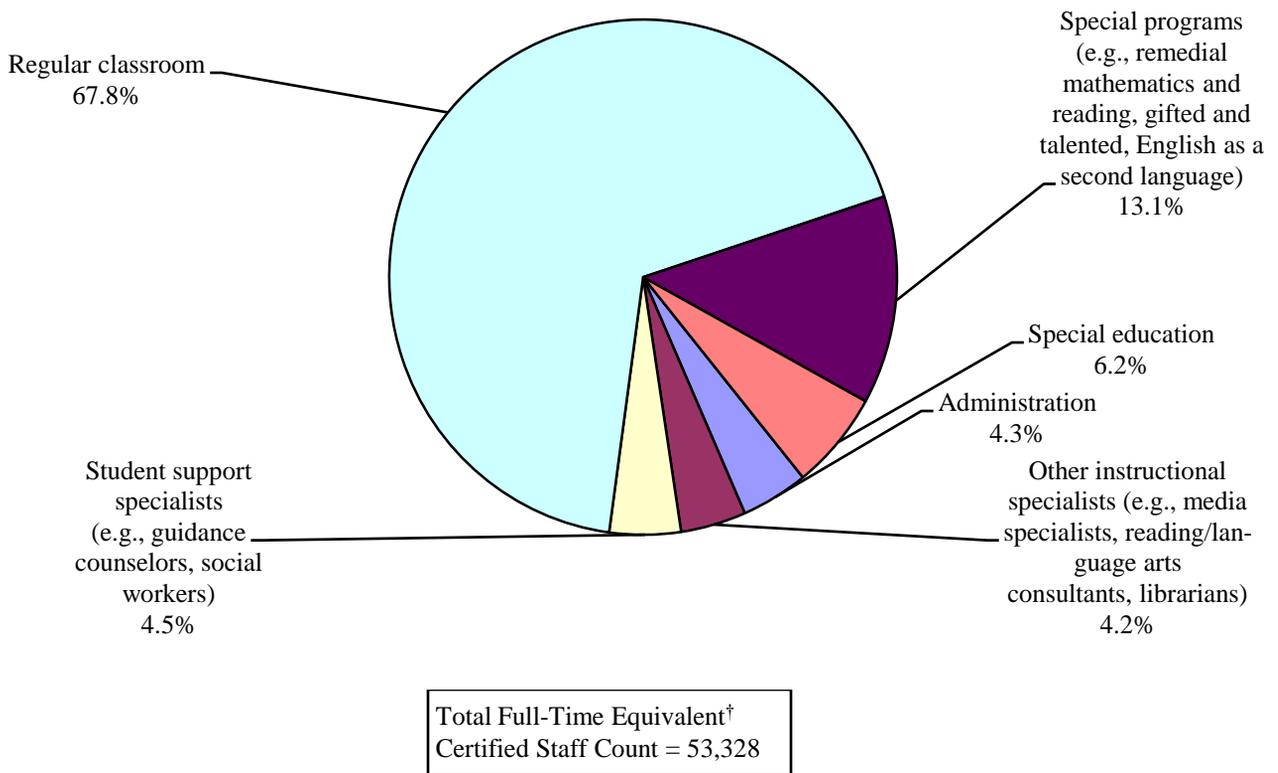
<sup>†</sup> For more information on adult education, please see page 28.

# The Teachers

## Certified Staff Members

Since 2004-05, the total number of full-time equivalent<sup>†</sup> certified staff members working in Connecticut's public schools has increased steadily. During the past four years, the number of certified staff members in Connecticut's public schools has grown by more than 1,700 educators. Less than half of that increase was seen in the ranks of regular classroom teachers. All other areas saw increases as well, with the group of "other instructional specialists" seeing the largest percentage increase.

### 2008-09 Certified Staff Full-Time Equivalent Staffing by Assignment Type

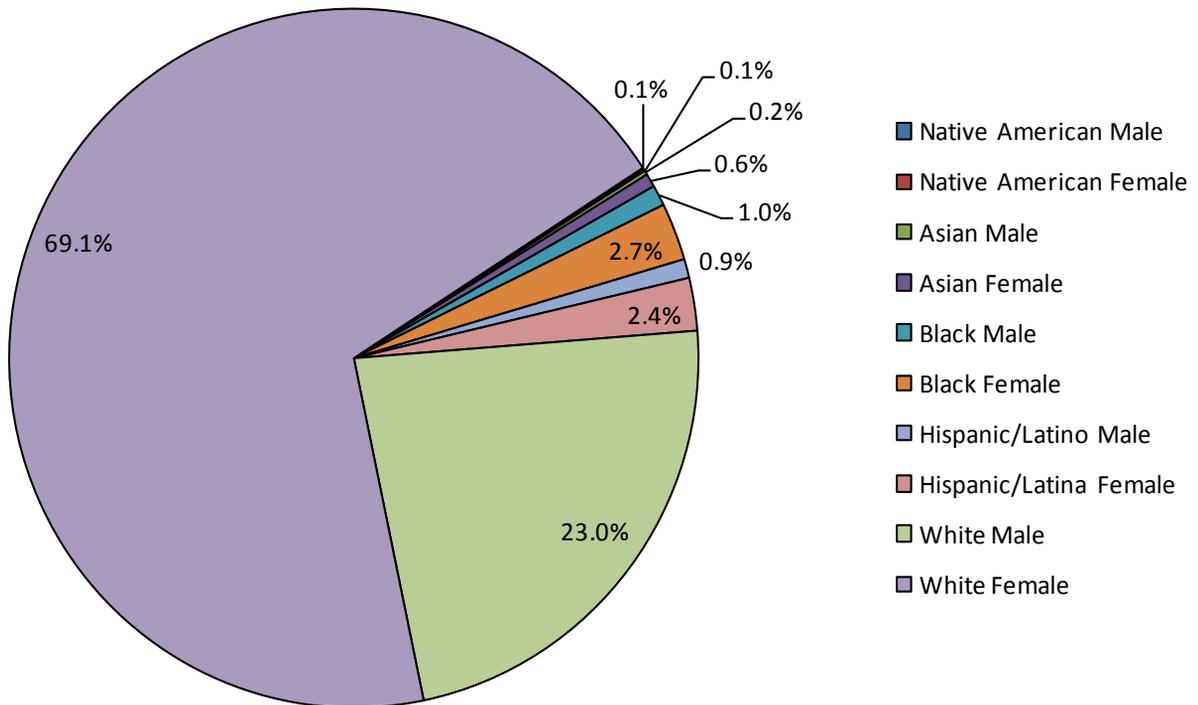


<sup>†</sup> Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required of a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a .4 FTE ( $2 \text{ days} / 5 \text{ days} = .4$  of full time or .4 FTE).

## Demographics of Certified Staff Members

While Connecticut's student population is somewhat diverse, with 35.5 percent of students drawn from racial or ethnic minorities, Connecticut's teaching force is quite homogeneous. White females represent approximately one-third of the state's student population but more than two-thirds of the state's teaching force. During the last decade, the disparity between the student population and teaching force has grown. During the 1998-99 school year, 67.1 percent of the teaching force were white females. By 2008-09, that figure had grown by 1.9 percentage points to 69 percent.

### Connecticut's Certified Staff by Gender and Race/Ethnicity

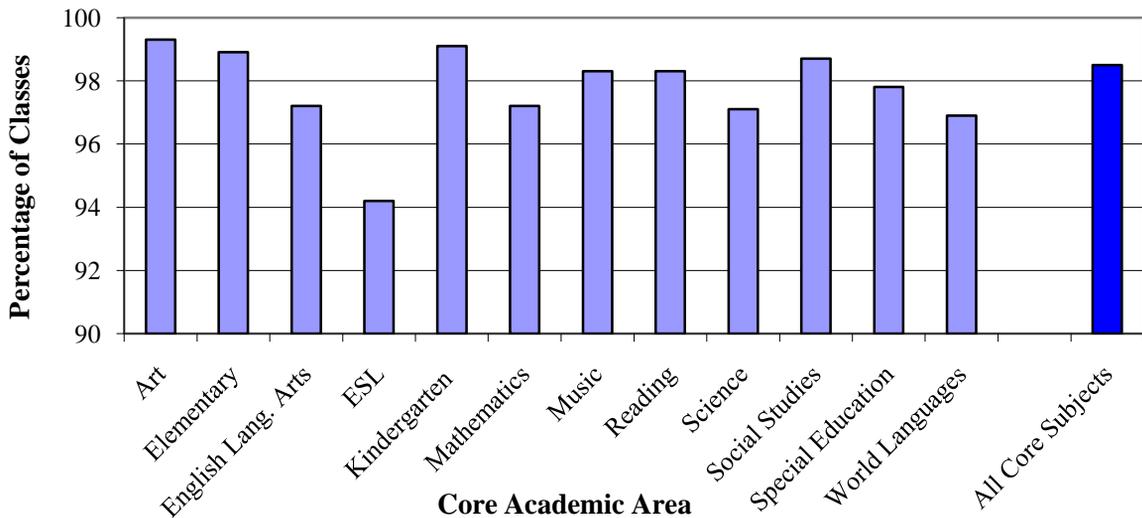


## Highly Qualified Teachers

The federal No Child Left Behind (NCLB) Act of 2001 requires school districts and states to determine the number and percentage of core academic classes that were taught by teachers designated as “highly qualified.” In Connecticut, a teacher must be fully certified in the subject he or she is teaching to be considered “highly qualified” in that subject. Teachers teaching under emergency certifications or teachers certified in one subject but teaching another are designated as “not highly qualified.”<sup>†</sup> Long-term substitute teachers and teachers who are not certified in Connecticut are also deemed “not highly qualified.”

In 2008-09, 98.7 percent of classes in Connecticut were taught by “highly qualified” teachers. This figure has remained relatively stable during the last several years.

**Percentage of Core Academic Classes Taught  
by Teachers Deemed to be "Highly Qualified" Under NCLB**



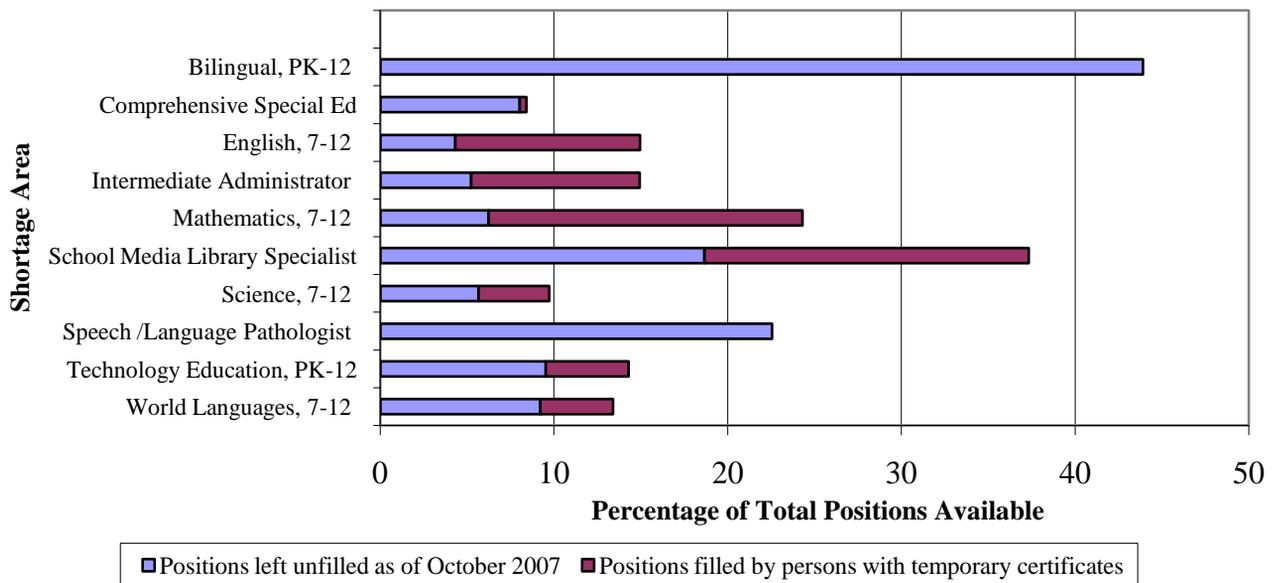
<sup>†</sup> A teacher who teaches more than one subject may be considered “highly qualified” for one of the subjects, but “not highly qualified” in another subject, depending on his or her certification.

**Teacher Shortages**

Before the start of each school year, districts work to fill vacancies caused by retirements, transfers and teachers leaving the profession, as well as new positions that are created in response to increased enrollment and/or expansion of offerings. For the 2008–09 school year, Connecticut’s public school districts had 4,830 full- and part-time certified staff positions to fill, the lowest number in the last five years. By October 1, 2008, all but 312 of these positions had been filled. This means that school districts filled 93.5 percent of their positions.

Nearly half of the positions left unfilled were in subject areas and/or positions in which Connecticut has a history of staffing shortages. The chart below details these shortage areas and the percentages of positions filled by persons with temporary certificates† or those left unfilled.

**2008-09 Certified Staff Shortage Areas**

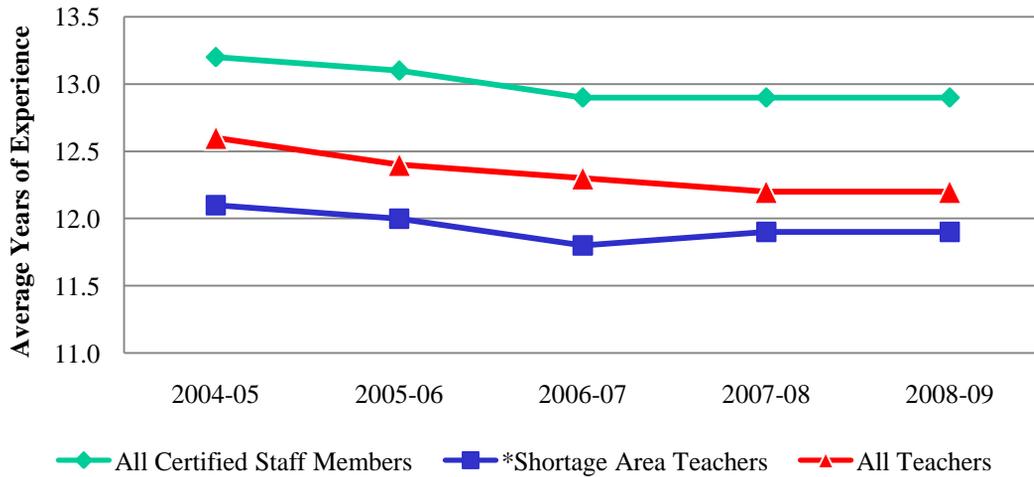


† Temporary certificates include Durational Shortage Area Permits, which allow persons who have received a certain level of college credit in a subject, but are not certified in Connecticut, to teach in that subject, and Temporary Authorization for Minor Assignment, where, under certain circumstances, a certified teacher is allowed to temporarily teach outside his or her area of certification to address a shortage.

