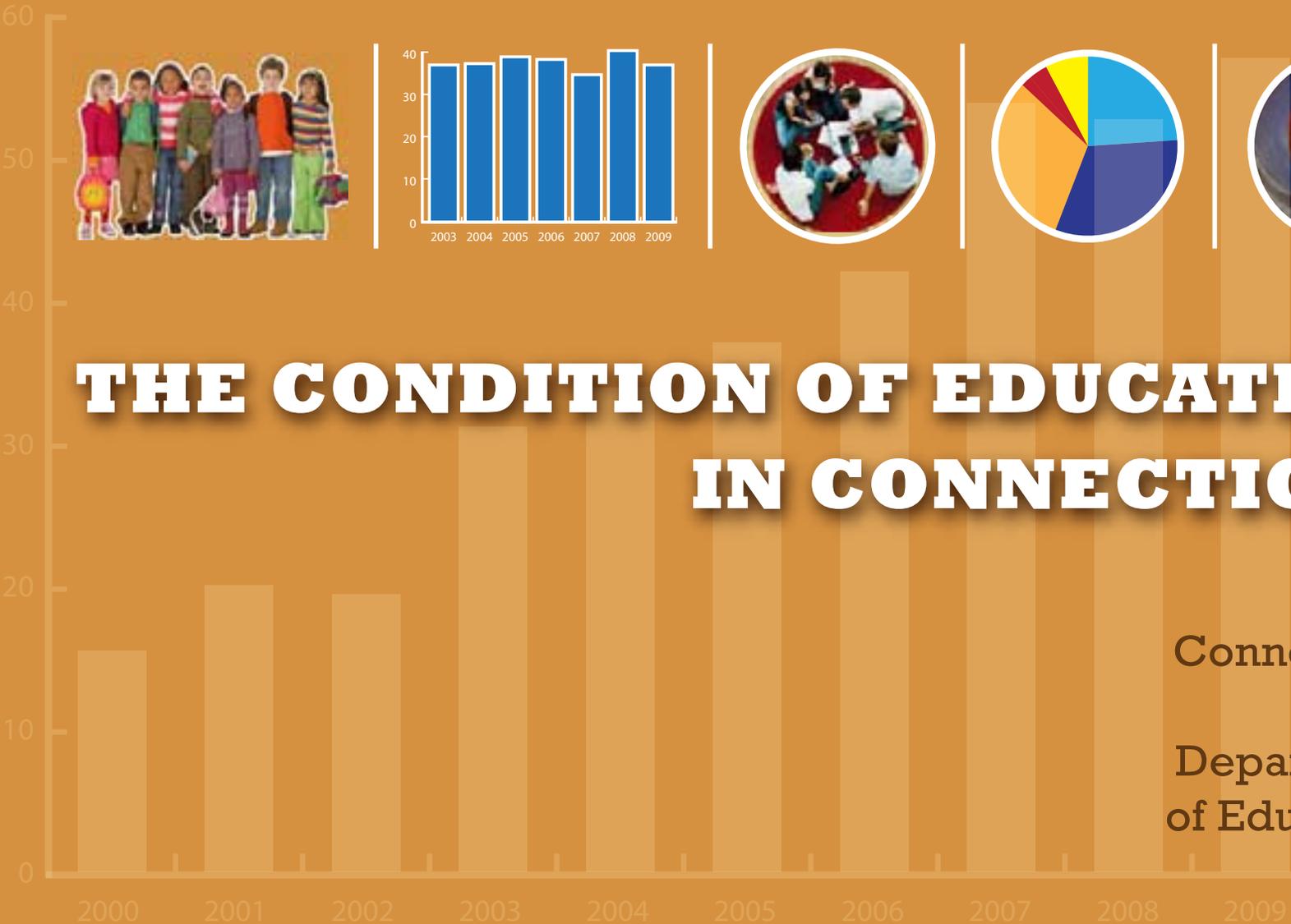
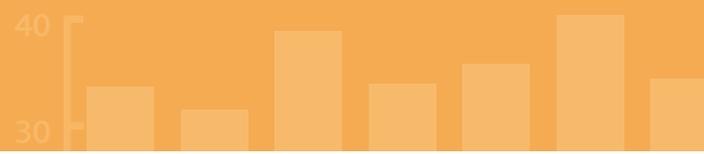


THE CONDITION OF EDUCATION IN CONNECTICUT

Connecticut
State
Department
of Education

October 2011





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 2009–10 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 theme in order to shed light on an issue that is particularly relevant. Last year's report examined the condition of education in light of the trend of declining public school enrollment, a critical issue that is certain to affect education in our state in the years to come. This year's report spotlights comparisons of Connecticut's education statistics with other states. Since Northeastern states account for approximately half of the annual domestic migration to and from Connecticut, the most helpful comparisons might be those that its citizens are making themselves. As such, this report will focus on how Connecticut measures up in comparison with its neighbors in the Northeast. This report also addresses 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.

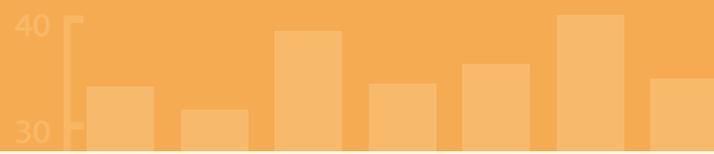
It is our hope that parents, citizens, business leaders, public officials and educators alike will benefit from accurate and timely information on the condition of education in Connecticut as we work toward a common goal of ensuring that our students receive the best education possible.

George A. Coleman
Acting Commissioner
Connecticut State Department of Education

EDITOR'S NOTES

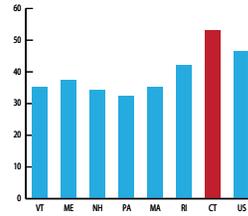
This publication provides summary statistics for the 2009–10 school year unless otherwise noted. Questions about these statistics should be directed to Charles Martie at 860-713-6809.