Staffing Quality Indicators

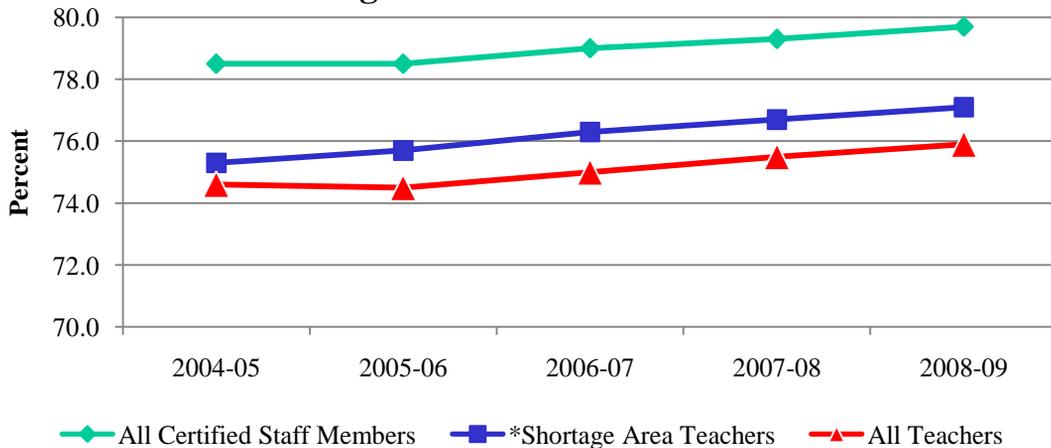
While the overall quality of Connecticut’s teaching force remains high, the state has seen a slight reduction in the teaching force’s level of experience. Since the 2004–05 school year, the average number of years of experience for teachers has dropped by less than a third of a year. Shortage area teachers average about a third of a year less than the teacher population as a whole.

**Average Years of Experience: 2009**



An advanced degree is a second indicator of teacher quality. The percentage of all certified staff members with master’s degrees has increased slightly from 78.5 percent in 2004-05 to 79.7 percent in 2008–09. A similar trend exists for all teachers and for shortage area teachers.

**Percent of Certified Staff with a Master's Degree or Higher: 2004-05 to 2008-09**



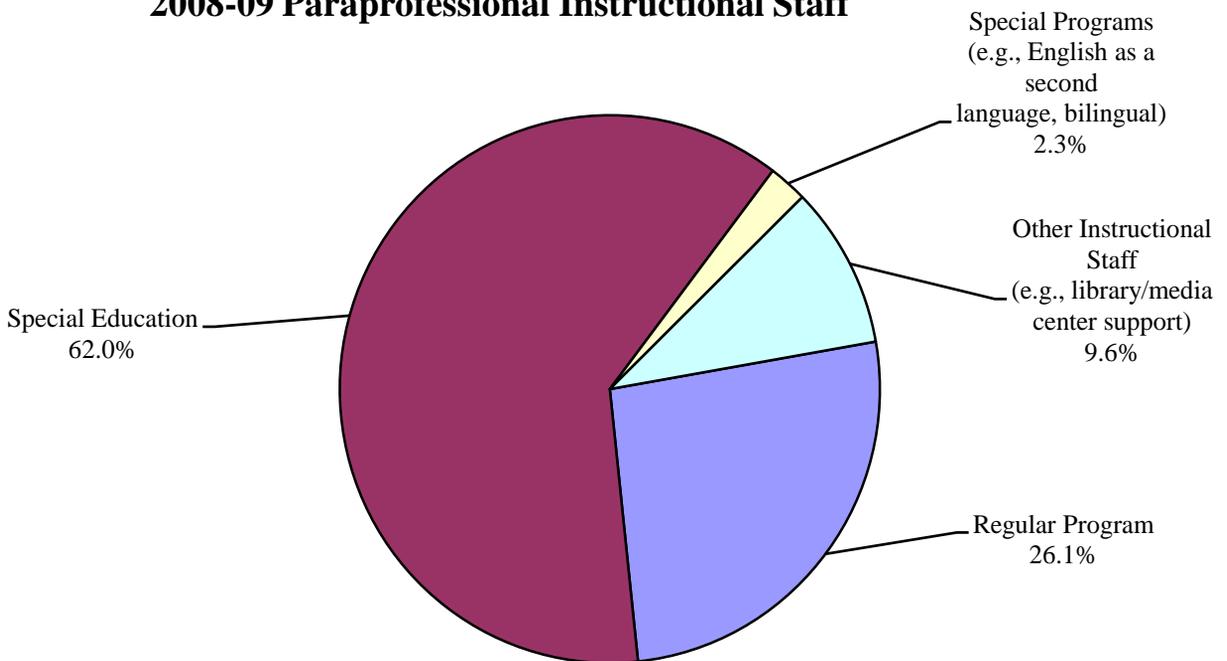
\*The teacher shortage areas that have persisted for five years are Comprehensive Special Education, English, Mathematics, Science, and World Languages.

## Paraprofessional Instructional Staff

Paraprofessional instructional staff members play vital roles in many students' educational experiences. Paraprofessionals assist certified teachers, provide tutoring, act as reading assistants, and perform a variety of other tasks that supplement and enhance the work of certified teachers. A majority of the state's paraprofessional instructional staff works with special education students, assisting some of the state's most academically-challenged students.

In 2008-09, the 14,440 full-time equivalent (FTE)<sup>†</sup> paraprofessional instructional staff members represented 36.1 percent of the total noncertified school staff members in the state. The other 25,559 FTE noncertified staff members provided nursing, security, administrative support, maintenance and other services.

### 2008-09 Paraprofessional Instructional Staff



<sup>†</sup> Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required of a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a .4 FTE (2 days/5 days=.4 of full time or .4 FTE).

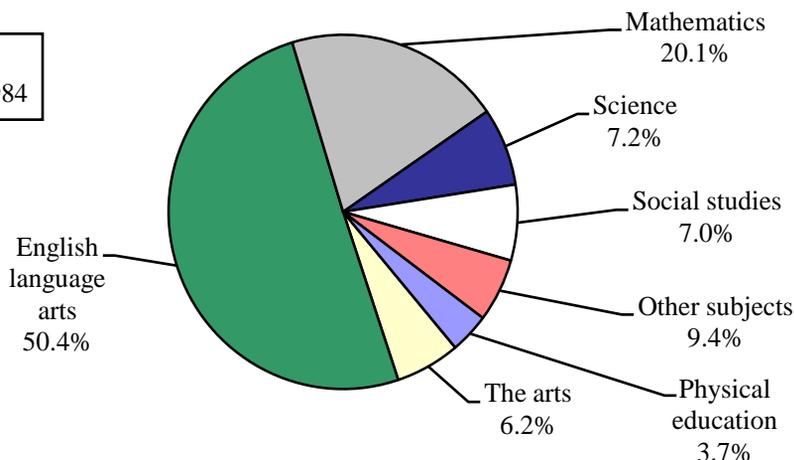
# The Curriculum

## Instructional Time by Subject for Elementary Students

During the 2008-09 school year, Connecticut's public elementary schools devoted, on average, 496 hours (or roughly two hours and 45 minutes per day) to English language arts instruction in Grade 2, a 2.8 percent drop in hours from 1998-99. English language arts represents the largest portion of all Grade 2 instruction with 50.4 percent of Grade 2 time devoted to English language arts in 2008-09, compared to 52.4 percent in 1998-99.

**Percentage of Hours of Instruction  
Devoted to Specific Subjects: Grade 2**

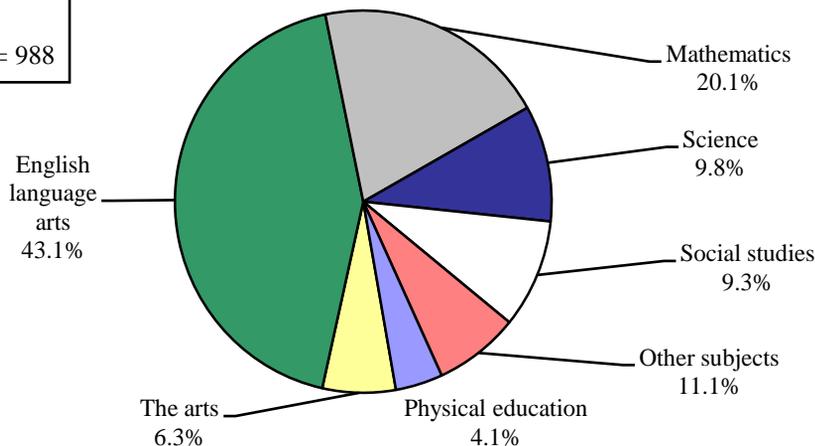
Average Hours of  
Instruction in Grade 2 = 984



In Grade 5, the average number of hours devoted to English language arts was 427 (or approximately two hours and 20 minutes per day). The 427 hours devoted to English language arts in 2008-09 represents an increase of 1.6 percent from the 1998-99 school year.

**Percentage of Hours of Instruction  
Devoted to Specific Subjects: Grade 5**

Average Hours of  
Instruction in Grade 5 = 988



## High School Credits Required for Graduation

Connecticut law requires that high school students successfully complete at least 20 credits<sup>†</sup> of course work and receive a minimum number of credits in specific subjects to graduate. One hundred seventy-four, or 94.1 percent, of the 185 high schools that graduated students<sup>††</sup> in the spring of 2009 required their graduates to complete more than the state minimum of 20 credits. Furthermore, most high schools had additional subject-specific requirements that exceeded the state mandates. For example, 71.4 percent of the high schools required more than the state-required two credits in science. The table below details the state subject requirements and the number of high schools that require more than the state minimum number of credits in specific subjects.

Many Connecticut high school graduates exceed the minimum credits set by State statutes and local requirements. In fact, even though only 10 high schools required more than the State-mandated three credits in mathematics, 65 percent of the class of 2009 graduated with four or more credits in the subject. While only 26 schools required any course work in world languages, 60 percent of the graduates earned three or more credits in a language.

<b>Credits Required for Graduation by Subject</b>		
Subject	State Requirement <sup>†</sup>	Number of High Schools that Require Credits Beyond the State Minimum
English	4	4
Mathematics	3	10
Social studies	3	29
Science	2	132
Arts or vocational education	1	44
Physical education	1	81
Health	0	144
World languages	0	26
Other specific requirements	0	57
Community service	0	10

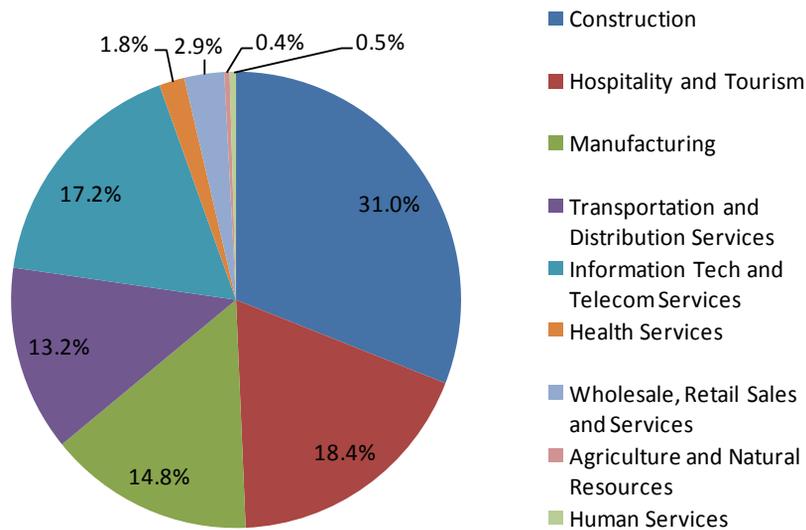
<sup>†</sup> Section 10-221a of the *Connecticut General Statutes* stipulates that a course credit must consist of no less than the equivalent of a 40-minute class period for each day of a school year. For a 180-day school year, this translates to 120 hours of instruction for a full credit and 60 hours for a half-credit.

<sup>††</sup> A number of high schools did not graduate students in 2009 and, therefore, did not submit data on credits required for graduation.

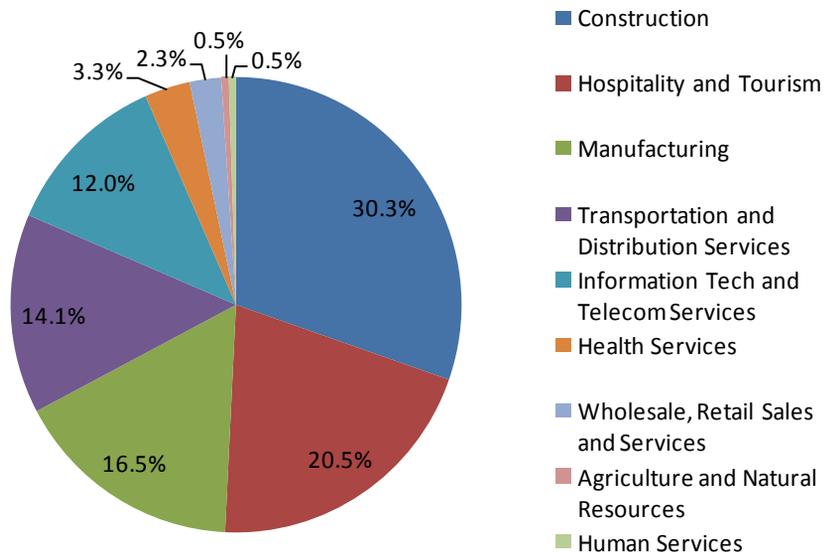
## Connecticut Technical High School Career Clusters

Since the 2003–04 school year, enrollment in Connecticut Technical High School career clusters, supported by the Carl D. Perkins grant, has risen from 9,423 students to 10,280. Connecticut has also seen a slight increase in the percentage of technical high school students in Hospitality and Tourism, Manufacturing and Health Services. Nearly one-third of students are enrolled in the Construction career cluster.

### Technical High School Enrollment by Career Cluster: 2003-04



### Technical High School Enrollment by Career Cluster: 2008-09



## High School Courses for College Credit

Courses that can yield college credit are among the most academically rigorous courses offered at the high school level. While Advanced Placement (AP)<sup>†</sup> is the most prevalent form of these courses, several other college credit programs exist (e.g., the UConn Early College Experience Program and International Baccalaureate). Many of these courses offer students an opportunity to earn both high school and college credit. Since 2001, high school student enrollment in college credit courses has risen by 62 percent, from 33,027 in 2001–02 to 53,455 in 2008–09.

<b>High School Courses for College Credit</b>			
	Enrollment in College Credit Courses	Percentage of High Schools Granting Credit for:	
		Advanced Placement Courses	Other Courses for College Credit
The Arts	919	40.5	11.8
English	9,386	75.1	46.4
World languages	3,479	54.9	21.0
Mathematics	6,456	71.3	45.9
Science	9,966	72.4	44.8
History and social sciences	13,916	76.7	31.3
Other	9,333	51.3	68.6

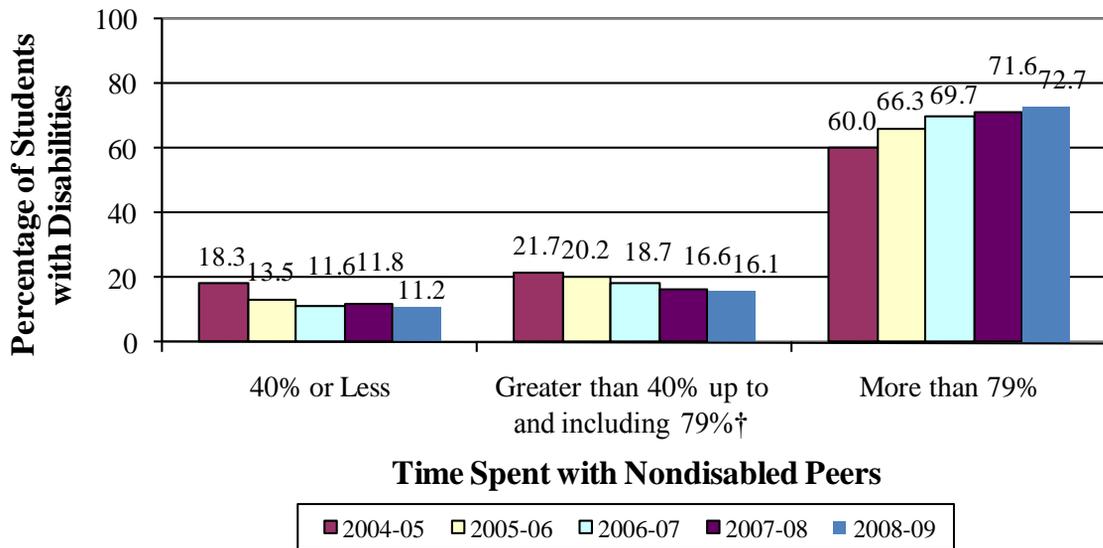
<sup>†</sup> For more information on the Advanced Placement program, please see page 52.

**Time Students with Disabilities Spent with Nondisabled Peers**

For students with disabilities, time spent with nondisabled peers is an important indicator of access to the general curriculum, as well as a demonstration of compliance with the federal Individuals with Disabilities Education Act (IDEA) requirement that students with disabilities be educated with their nondisabled peers to the maximum extent appropriate. To monitor this requirement of IDEA, the federal Office of Special Education Programs has established three levels of time special education students spend with nondisabled peers – 40 percent or less of the students’ time, between 40 percent and up to and including 79 percent of their time, and greater than 79 percent of their time.

During the last five years, Connecticut schools have increased the percentage of students with disabilities who spend more than 79 percent of their time with nondisabled peers by 12.7 percentage points. During the same period, the percentage of students who spent 40 percent or less of their time with nondisabled peers has decreased from 18.3 percent in 2004-05 to 11.2 percent in 2008-09.

**Percentage of K-12 Students with Disabilities  
by Time Spent with Nondisabled Peers**



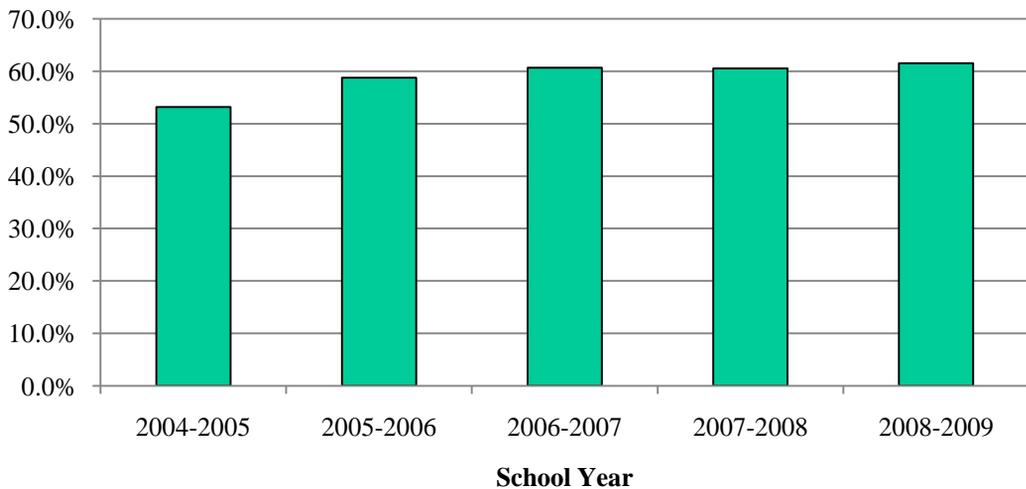
†The category “Greater than 40% and up to and including 79%” includes students in nonpublic placements.

## Gifted and Talented

In 2008-09, there were 22,701 students, roughly 4 percent of all Connecticut public school students, identified as being gifted and talented. These students are defined as having “extraordinary learning ability or outstanding talent in the creative arts.”†

While Connecticut state law requires that school districts evaluate and identify gifted and talented students, districts are not required to provide them with additional services. In 2008-09, however, 61.5 percent of gifted and talented students received some type of additional services.

**Percent of Identified Gifted and Talented  
Students Who Are Served:  
2004-05 to 2008-09**



† *Connecticut General Statutes*, Section 10-76a (5)

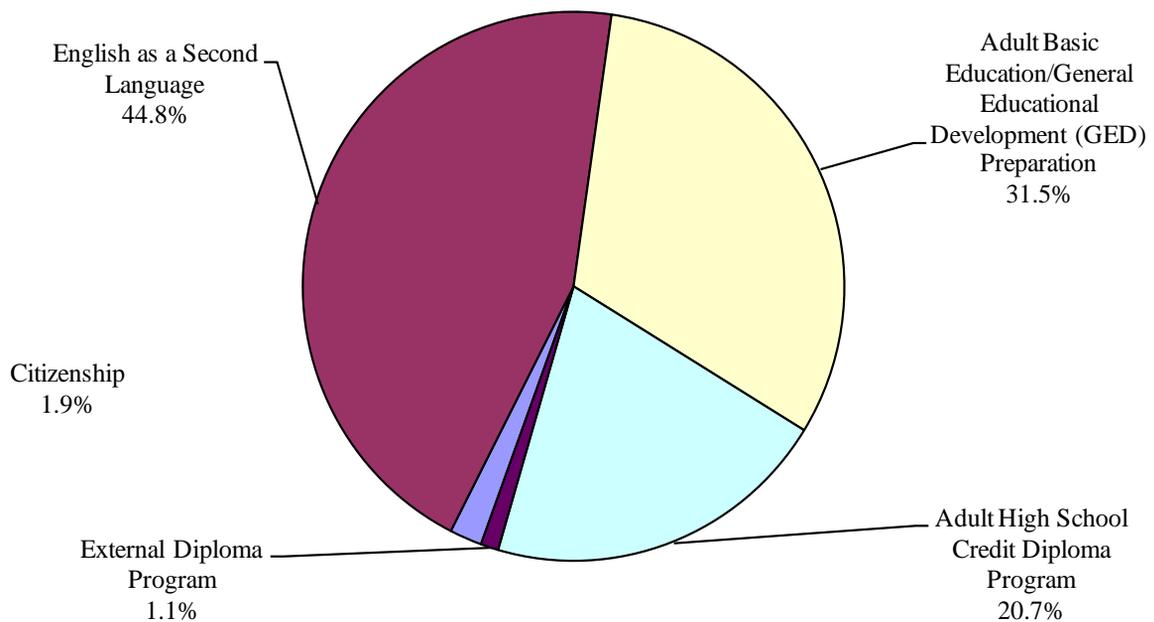
## Adult Education Programs

Learners participated in one of the following State-mandated adult education instructional programs: citizenship preparation, English as a second language (ESL), adult basic literacy education or one of three secondary school completion programs (i.e., General Educational Development (GED®), Adult High School Credit Diploma or National External Diploma).

Fifty-four percent of learners participated in basic literacy or secondary school completion programs, while 46 percent of learners participated in ESL or Citizenship programs.

In 2008-09, more than 5,400 individuals earned diplomas through adult education. For the second consecutive year, more than 3,000 individuals earned a state high school diploma by passing the GED Tests. The number of individuals who earned an adult education diploma by completing the National External Diploma Program assessments was the highest ever in 2008-09. Earning a diploma through adult education enables individuals to pursue postsecondary education/training opportunities and participate more fully in Connecticut's workforce.

### Adult Education Enrollment by Program Type: 2008-09

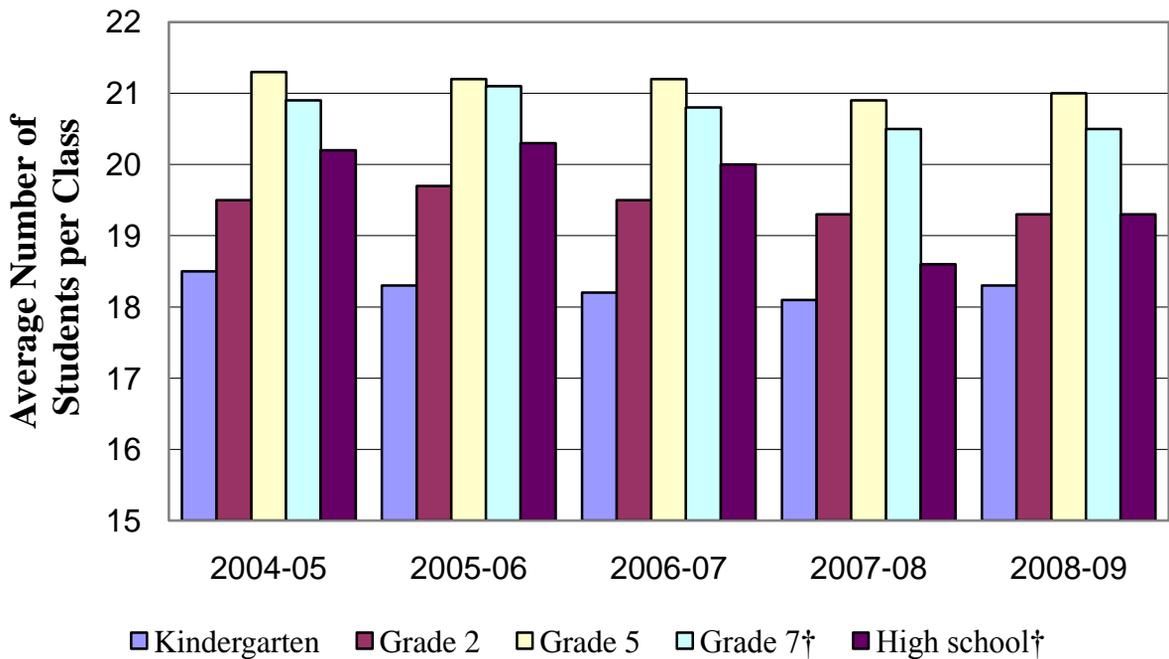


# **Resources and Budgeting**

## Average Class Size

Average class size provides a measure of the intensity with which teacher resources are utilized. During the last five years, average class sizes have remained relatively stable. The only significant increase in average class size occurred in the high schools, rising from 18.6 students per class in 2007-08 to 19.3 in 2008-09.

**Average Class Size of Selected Grades and High School 2004-05 to 2008-09**



†Grade 7 and high school class sizes are calculated by using enrollment and section data (i.e., number of individual classes) from select courses taught at these levels.

**Family Literacy, Even Start and Family Resource Centers**

Family Literacy, Even Start and Connecticut's Family Resource Centers are three programs connecting families and schools in ways that expand the learning process to include parents and the wider community. Family Literacy programs are designed to promote the literacy of parents and children as a learning team. Even Start is a comprehensive program that integrates early childhood education with education for parents to create literate home environments. Family Resource Centers provide a full continuum of early childhood and family support services that foster the optimal development of the child and family. Programs offered by Family Resource Centers include early childhood education, parenting classes, adult education, family literacy programs and after-school programs.

In 2008-09, the Department of Education awarded 17 Family Literacy grants, an increase of six additional programs from the preceding year, resulting in a substantial increase in the number of families served. The Even Start program had one fewer center in 2008-09 but served nearly the same number of families as in the prior year. The number of individuals served by Family Resource Centers declined 3.3 percent from the prior year.

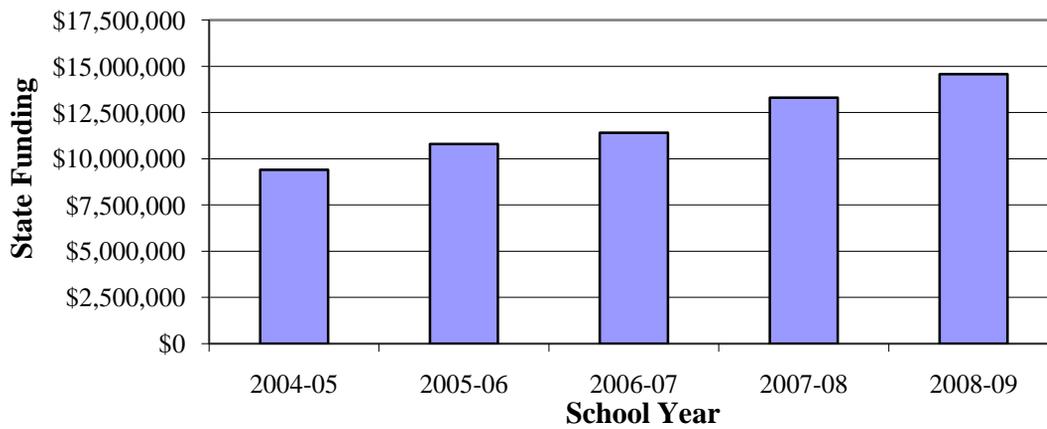
	Family Literacy		Even Start		Family Resource Centers	
	Number of Centers	Estimated Number of Families Served	Number of Centers	Number of Families Served	Number of Centers	Number of Individuals Served †
2003-04	12	300	9	217	61	N/A
2004-05	12	300	9	197	62	N/A
2005-06	12	300	8	189	62	N/A
2006-07	11	275	6	149	62	17,451
2007-08	11	275	6	137	62	20,262
2008-09	17	697	5	131	62	19,586

† Before 2006-07, the state collected data on the number of families served, not the number of individuals.

## Open Choice and Interdistrict Magnet School Funding

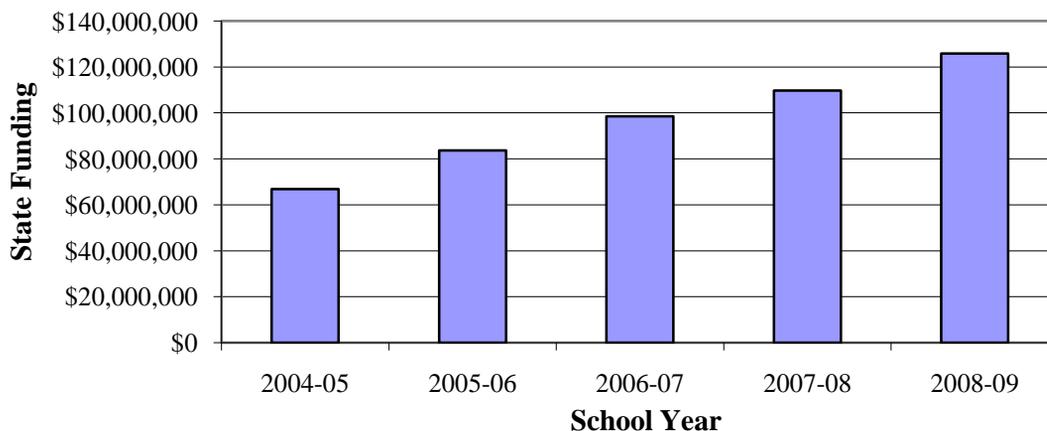
The Open Choice program provides urban students with an opportunity to attend public schools in nearby suburban school districts on a space-available basis in the Bridgeport, Hartford, New Haven and New London regions. This program works to: improve academic achievement; reduce racial, ethnic and economic isolation; and provide a choice of educational programs to students in the program regions. Participation in Open Choice has risen from 1,562 in 2004-05 to 1,793 in 2008-09, or 14.8 percent. During the same period, state funding for the Open Choice program increased from \$9.4 million to \$14.6 million, or by 55 percent.