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.

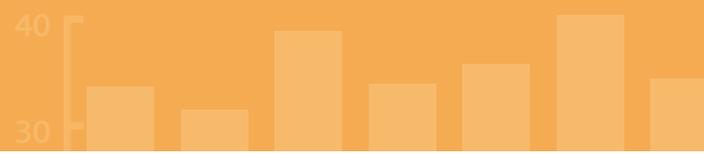


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THE EDUCATION SYSTEM

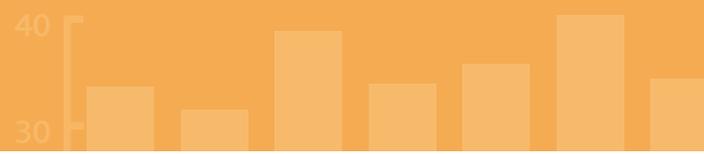


CONNECTICUT FACTS

To provide some context in which public education is provided here in Connecticut, the table at right highlights some of the similarities and differences among Connecticut, the Northeast and the United States as a whole. Connecticut is richer, less diverse, more educated and more connected to the labor force than its neighbors and the nation, and these differences provide both challenges and opportunities for providing educational services to our residents.

Variable	CT	Northeast	US
Percentage of population less than 18 years old	22.9%	22.4%	24.3%
Percentage of population 65 years and over	13.8%	14.0%	12.9%
Percentage of households that moved in the last year	11.7%	11.7%	15.4%
Median household income (dollars)	67,034	56,698	50,221
Mean household income (dollars)	92,807	79,077	68,914
Percentage of the population that is white	79.1%	76.0%	74.8%
Percentage of the population born in a different state	27.4%	19.3%	27.1%
Children ages 6 to 17 with both parents in labor force	76.1%	72.4%	71.7%
Percentage of households whose primary language spoken at home is not English	20.4%	21.5%	20.0%
Median home value (dollars)	291,200	263,300	185,200
Percentage of persons less than 18 years old under poverty level	12.1%	16.5%	20.0%
Percentage high school graduate or higher	88.6%	87.0%	85.3%
Percentage bachelor's degree or higher	35.6%	32.1%	27.9%
Percentage of families earning \$100,00 or more	40.2%	32.0%	25.3%
Households with one or more individuals under 18 years of age	34.10%	31.90%	33.50%
Public school students as a percentage of population	16.1%	14.6%	16.0%

Source: National Center for Educational Statistics, [Common Core Data](#), and U.S. Bureau of the Census, [American Community Survey, 2009](#). All figures are for 2009 unless otherwise noted.



PROFILING PUBLIC EDUCATION IN THE NORTHEAST

For chart at right:

* Not applicable. Some states/jurisdictions do not have charter school authorization and some states/jurisdictions do not designate magnet schools.

** Reporting standards not met. Data missing for more than 80 percent of schools in the state or jurisdiction.

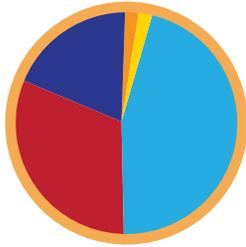
1 Massachusetts has magnet schools, but was not able to provide data that indicate a school's magnet status. Total includes suppressed data due to unmet reporting standards.

2 Schools eligible for Title I schoolwide programs are also included in the count of all Title I eligible schools. A Title I eligible school is one in which the percentage of children from low-income families is at least 35 percent of children from low-income families served by the LEA as a whole. A schoolwide Title I eligible school has a percentage of low-income students that is at least 40 percent.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School University Survey," 2009–10, Version 1a.

Number of Operating Public Elementary and Secondary Schools by Type, 2009–10

State or Jurisdiction	US	CT	ME	MA	NH	NJ	NY	PA	RI	VT
Total number of schools	15,342	1,165	649	1,836	484	2,590	4,730	3,244	321	323
Regular	14,594	1,049	619	1,755	484	2,359	4,591	3,132	298	307
Special Education	273	56	1	23	0	73	105	12	3	0
Vocational Education	256	16	27	39	0	55	6	87	11	15
Alternative Education	219	44	2	19	0	103	28	13	9	1
Charter	451	18	*	62	15	70	140	134	12	*
Magnet ¹	294	54	1	—	*	*	**	53	*	2
Title I ²	11,157	547	544	1,038	404	1,430	4,259	2,453	232	250
Title I schoolwide ²	4,834	192	389	507	115	396	1,595	1,335	122	183