### State Funding for the Open Choice Program



Interdistrict magnet schools are another mechanism the Department uses to improve the diversity in Connecticut's schools. Interdistrict magnet schools receive state support for building construction and operations. Since 2004-05, student participation in magnet schools has risen from 13,783 students to 20,599 in 2008-09. State spending on magnet schools increased by more than 88 percent in that period, from \$66.9 million in 2004-05 to \$125.9 million in 2008-09.

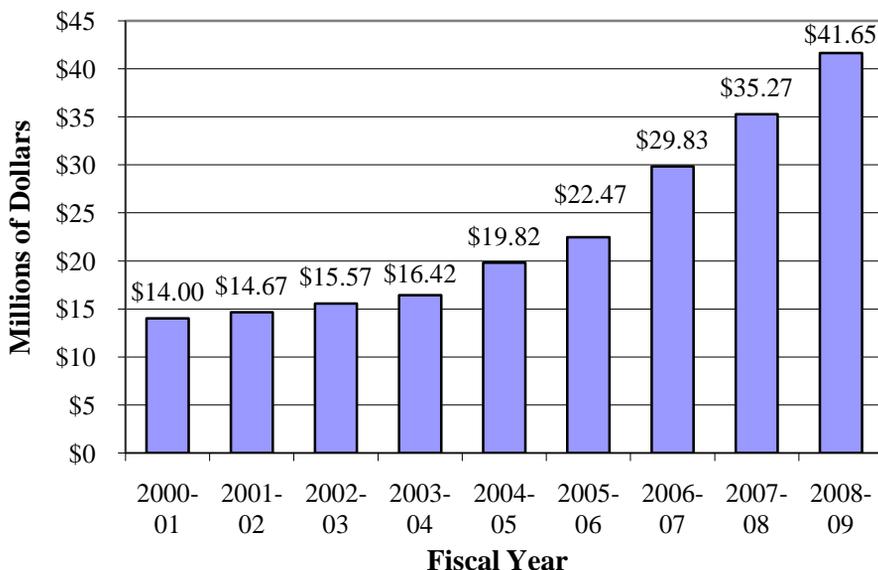
### State Funding for Interdistrict Magnet Schools



## Charter Schools

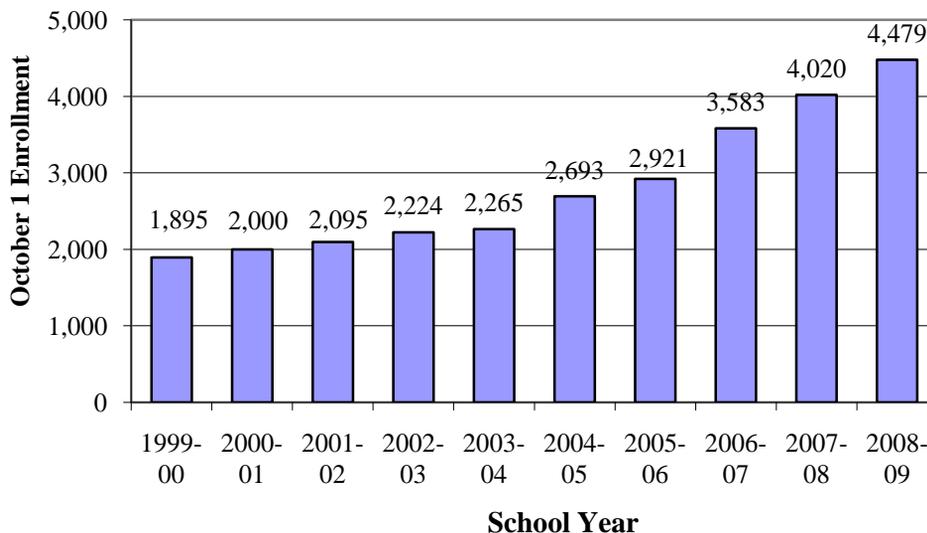
Charter schools are yet another vehicle that Connecticut uses to meet the diverse needs of its students. Charter schools operate outside the traditional school district structure. These schools are funded by the state and are given operational latitude to create innovative opportunities to improve student learning. Since 2000-01, the state has increased funding for charter schools threefold.

### Connecticut Charter School Funding



Connecticut added two charter schools in 2008-09 and total charter school enrollment continued to rise – increasing by more than 11 percent. During the last 10 years, enrollment in Connecticut’s charter schools has increased 136 percent.

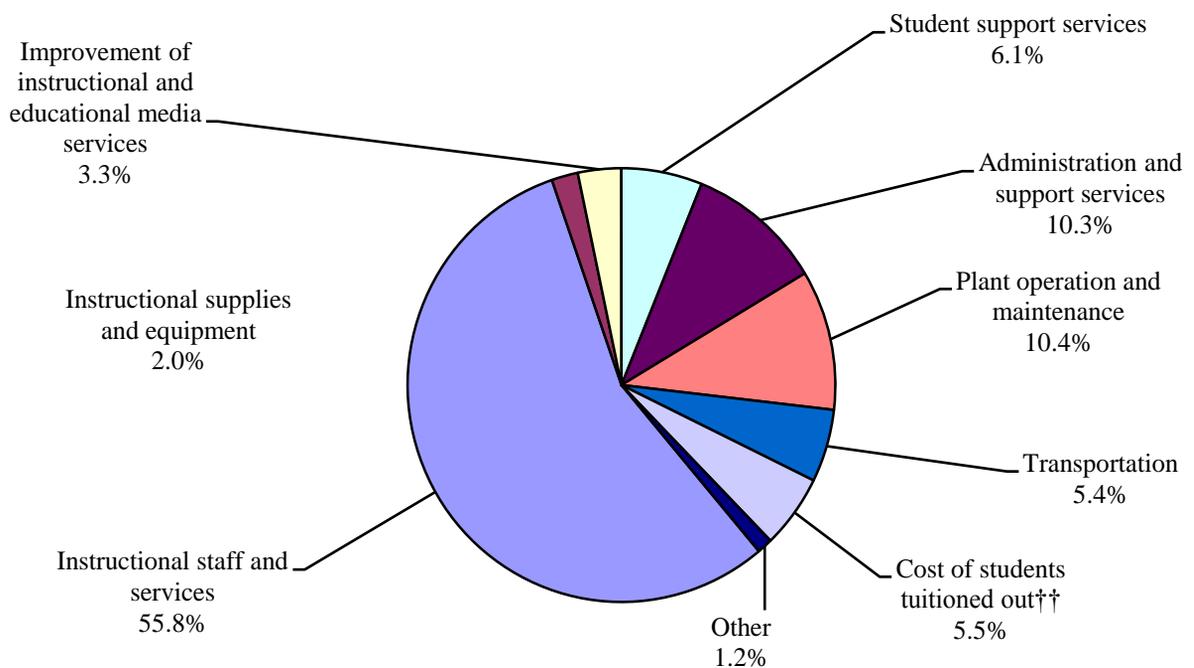
### Charter School Enrollment: 1999-00 to 2008-09



## 2008-09 Expenditure Data†

The State of Connecticut spends billions of dollars each year to educate the state's students. These funds pay for everything from teachers' salaries and benefits to computers and textbooks, and from school buses to heat and electricity for school buildings. In 2008-09, the state's overall school expenditures (excluding investments in land, buildings and debt) totaled \$7.614 billion, an increase of 4.75 percent from 2007-08. Instructional staff and services represented a majority of the total expenditures: approximately 56 cents out of every education dollar was devoted to this area.

### 2008-09 Expenditures†



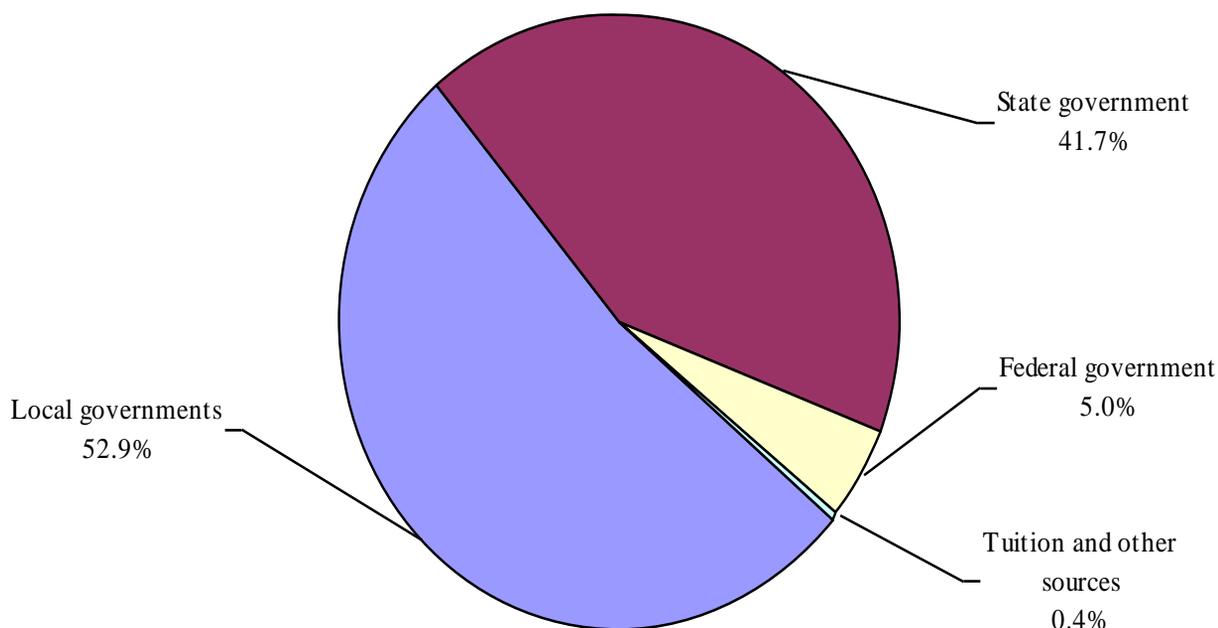
† These data are preliminary and are subject to change. Please note that the percentages do not total 100 percent due to rounding.

†† A portion of the cost of students tuitioned out was sent to other Connecticut public school districts and, therefore, is also included under the various expenditure categories.

## 2007-08 Revenue Sources

Connecticut school districts draw their revenue from three main sources: local government, state government and, to a lesser extent, the federal government. While local governments continue to be the leading source of school district revenue, the proportion of school budgets funded by local governments has dropped since the 1996-97 school year. In 1996-97, 57.2 percent of school district revenues came from local government and by 2007-08, that figure decreased to 52.9 percent. During that period, both federal and state government's share of school district revenues increased.

**2007-08 School District Revenue by Source†**



† Revenue sources do NOT include state-funded Teachers' Retirement Board contributions, Connecticut Technical High School operations, the State Department of Education budgeted costs for salaries and leadership activities, and other state-funded school districts, such as the Department of Children and Families and Department of Correction.

# **Student Achievement**

2009 Connecticut Mastery Test (CMT)

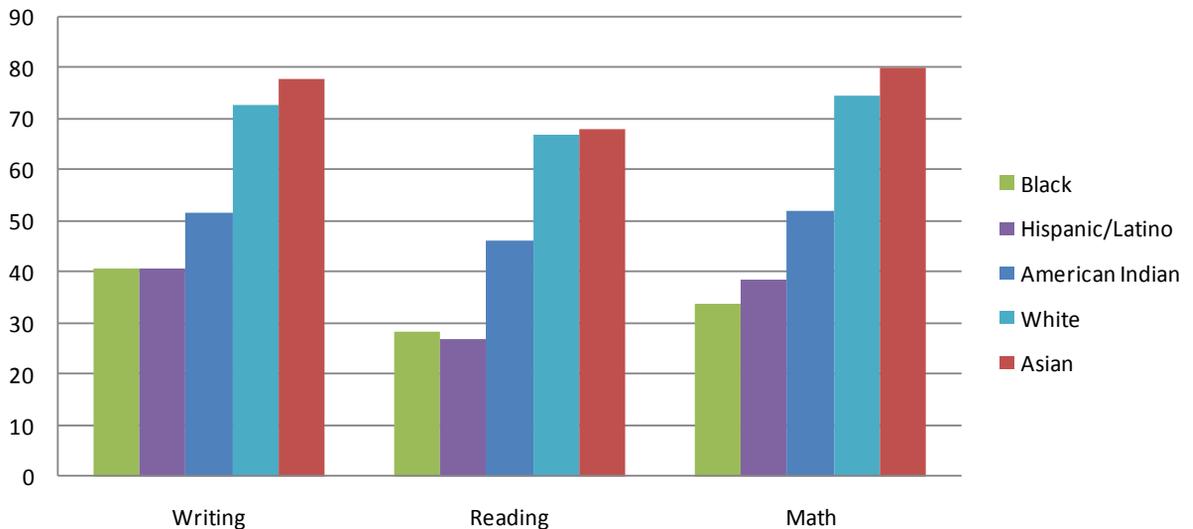
Grade 3

The Connecticut Mastery Test (CMT) was developed in the 1980s to provide an accurate assessment of how well the state’s students are meeting the standards of achievement that the State Board of Education established in reading, writing and mathematics. Beginning in 1985, students in Grades 4, 6 and 8 are tested in the fall in all three areas on an annual basis. In 2006, Connecticut moved to a new generation of the CMT and added assessments in Grades 3, 5 and 7. In 2008, Connecticut began testing Grades 5 and 8 in science to meet the requirements of the federal No Child Left Behind Act (NCLB) of 2001. CMT test scores are reported at five achievement levels: Below Basic, Basic, Proficient, Goal and Advanced. 62.6 percent of Grade 3 students scored at or above Goal in writing in 2009, 54.6 percent in reading and 63 percent in math.

Percent At or Above Goal	Writing	Reading	Math
All Grade 3 Students	62.6	54.6	63

Recent enrollment trends by race (see page 7) are expected to continue over the next several years, resulting in a more diverse mix of students. Spring 2009 CMT results for Grade 3 indicate that, on average, white and Asian students significantly outperformed students from other races/ethnicities on all three assessments: writing, reading and mathematics. While the gap between minority students and their non-minority peers was sizable on all three assessments, it was largest in mathematics.

**CMT Grade 3: Percent At or Above Goal by Race/Ethnicity: 2009**



2009 Connecticut Mastery Test (CMT)

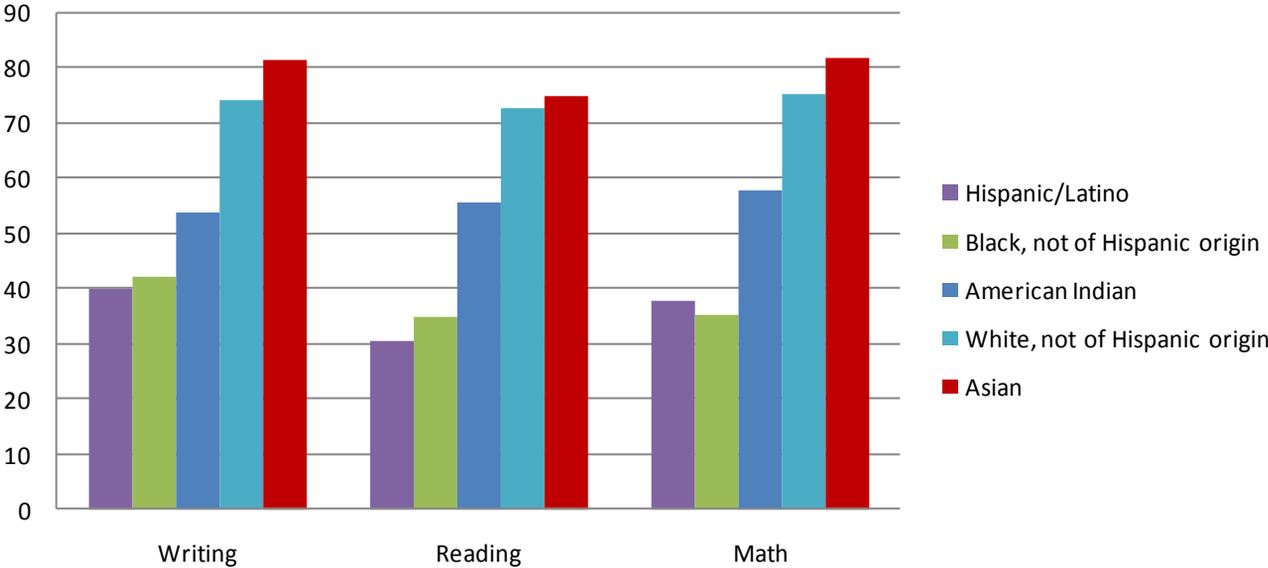
Grade 4

Results from the spring 2009 CMT indicate that, statewide, Grade 4 students performed the highest on the writing assessment and the lowest on the reading assessment.

Percent At or Above Goal	Writing	Reading	Math
All Grade 4 Students	64.2	60.7	63.8

Spring 2009 CMT results for Grade 4 indicate that, on average, white and Asian students significantly outperformed students from other races/ethnicities on all three assessments: reading, writing and mathematics. While the gap between minority students and their non-minority peers was sizable on all three assessments, it was largest in mathematics.

**CMT Grade 4: Percent At or Above Goal by Race/Ethnicity: 2009**



2009 Connecticut Mastery Test (CMT)

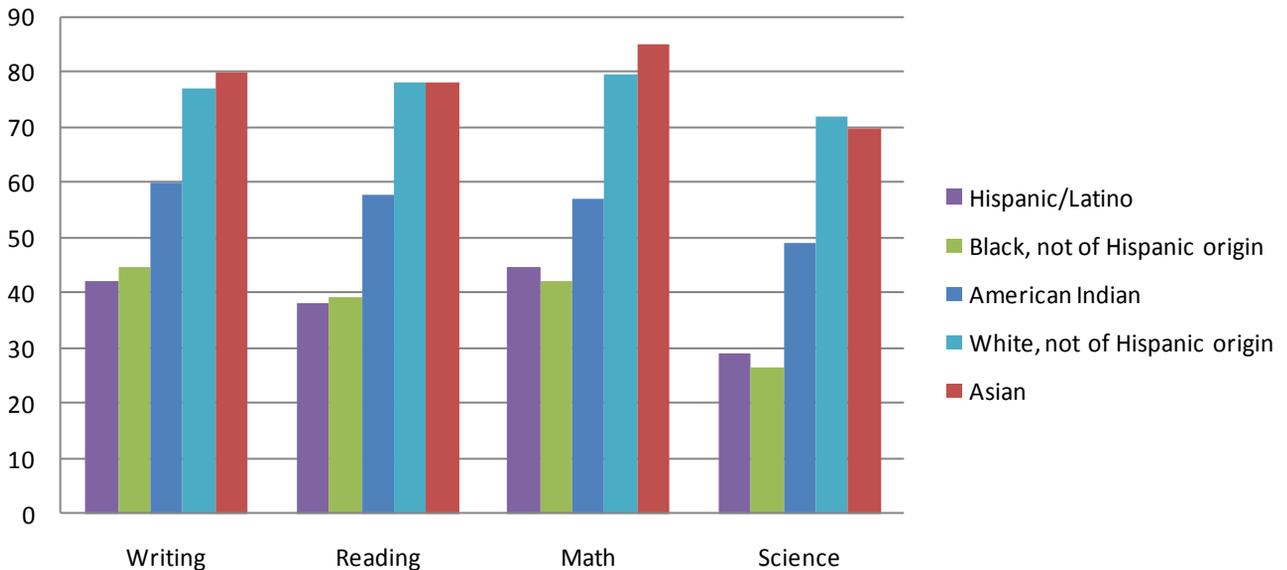
Grade 5

In spring 2008, schools assessed students in Grade 5 in science for the first time, and more than 55 percent of students scored at or above Goal. In 2009, more than 58 percent of Connecticut’s Grade 5 students scored at or above Goal in science. Overall, students in Grade 5 fared best in math and worst in science.

Percent At or Above Goal	Writing	Reading	Math	Science
All Grade 5 Students	66.6	66	69	58.3

Spring 2009 CMT results for Grade 5 indicate that, on average, white and Asian students significantly outperformed students from other races/ethnicities on all four assessments: reading, writing, mathematics and science. While the gap between minority students and their non-minority peers was sizable on all four assessments, it was largest in science.

**CMT Grade 5: Percent At or Above Goal by Race/Ethnicity: 2009**



2009 Connecticut Mastery Test (CMT)

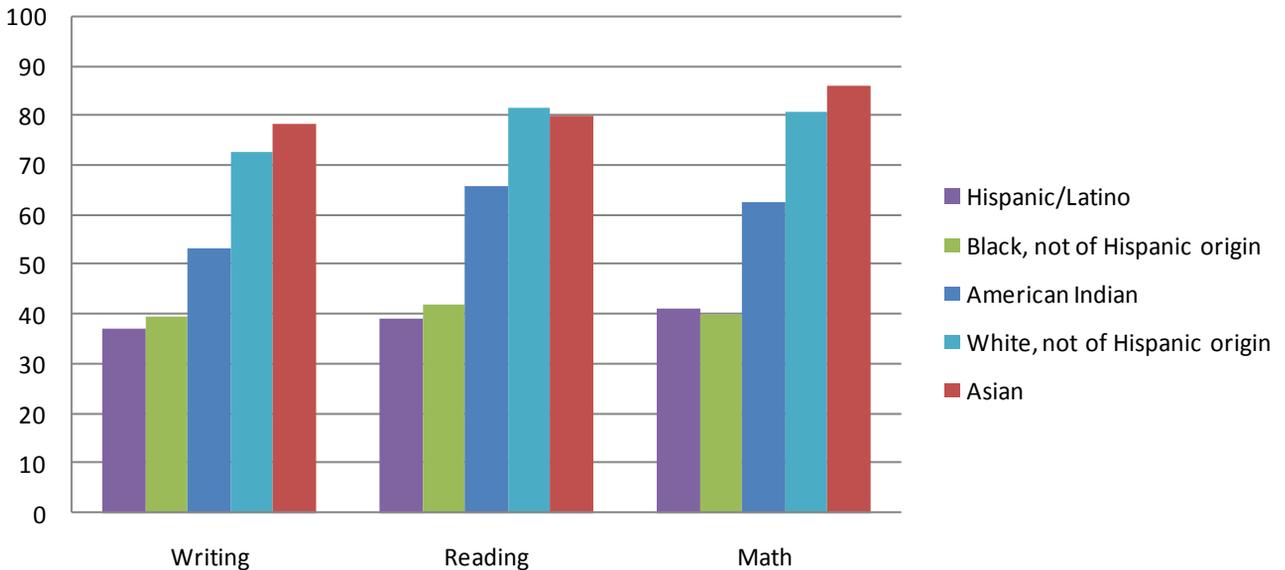
Grade 6

Results from the spring 2009 CMT indicate that, statewide, Grade 6 students performed the highest on the reading and math assessments, with 69 percent of students scoring at or above Goal.

Percent At or Above Goal	Writing	Reading	Math
All Grade 6 Students	62.2	69	69

Spring 2009 CMT results for Grade 6 indicate that, on average, white and Asian students significantly outperformed students from other races/ethnicities on all three assessments: reading, writing and mathematics. The gap between minority students and their non-minority peers was smallest in writing.

**CMT Grade 6: Percent At or Above Goal by Race/Ethnicity: 2009**



2009 Connecticut Mastery Test (CMT)

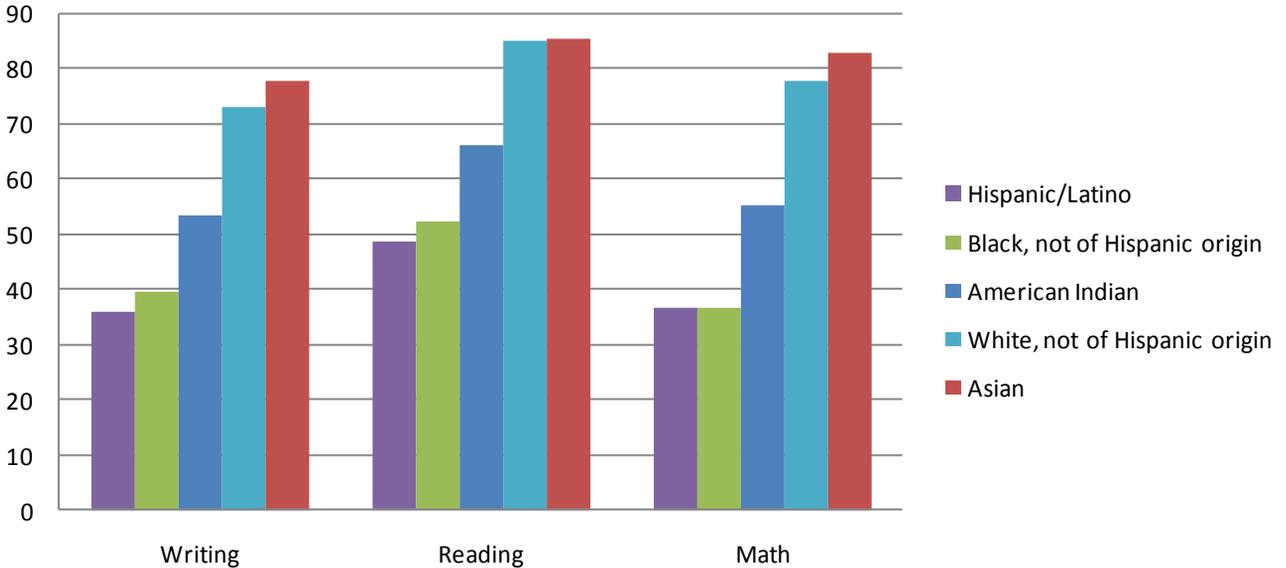
Grade 7

Results from the spring 2009 CMT indicate that, statewide, Grade 7 students performed the highest on the reading assessment, with nearly 75 percent of students scoring at or above Goal.

Percent At or Above Goal	Writing	Reading	Math
All Grade 7 Students	62.9	74.9	66.3

Spring 2009 CMT results for Grade 7 indicate that, on average, white and Asian students significantly outperformed students from other races/ethnicities on all three assessments: reading, writing and mathematics. While the gap between minority students and their non-minority peers was sizable on all three assessments, it was largest in mathematics.

**CMT Grade 7: Percent At or Above Goal by Race/Ethnicity: 2009**



2009 Connecticut Mastery Test (CMT)

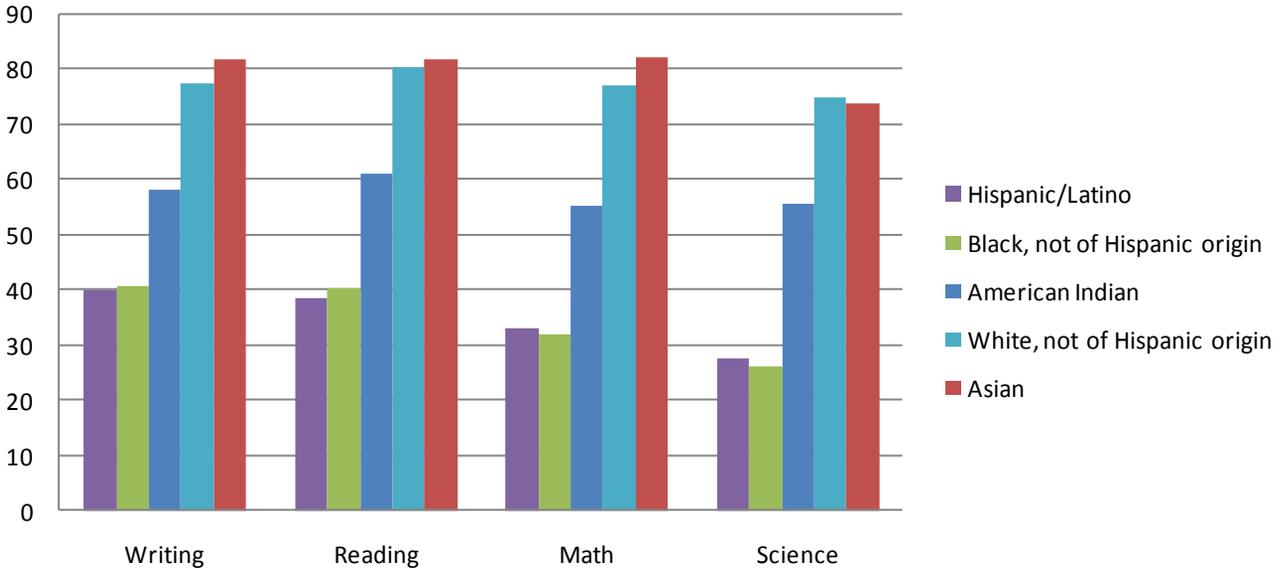
Grade 8

As mentioned earlier, Connecticut schools assessed Grade 8 students in science for the first time in the spring of 2008. In this initial assessment, more than 58 percent of the state’s students scored at or above Goal. In 2009, nearly 61 percent scored at or above Goal in science. Statewide, Grade 8 students performed the highest on the reading assessment with nearly 69 percent of students scoring at or above Goal.

Percent At or Above Goal	Writing	Reading	Math	Science
All Grade 8 Students	66.5	68.5	64.7	60.9

Spring 2009 CMT results for Grade 8 indicate that, on average, white and Asian students significantly outperformed students from other races/ethnicities on all four assessments. While the gap between minority students and their non-minority peers was sizable on all four assessments, it was largest in science.