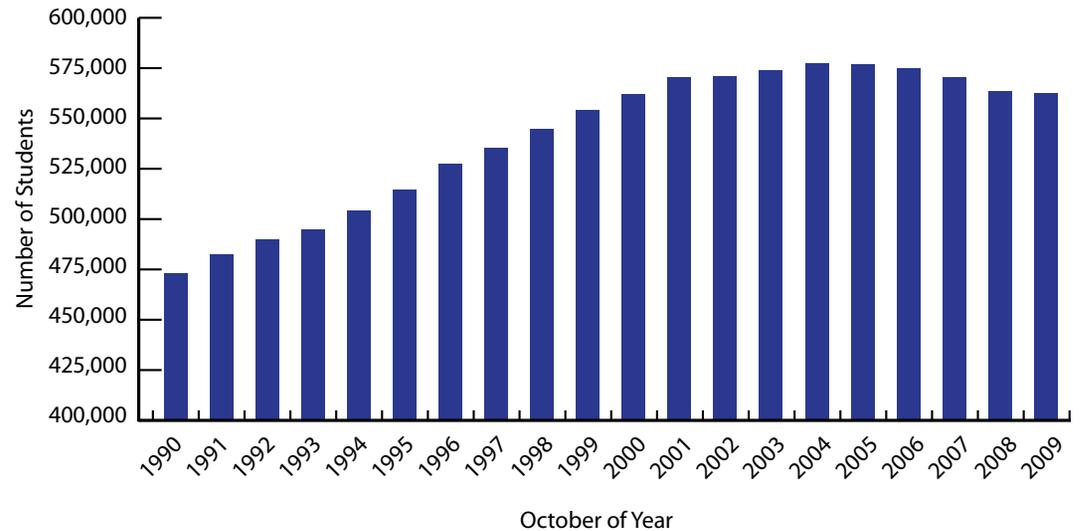


THE STUDENTS

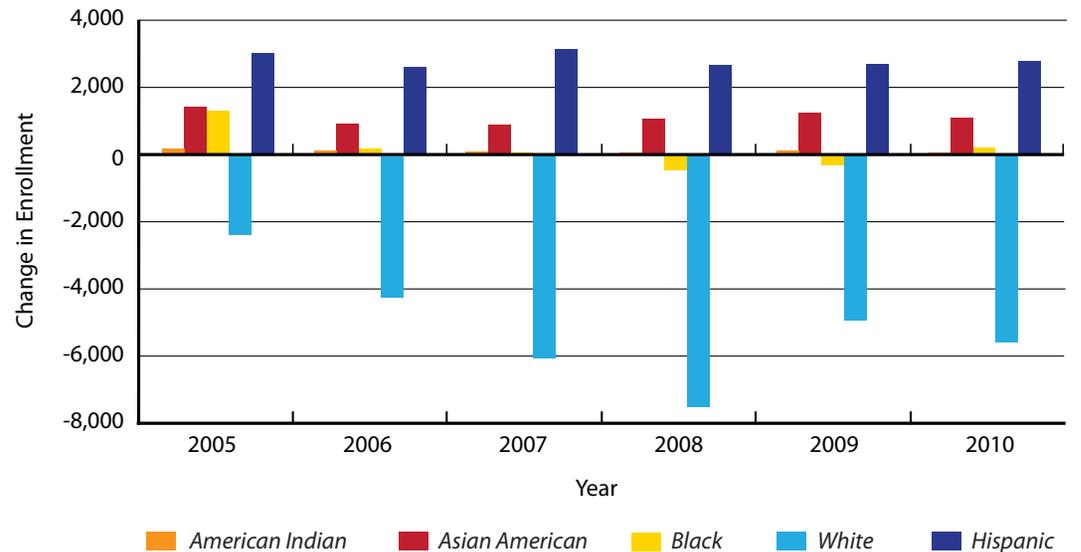
PUBLIC SCHOOL ENROLLMENT

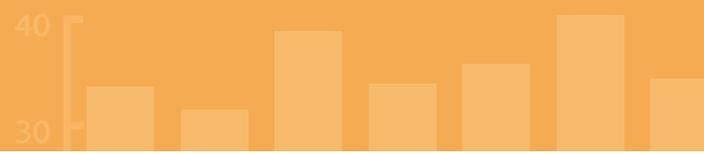
In the past 20 years, public school enrollment in Connecticut increased by 19 percent, from 473,119 students in 1990–91 to 569,237 students in 2009–10. After 15 consecutive years of increases, however, enrollment has declined each year since 2004. There were about as many students enrolled in 2009 as there were in 2001. Over the past five years, the racial and ethnic composition has changed as the white student population fell each year, while the number of Hispanic and Asian students rose.

Connecticut Public School Enrollment, 1990–2009



Annual Change in Enrollment by Race/Ethnicity, 2005–10

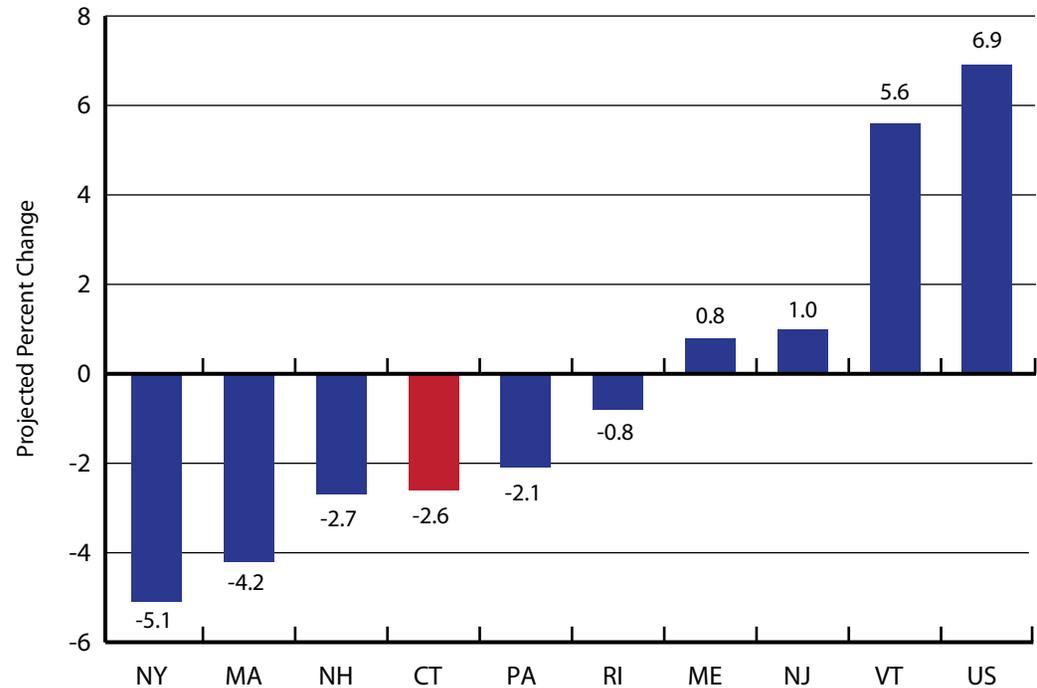




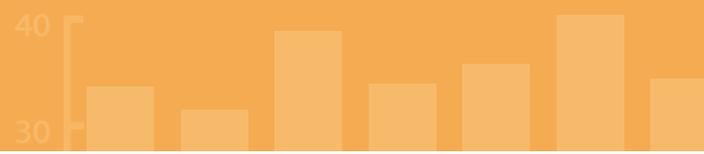
**ENROLLMENT PROJECTIONS
 IN THE NORTHEAST**

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. As indicated in the table below, Connecticut is not alone. While enrollment nationally is forecasted to increase over the period 2009 to 2021 by 6.9 percent, enrollment throughout most of the Northeast is expected to decline or grow minimally. Vermont appears to be the exception, with growth projected at 5.6 percent.

**Forecasted Percentage Change in PK-12 Enrollment
 in the Northeast, 2009-21**



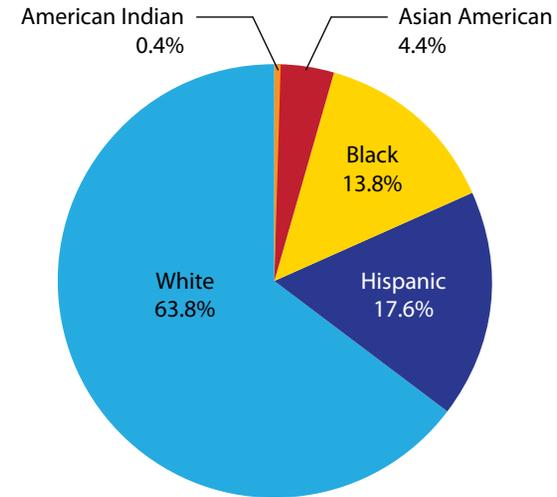
Source: National Center for Education statistics, *The Condition of Education 2009*



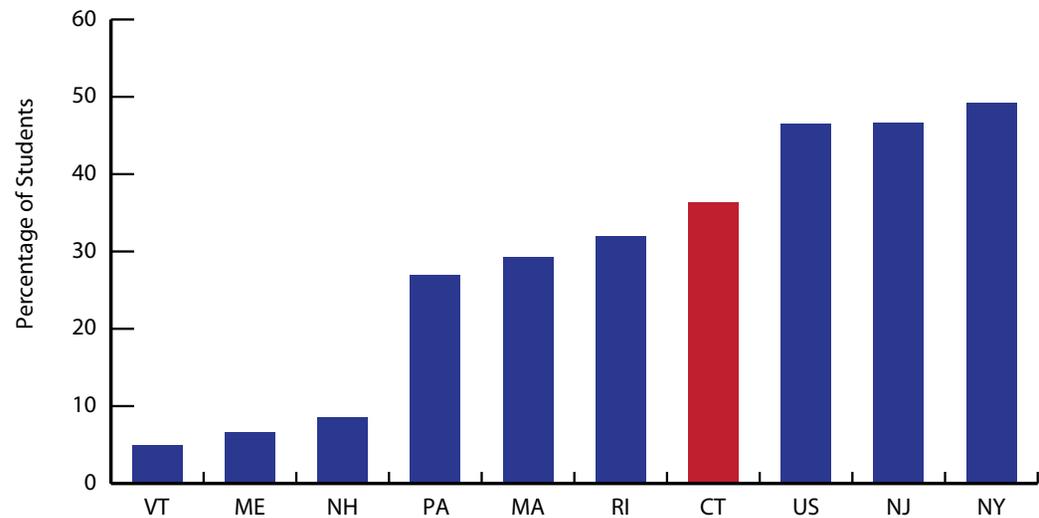
**PUBLIC SCHOOL ENROLLMENT
 BY RACE/ETHNICITY**

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 2009, 36.2 percent of students represented racial or ethnic minorities, a 3.7 percentage point increase from October 2004. This percentage is higher than in six of the states in the Northeast. Only New York and New Jersey have a higher minority presence.