**CMT Grade 8: Percent At or Above Goal by Race/Ethnicity: 2009**



2009 Connecticut Academic Performance Test (CAPT)

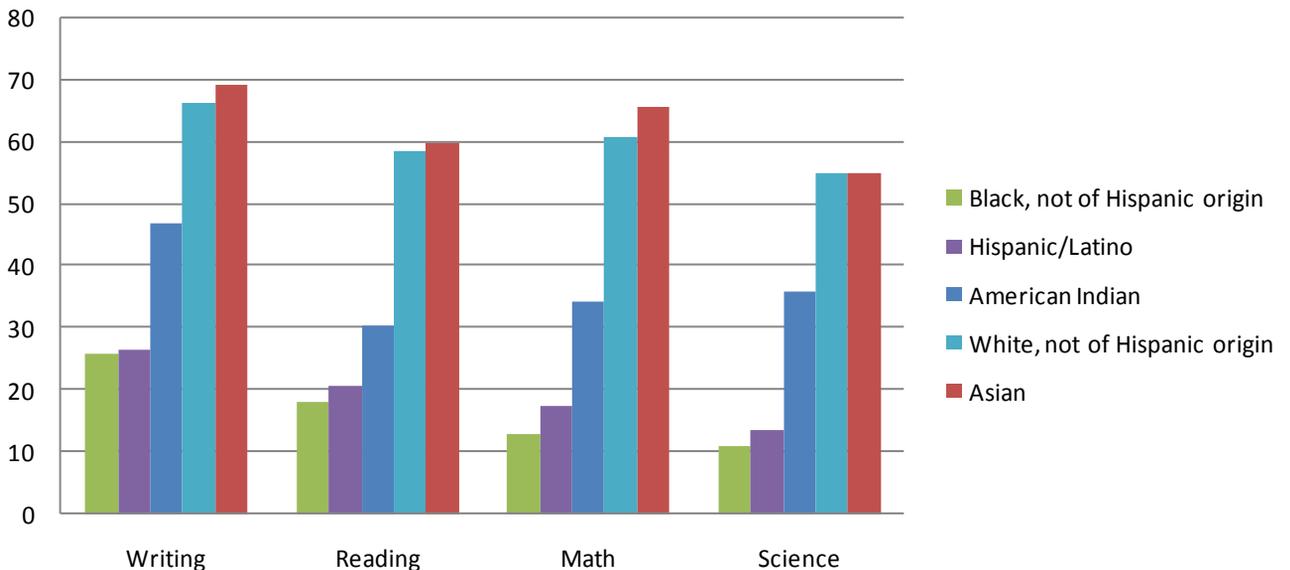
Grade 10 students take the Connecticut Academic Performance Test (CAPT) in the spring of each year. This test assesses student performance in mathematics, science, reading and writing. The CAPT is aligned with Connecticut’s curriculum frameworks and provides information on how well students are performing with respect to the critical skills required in the four content areas. As in the CMT, CAPT scores are reported at five achievement levels: Below Basic, Basic, Proficient, Goal and Advanced. While Connecticut uses the Proficient level for NCLB purposes, the state continues to use the higher standard of Goal or above as its benchmark for achievement.

In 2009, Grade 10 students scored the highest on the writing assessment with 55 percent of students scoring at or above Goal. This strength in writing was witnessed in all racial/ethnic categories. The weakest subject overall was science with only 42.9 percent of Grade 10 students reaching the Goal level.

Percent At or Above Goal	Writing	Reading	Math	Science
All Grade 10 Students	55	47.5	47.9	42.9

As in the CMT, Black, Hispanic and Native American students lagged behind their peers on all four assessments of the CAPT. While still significant, the achievement gap on the reading assessment was the smallest among the four CAPT assessments.

**CAPT: Percent At or Above Goal by Race/Ethnicity: 2009**



**Adequate Yearly Progress (AYP)**

Under the federal No Child Left Behind (NCLB) Act of 2001, states are required to hold schools, districts and themselves to yearly standards of achievement on standardized tests in reading and mathematics. These standards are used to determine if schools, districts and states are making Adequate Yearly Progress (AYP) as a whole, and for specific subgroups of students (including racial/ethnic groups, special education students and English language learners). Schools, districts and states failing to meet the AYP levels of achievement for two consecutive years in the same subject are considered to be in need of improvement and must take specific steps to improve performance of their students. Connecticut uses the CMT and the CAPT for determining AYP.

During the 2008-09 school year, 40 percent of Connecticut's schools failed to make AYP. While still high, the number of schools failing to make AYP remained the same compared to 2007-08. The number of districts failing to make AYP, however, was 55, an increase of 11 districts from last year. The state, as a whole, continued to fail to make AYP because specific subgroups of students did not meet the achievement standards in both reading and mathematics.

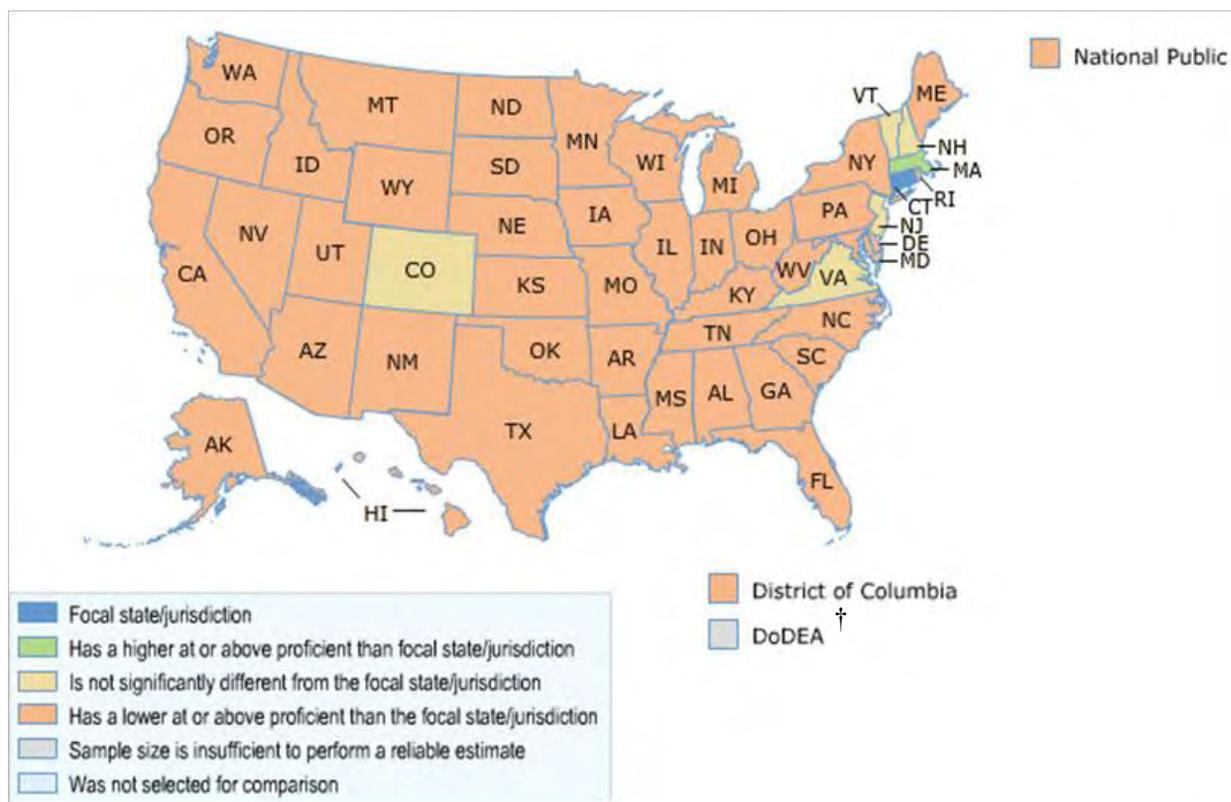
<b>2008-09 Number of Schools and Districts Failing to Make Adequate Yearly Progress (AYP)</b>			
	<b>Elementary/Middle Schools</b>	<b>High Schools</b>	<b>District Level</b>
Whole school/district mathematics and reading achievement	161	37	24
Whole school/district mathematics academic achievement only	7	16	3
Whole school/district reading academic achievement only	66	3	6
Subgroup only mathematics and reading academic achievement	82	11	16
Subgroup only mathematics academic achievement	1	2	1
Subgroup only reading academic achievement	17	3	5

## 2009 National Assessment of Educational Progress (NAEP) Grade 4 Reading Percentage At or Above Proficient All Students

The National Assessment of Educational Progress (NAEP) is often called the “Nation’s Report Card.” It is a congressionally-mandated assessment in various subject areas administered by the National Center for Education Statistics, a branch of the U.S. Department of Education. It is the only nationally-representative, continuing assessment of what America’s students know and can do in various subject areas.

On the spring 2009 assessment of reading, 42 percent of Connecticut’s Grade 4 students scored at or above the Proficient level. This compares favorably to the nation’s score of 32 percent at or above Proficient.

Connecticut outperformed 43 states and its performance was statistically equal to that of five other states. Only Massachusetts performed significantly higher than Connecticut.



† DoDEA: The Department of Defense Education Activity, a civilian agency of the US which oversees schools in military bases.

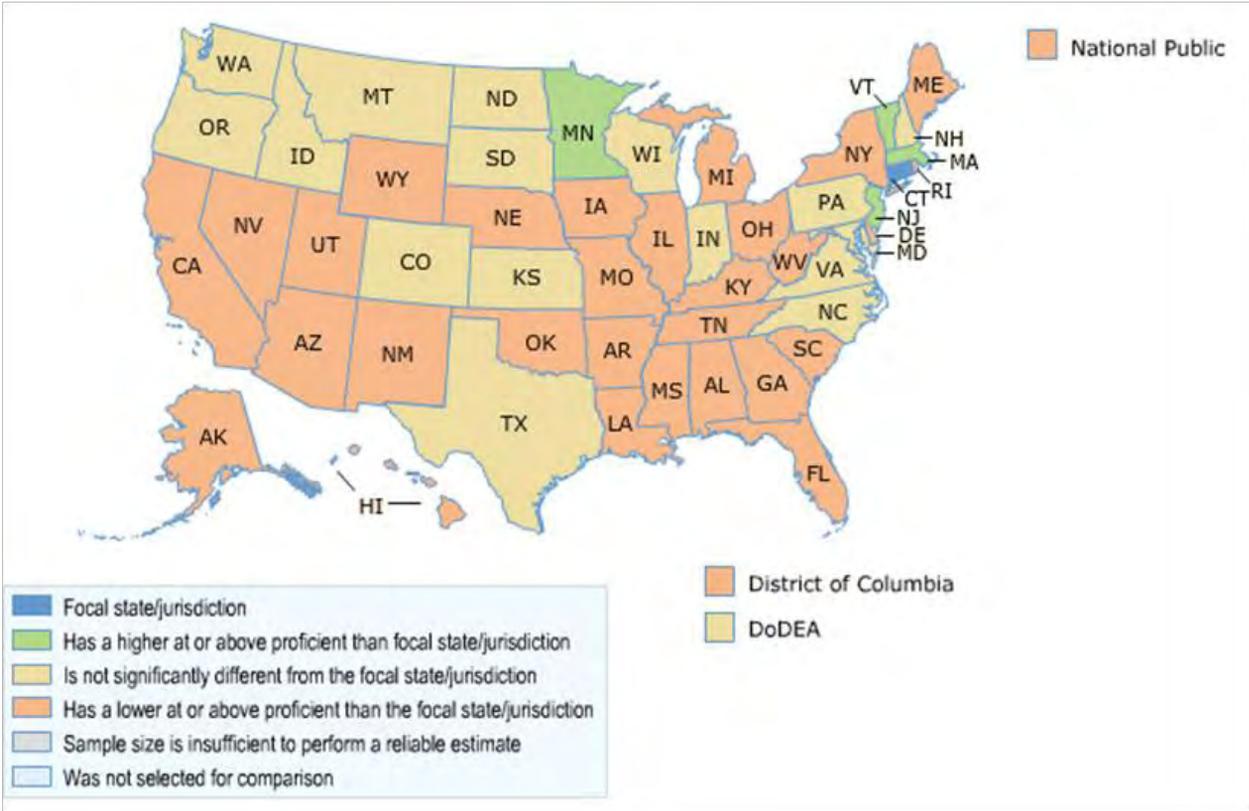




2009 National Assessment of Educational Progress (NAEP)  
Grade 8 Math  
Percentage At or Above Proficient  
All Students

On the spring 2009 assessment of mathematics, 40 percent of Connecticut Grade 8 students scored at or above the Proficient level. This figure is greater than the nation’s score of 33 percent at or above Proficient.

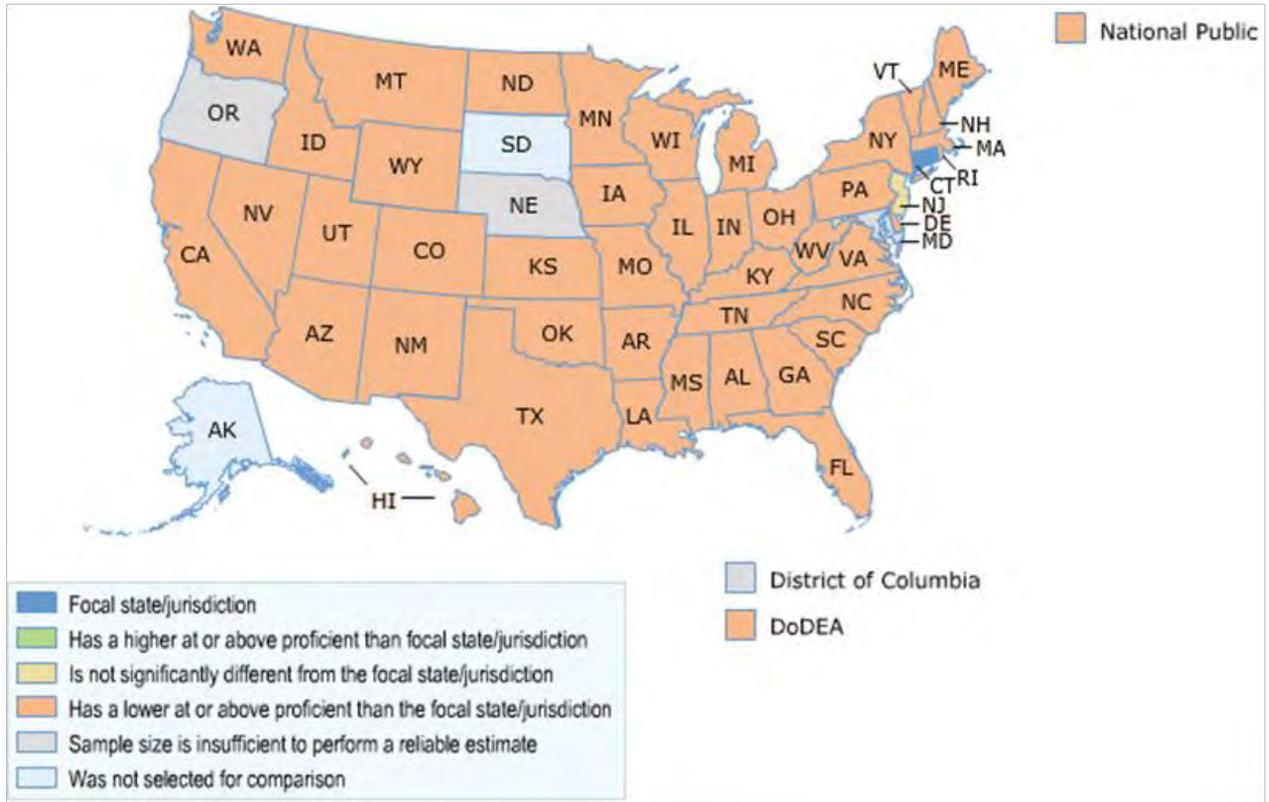
Connecticut outperformed 29 states and its performance was statistically equal to 16 other states. Only Massachusetts, Vermont, New Jersey and Minnesota performed significantly higher than Connecticut.