Connecticut 2009–10 Public School Enrollment by Racial/Ethnic Group



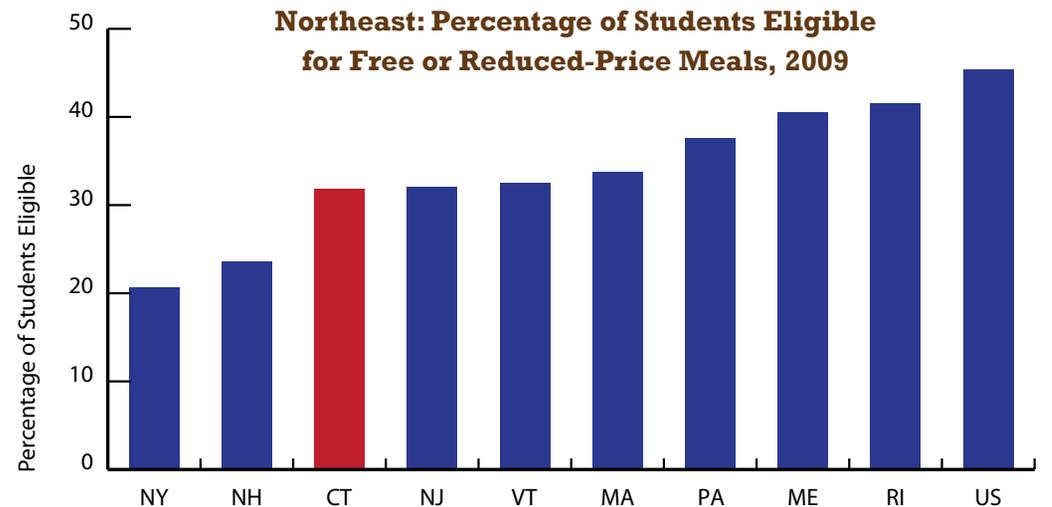
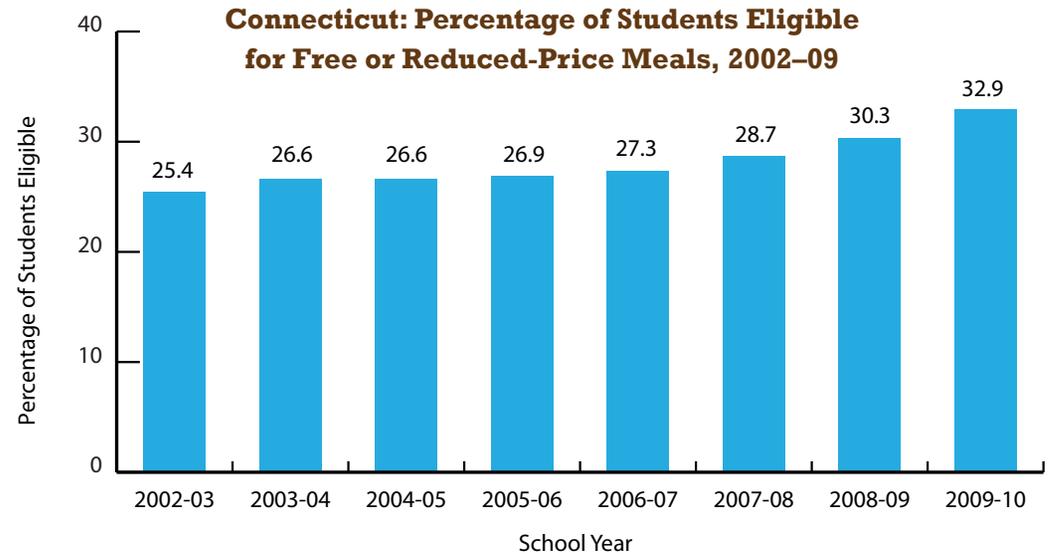
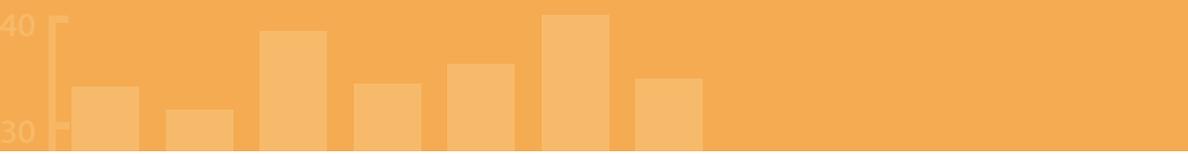
Northeast: 2009 Percentage of Nonwhite Student Population



ECONOMIC NEED

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 an indicator of poverty, since federal nutrition program eligibility is based on household size and income.*

In October 2009, nearly one-third of all Connecticut students came from families poor enough to qualify for free or reduced-price meals. Connecticut ranked third lowest in the Northeast and well below the national average of 44.6 percent.



* In 2009–10, a family of four needed to earn less than \$28,665 for a child to receive free meals, and less than \$40,793 to receive reduced-price meals.

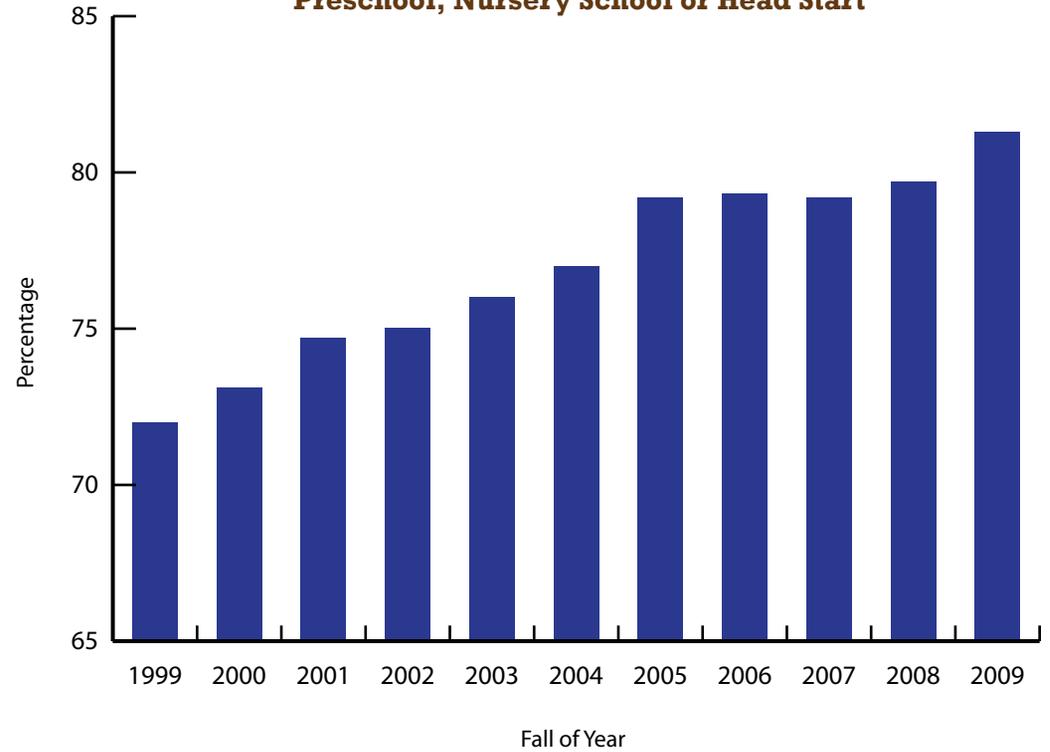
KINDERGARTEN STUDENTS WITH PREKINDERGARTEN EXPERIENCE

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 few years of gradual increases, the percentage of kindergartners with prekindergarten experience jumped 1.6 percent last year to 81.3 percent.



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



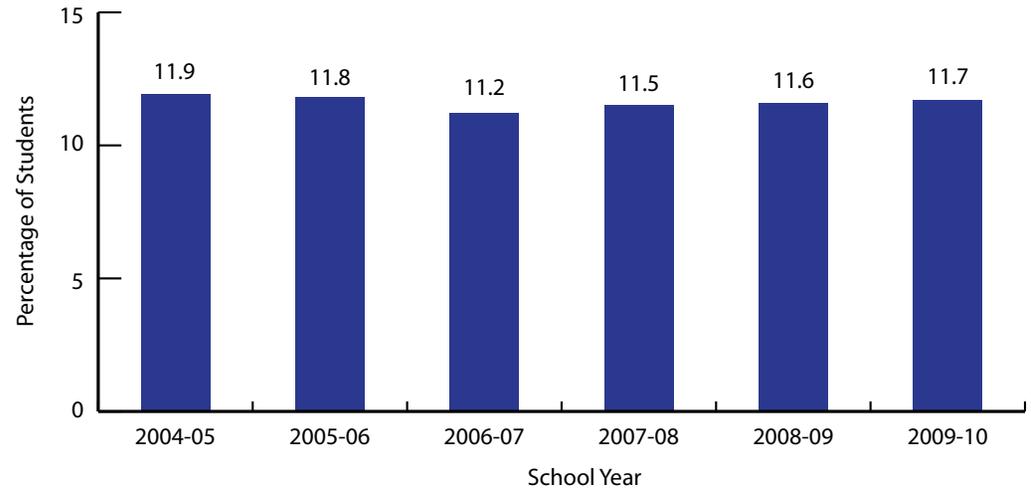
* From *A Superior Education for Connecticut's 21st Century Learners: Five-Year Comprehensive Plan for Education 2006–2011*, January 2007.

SPECIAL EDUCATION

In 2009–10, more than 64,000 Connecticut public school students, or 11.7 percent of total enrollment, required special education services. The special education incidence rate increased slightly over the past three years.

Connecticut’s incidence rate was well below that of most states in the Northeast. Only Vermont had a lower incidence of students with Individualized Education Programs (IEPs).

Special Education Incidence Rate 2004–05 to 2009–10



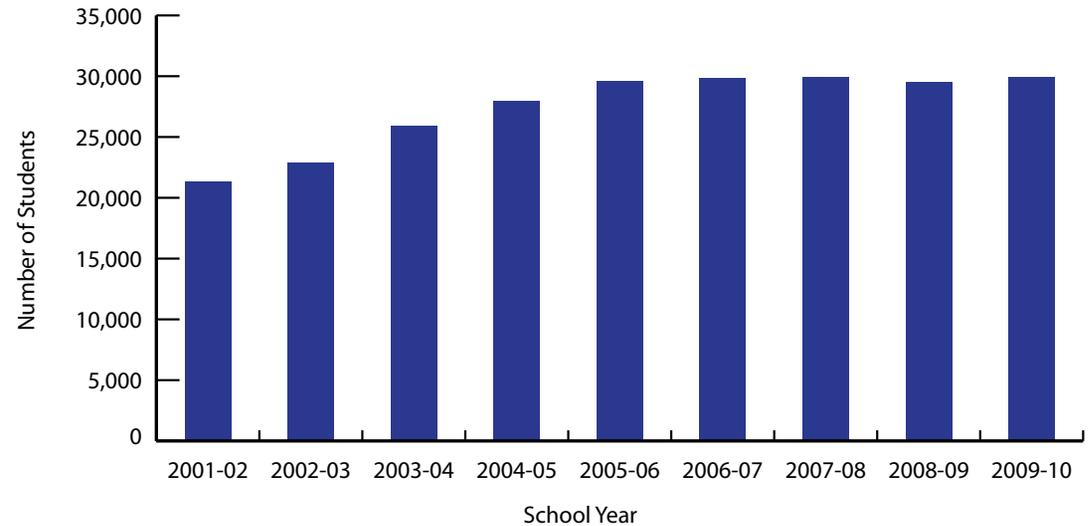
Northeast: Percentage of Student Population with an IEP, 2009