## 2007 National Assessment of Educational Progress (NAEP) Grade 8 Writing Percentage At or Above Proficient All Students

The 2009 NAEP writing assessment data has not yet been published. On the spring 2007 Grade 8 NAEP writing assessment, 53 percent of Connecticut's students reached the Proficient level or above. This figure compared favorably to the national figure of 31 percent.

Connecticut outperformed 43 other states. Only New Jersey performed at a level that was comparable to Connecticut's level. The remaining five states either did not participate in the assessment or did not meet the minimum level of participation.



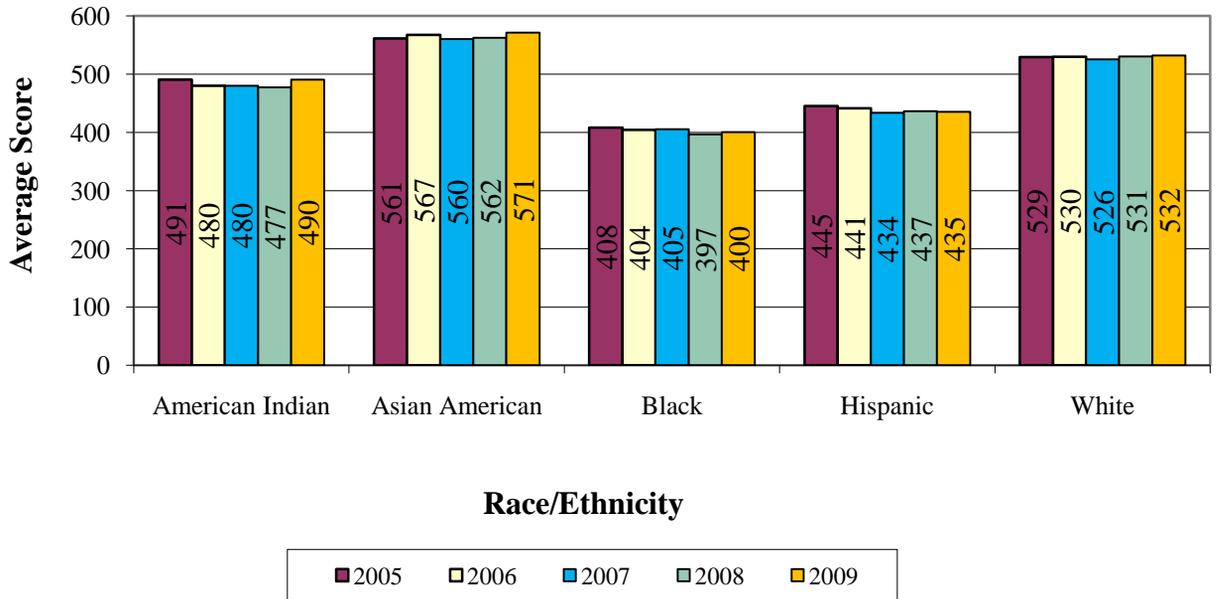
**SAT Reasoning Test- Mathematics †**

The SAT is one of the nation’s most commonly used college-readiness assessments. Beginning with the 2006 administration of the SAT, the test was divided into three sections, with the addition of a writing assessment to the existing mathematics and critical reading (formerly verbal) assessments. All three assessments are graded on a scale of 200 to 800 points.

For the Connecticut high school students in the class of 2009, the average score in math increased by one point from the prior year to 508, remaining two points below the national public school average score of 510.

Black, white, American Indian and Asian students all showed increases in their average mathematics scores. The average SAT math scores were highest for Asian graduates at 571, followed by 532 for white, 435 for Hispanic and 400 for black graduates. Black students’ average scores rose by four points from 2008. Hispanic students showed a slight decline in 2009.

**SAT :  
Average Math Score by Race/Ethnicity:  
Classes of 2005 to 2009**



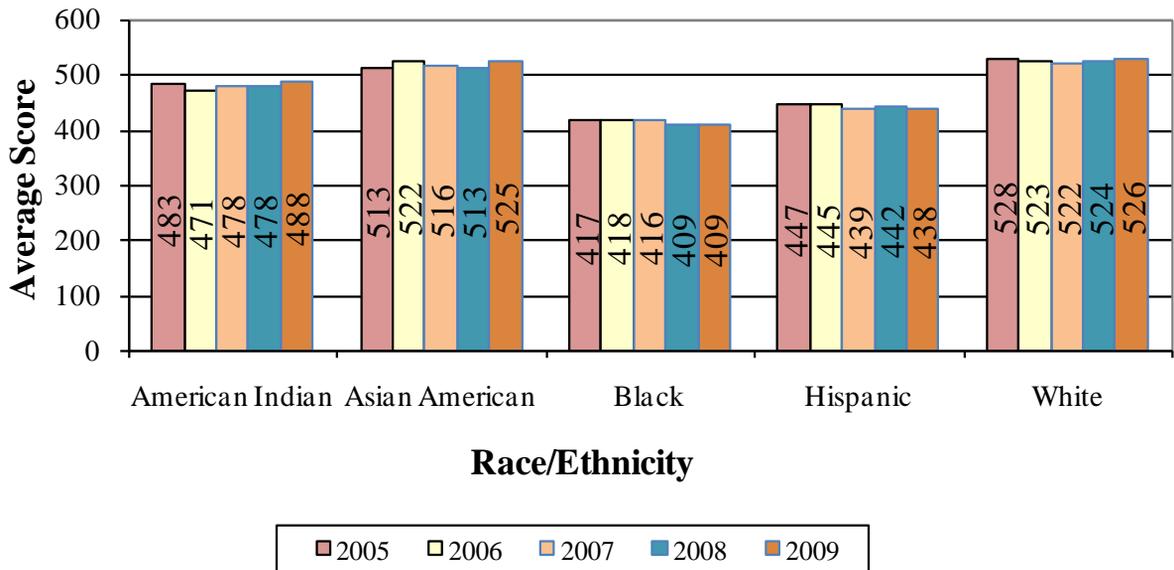
† The source for these data is the College Board.

## SAT Reasoning Test - Reading †

Overall, Connecticut's average on the Critical Reading section remained at 503 and exceeds the national public school average (496) by seven points. The national average declined by a point this year.

The 2009 average scores for white and Asian graduates in reading were 526 and 525, respectively, with a 12 point increase for Asian graduates from 2008. The average reading score of 438 for Hispanic graduates was down four points from 2008. The average reading score of 409 for black graduates remained the same. The average reading score for American Indian students rose 10 points from last year.

**SAT:  
Average Reading Score by Race/Ethnicity:  
Classes of 2005 to 2009**



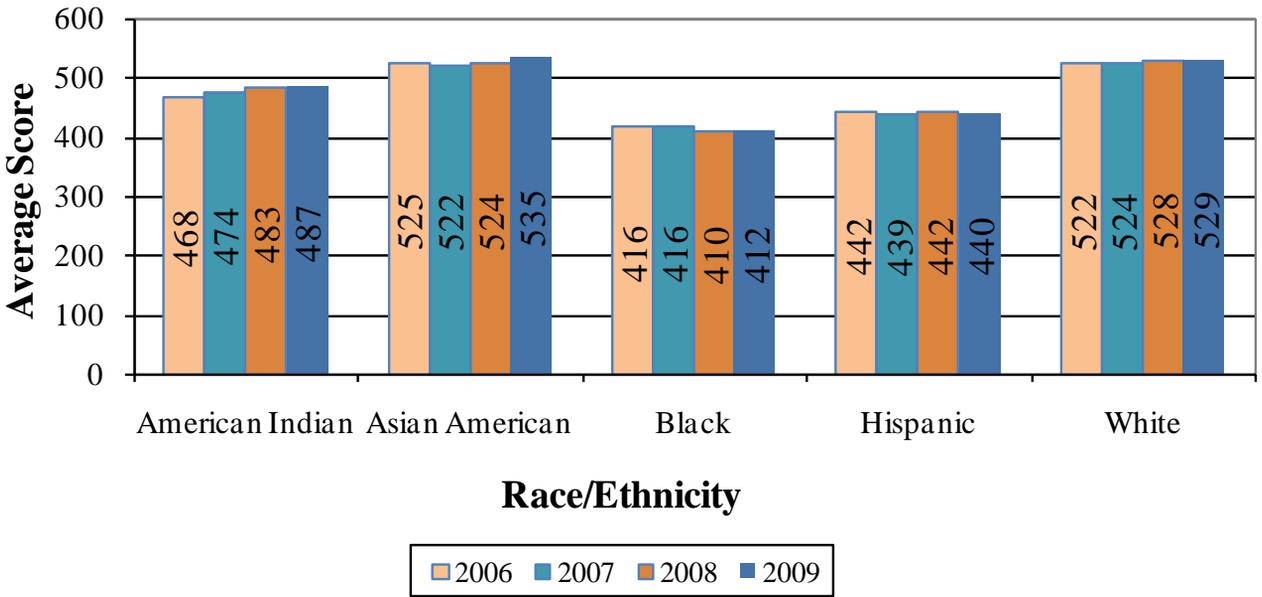
† The source for these data is the College Board.

**SAT Reasoning Test- Writing †**

This was the fourth year that the SAT included a writing component, and Connecticut’s 2009 public school students remained at an average of 506—which is 19 points above the national average (487) for public school students. † †

In 2009, black, white, American Indian and Asian students all showed increases in their average writing scores. The average writing scores in 2009 were 535 for Asian, 529 for white, 440 for Hispanic and 412 for black graduates.

**SAT:  
Average Writing Score by Race/Ethnicity:  
Classes of 2005 to 2009**



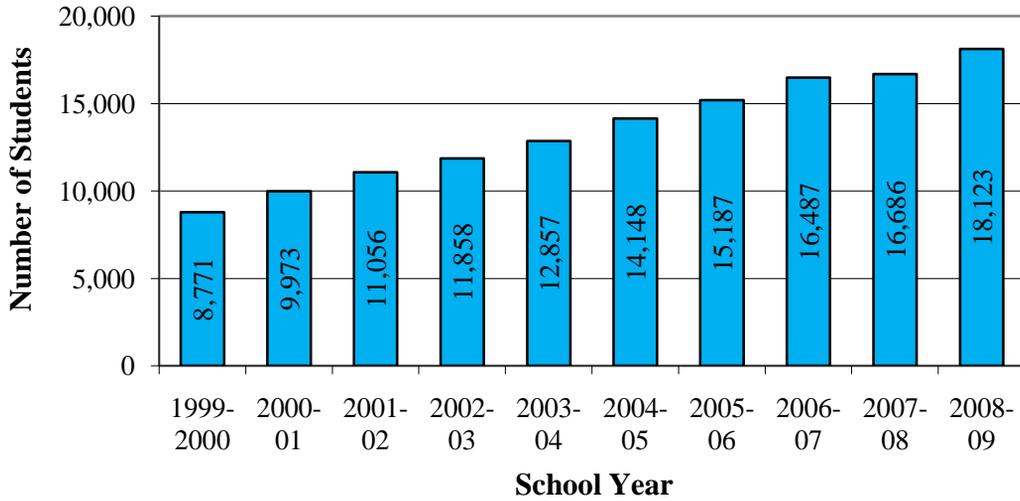
† The source for these data is the College Board.

† † The SAT writing assessment did not exist before 2006.

**Advanced Placement**

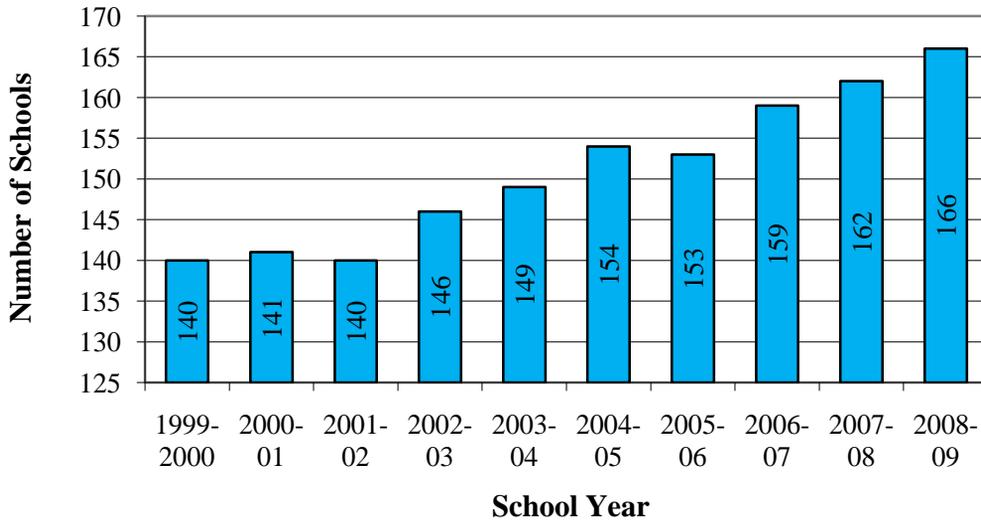
The Advanced Placement (AP) program is a rigorous high school program of college-level courses and examinations. Connecticut AP exam participation increased by 8.6 percent last year and is up 121 percent over the last decade.

**Number of Students Taking an Advanced Placement Test**



Not only have AP courses reached a larger number of students, but these students represent a broader population of schools in the state. In 2009, 166 schools offered AP exams, up from 140 schools a decade earlier.

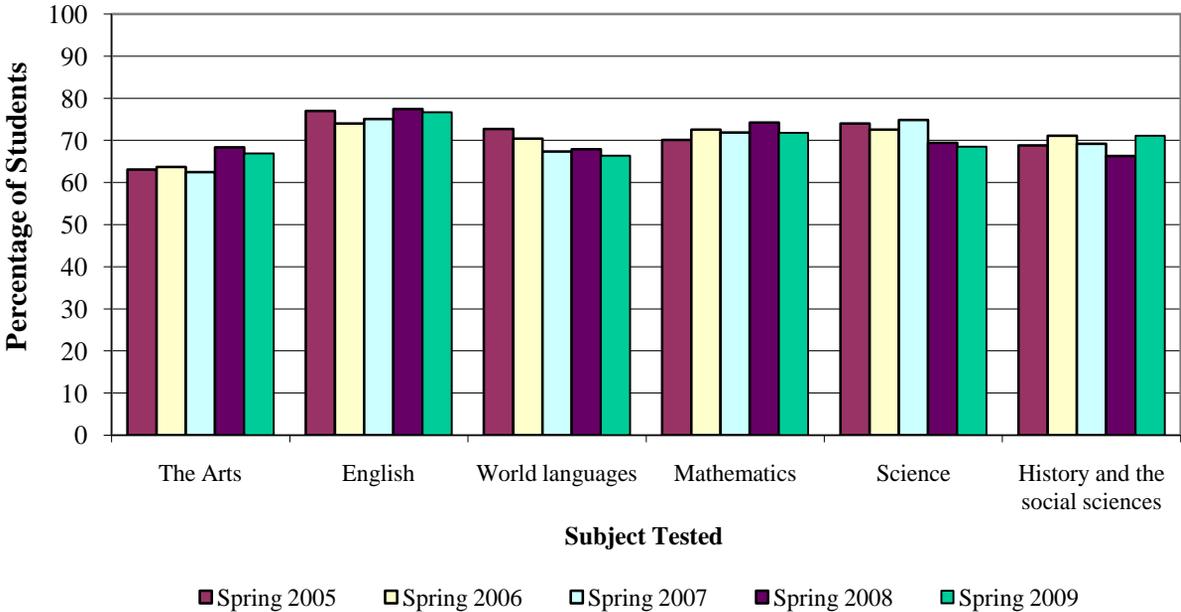
**Number of Schools Offering AP Exams**



**Advanced Placement Examinations**

The American Council on Education has established a minimum score of 3 (on a scale of 1 through 5) on an AP exam for students to be awarded college credit. Even with the increased number of schools and students participating in the AP program, the percentage of students scoring 3 or more has remained relatively stable in most subject areas during the last five years. Historically, Connecticut's public school students have performed best on the AP English exams.