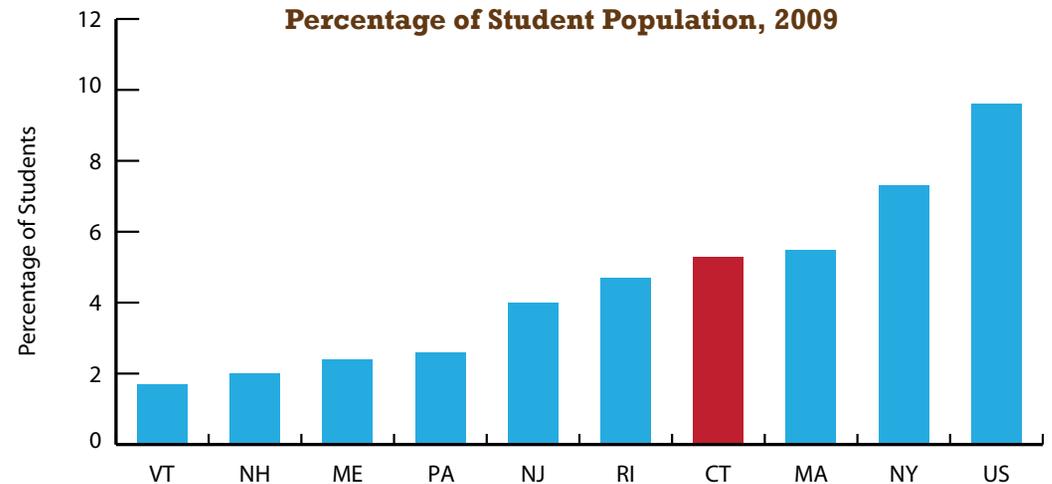
ENGLISH LANGUAGE LEARNERS

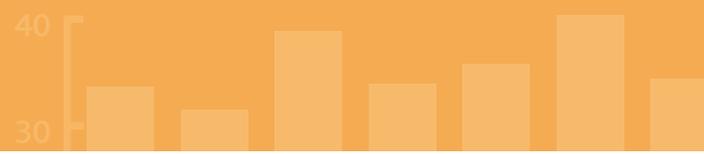
Despite declining state enrollment over the past five years, the number of English Language Learner (ELL) students has remained relatively stable. In 2009–10, approximately 5.3 percent of Connecticut’s public school students were English language learners. Connecticut’s Limited English Proficient (LEP)/ELL presence as a percentage of the student population is higher than that of six states in the Northeast but well below the national average of 9.6 percent.

**Connecticut English Language Learners
 2001–02 to 2009–10**



**Northeast: LEP/ELL Students as a
 Percentage of Student Population, 2009**





LANGUAGES SPOKEN AT HOME

In 2009–10, Connecticut’s public school students spoke 169 different languages. While most districts had to accommodate only a few languages, more than 30 districts had student populations where more than 20 different languages were spoken.* The table below shows the most prevalent languages spoken in these students’ homes.

15 Most Prevalent Non-English Languages in Connecticut Schools

Language	Number of Students with Non-English Home Language
Spanish	48,243
Portuguese	2,850
Polish	2,351
Chinese	2,215
Creole-Haitian	1,590
Albanian	1,265
Vietnamese	1,171
Urdu	1,079
Arabic	1,054
Russian	884
French	751
Gujarati	720
Serbo-Croatian	688
Korean	582
Hindi	521

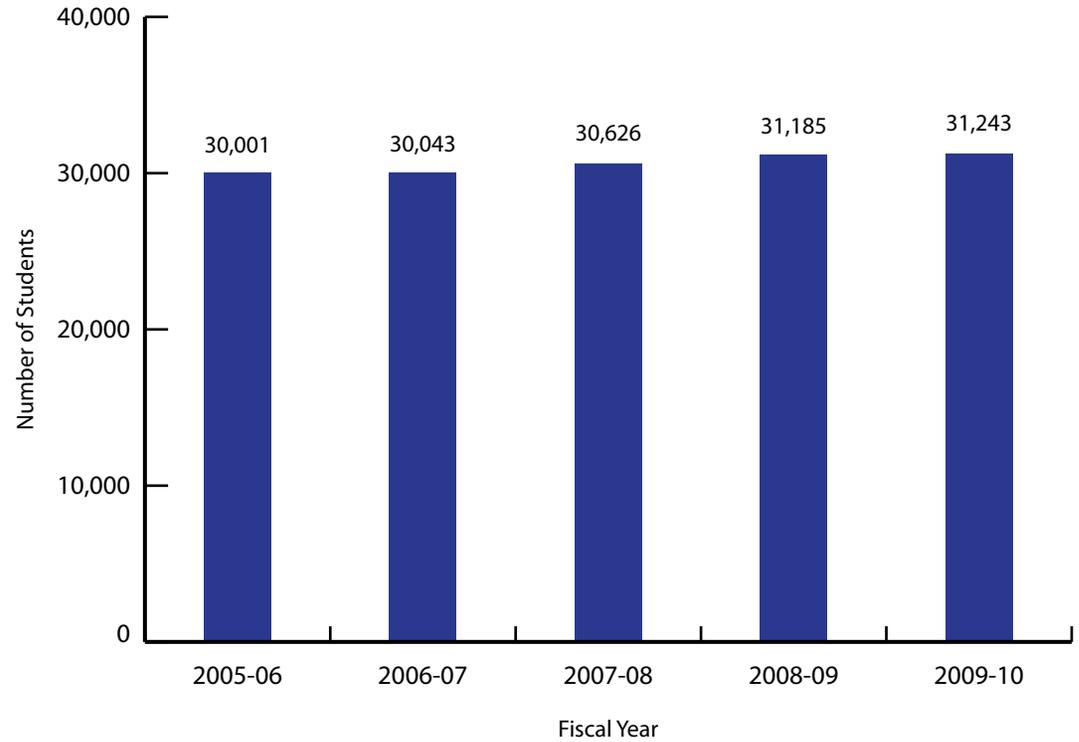
* School districts must provide all English language learners with services to assist them in becoming proficient in the English language. Schools that have 20 or more students who speak the same language other than English are required to offer a program of bilingual instruction to those students.

CONNECTICUT'S ADULT LEARNERS*

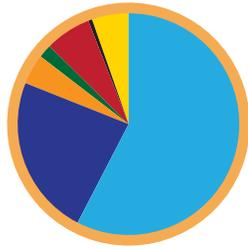
Connecticut's adult education programs operate in their local communities to assist adults in obtaining the knowledge and skills necessary for employment, self-sufficiency and citizenship, becoming full partners in the educational development of their own children, and completing their secondary school 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 2009–10, Connecticut adult education programs served 31,243 adult learners, a 4 percent increase from 2005–06.