**Advanced Placement Examinations  
Percentage of Students Scoring 3 or Above**

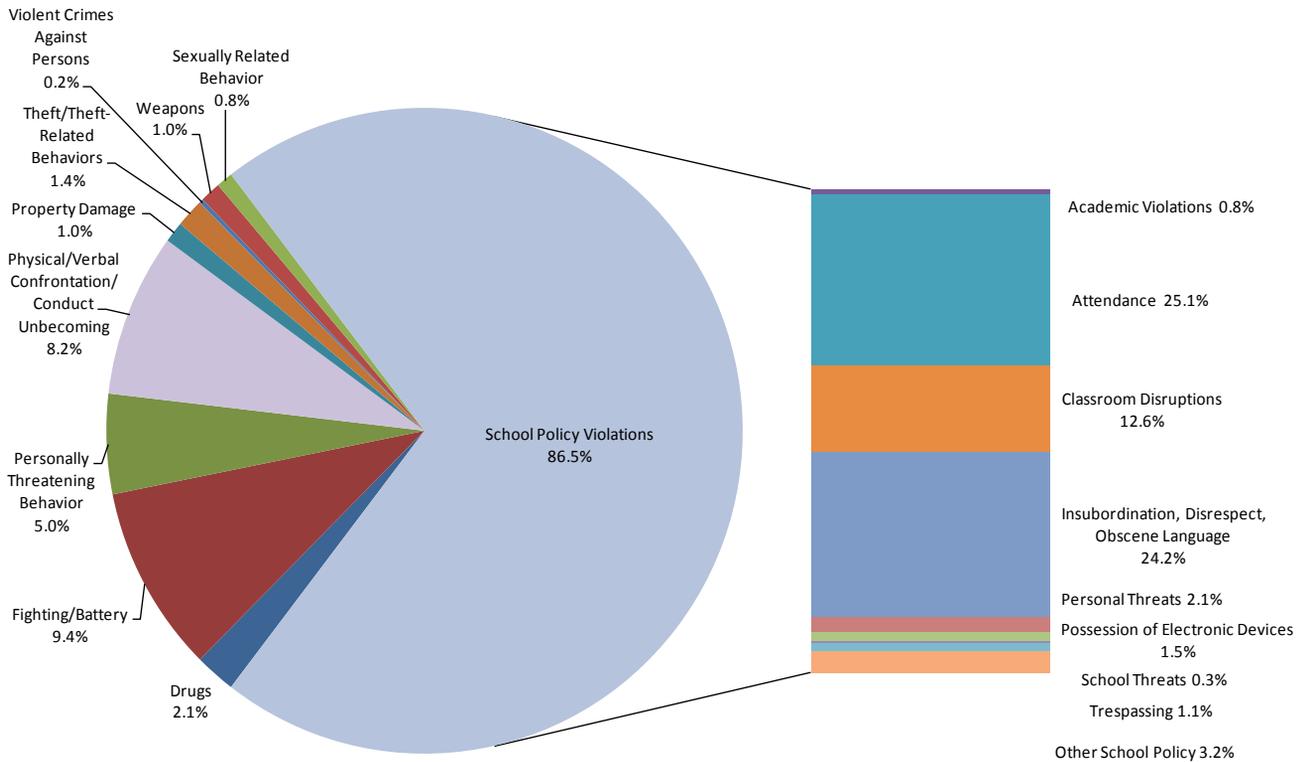


**School Discipline†**

To perform at their best, students need a safe learning environment. One of the ways school climate is tracked in Connecticut is by monitoring the number and type of disciplinary incidents occurring in the state’s schools. In 2008-09, there were 136,515 disciplinary offenses that were considered serious enough to warrant a suspension or expulsion.

This large number of total incidents (both serious and policy offenses) involved 11 percent of Connecticut’s students. This means that almost nine out of 10 students were not involved in either serious or policy offenses. A quarter of all violations was related to attendance.

**Disciplinary Incidents by Category: 2009**

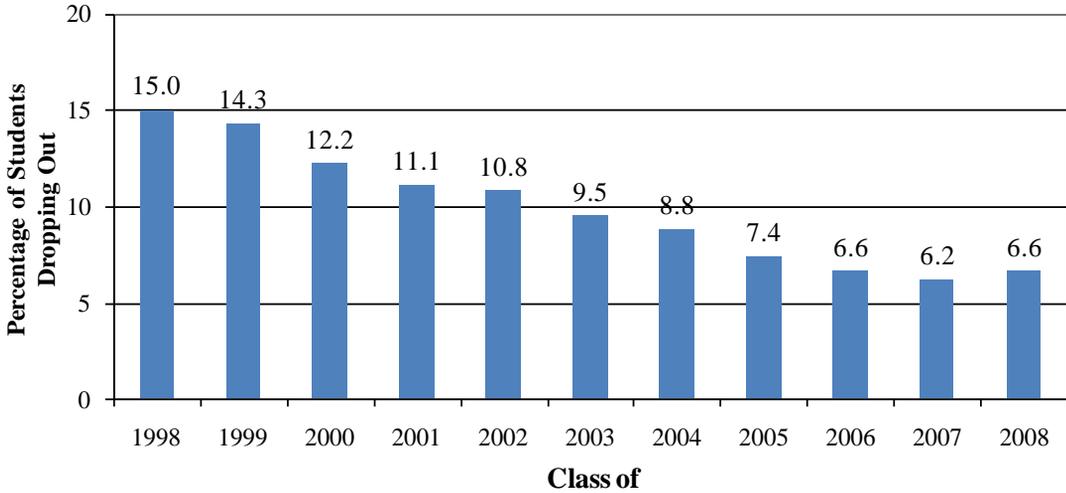


† These data have not been audited and are considered preliminary and subject to change.

**Dropout Rates**

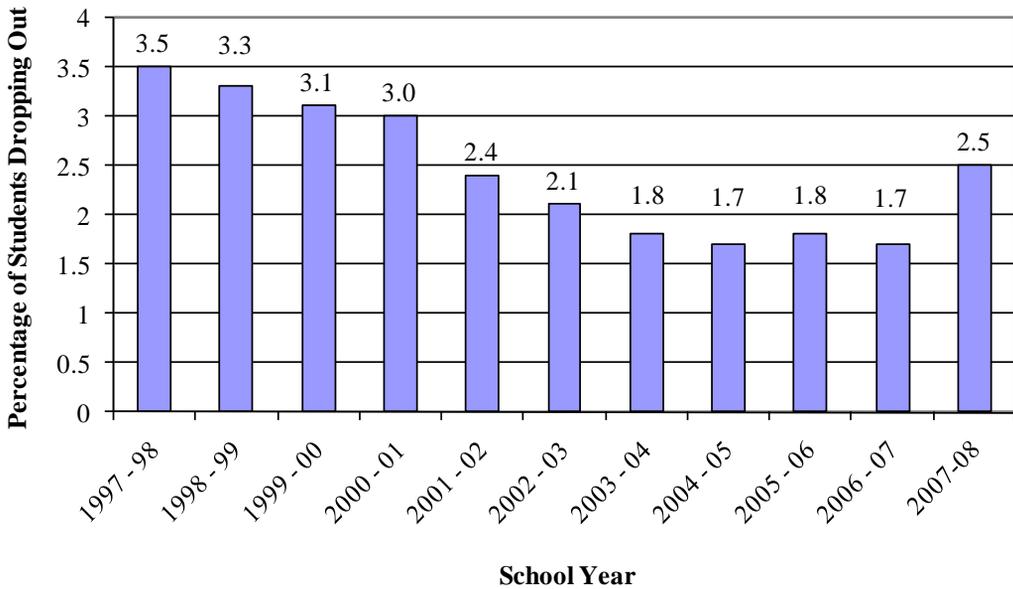
Since the class of 1998, Connecticut’s cumulative four-year percentage of high school dropouts (the percentage of students of a class of students that drop out between Grade 9 and graduation) had been consistently declining. The class of 2008 data reversed that trend, rising to 6.6 percent.

**Cumulative Four-Year High School Dropout Rate**



After declining between 1997-98 and 2002-03, the annual dropout rate (the percentage of students that drop out in a single year) remained relatively stable for four years. In 2007-08, the rate jumped to 2.5 percent.

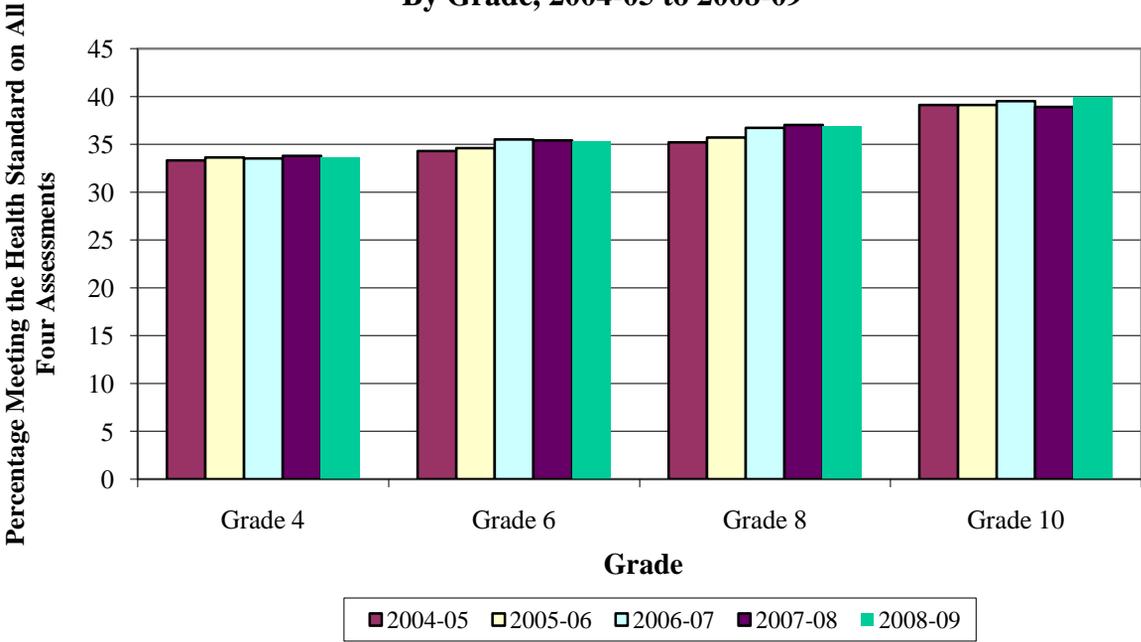
**Annual Dropout Rate, 1997-98 to 2007-08**



**Connecticut Physical Fitness Assessment**

Across all grades statewide, results of the Connecticut Physical Fitness Assessment (CPFA) have remained relatively constant for the last five years. For all four grades tested (Grades 4, 6, 8 and 10), between 30 and 40 percent of students met the “Health” standard on all four assessments in each of the last five years. The CPFA contains four separate assessments that test students for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

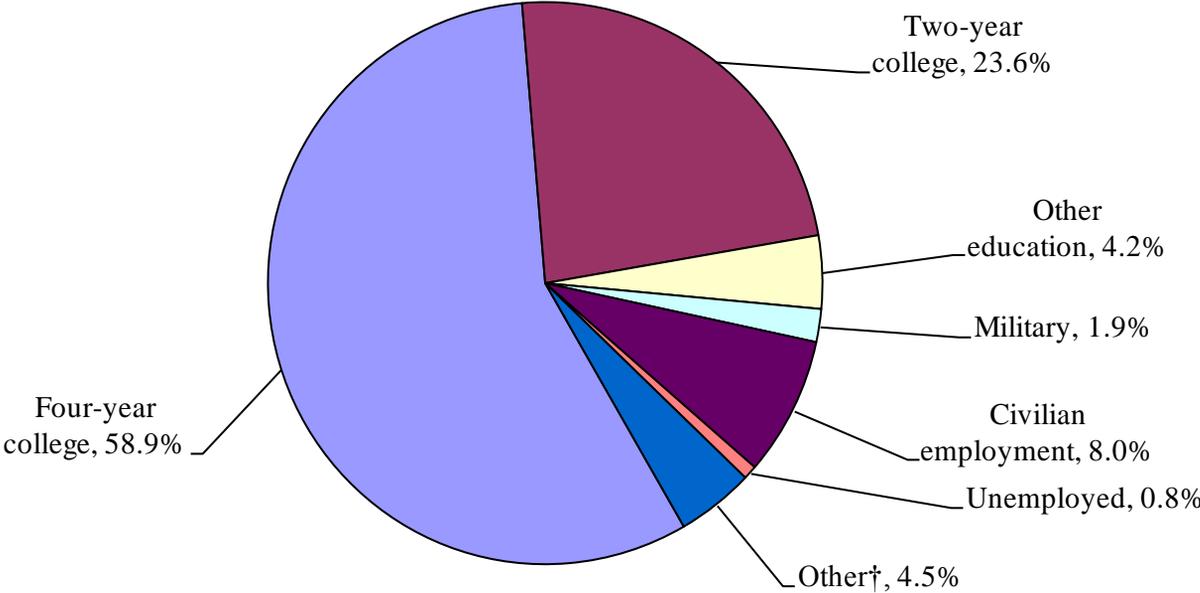
**Percentage Passing All Four Physical Fitness Assessments  
By Grade, 2004-05 to 2008-09**



### Activities of Spring 2009 Connecticut Public High School Graduates

In the spring of 2009, 38,266 students were graduated with diplomas from Connecticut public high schools. More than half these graduates went on to attend a four-year college or university. An additional 24 percent of the graduates continued their education at two-year colleges or other educational institutions. In all, 94 percent of the 2009 graduates were either furthering their education or engaged in military or civilian employment.

**Activities of Spring 2009 Graduates**



† This category includes full-time homemakers, graduates who were incarcerated or deceased, and other graduates whose status could not be determined.

---

---

**STATE OF CONNECTICUT**

M. Jodi Rell, Governor

**STATE BOARD OF EDUCATION**

Allan B. Taylor, Chairperson  
Janet M. Finneran, Vice Chairperson  
Beverly R. Bobroske  
Patrick Campbell  
Lynne S. Farrell  
William W. Fritz  
Theresa Hopkins-Staton  
Patricia B. Luke  
Neha Mehta  
Brenda L. Sisco  
John H. Voss  
Joseph Vrabely Jr.  
Pamela Partridge West

Michael Meotti (ex officio)  
Commissioner of Higher Education

Mark K. McQuillan  
Commissioner of Education

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Equal Employment Opportunity Director, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457-1543, 860-807-2071.

---