Adult Education Enrollment



* Note: Data represent unduplicated counts; individuals are reported only once regardless of the number of classes in which they were enrolled. For example, if a student is enrolled in four different high school completion classes, he or she is counted one time.

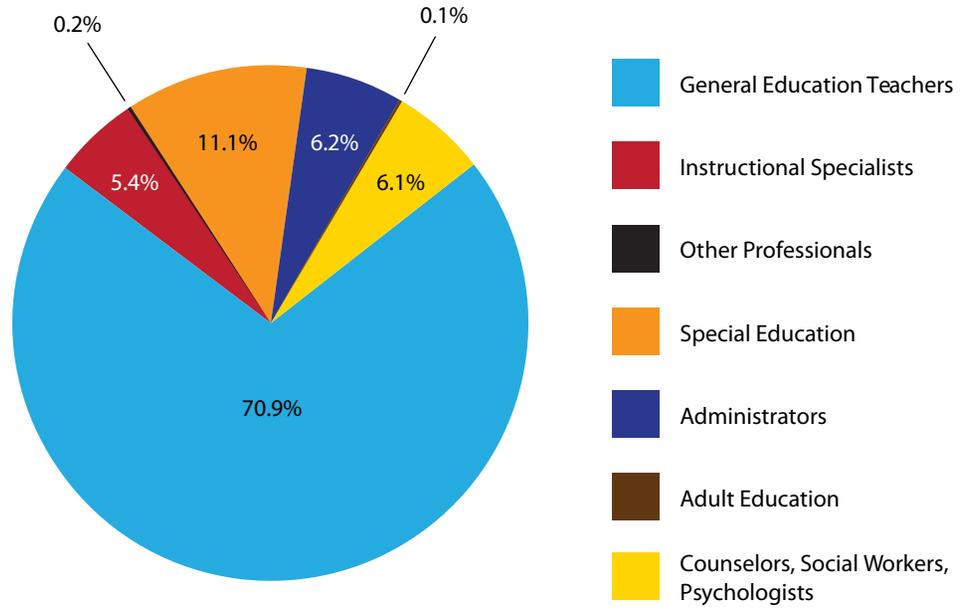


THE TEACHERS

CERTIFIED STAFF MEMBERS

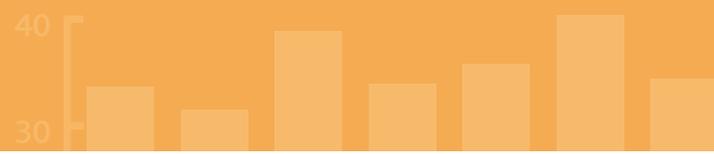
Since 2005–06, the total number of full-time equivalent (FTE)* certified staff members working in Connecticut’s public schools has increased by 0.7 percent. During the past year, the number of FTE certified staff in Connecticut’s public schools fell by more than 725. The ranks of regular classroom teachers declined in all but one of the last five years. The number of FTE administrators fell by 110, or approximately 3.3 percent in 2009–10.

Full-Time Equivalent Certified Staff by Assignment Type, 2009–10



Total Full-Time Equivalent Certified Staff Count = 51,547*

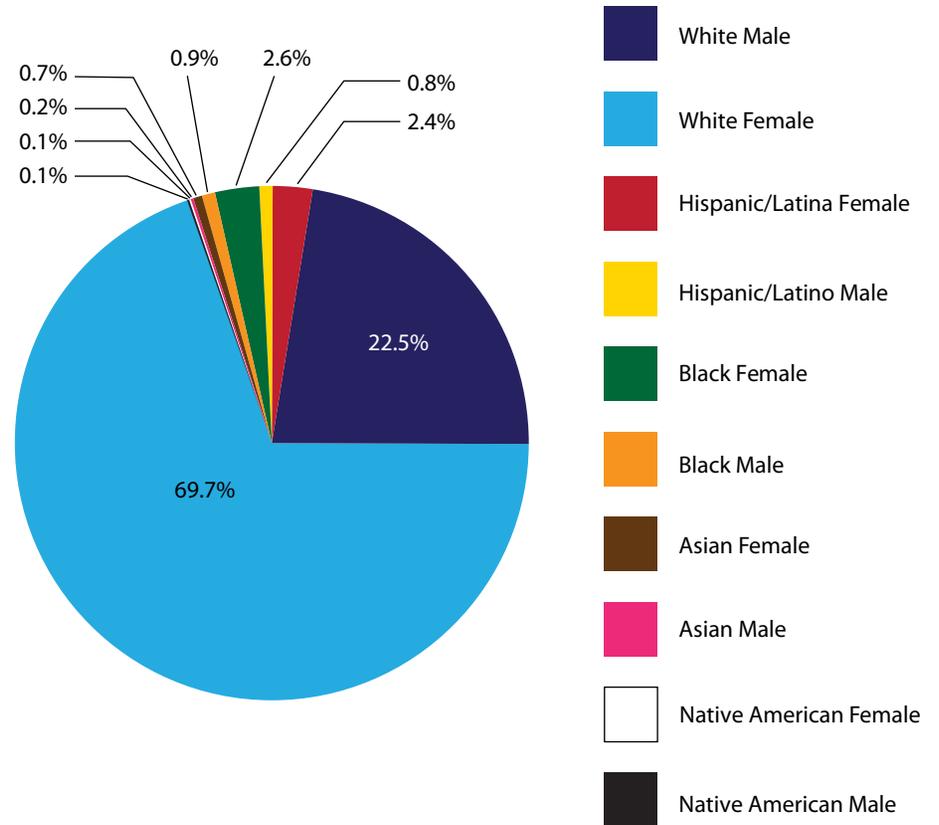
* Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required of a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a 0.4 FTE (2 days/5 days = 0.4 of full time or 0.4 FTE).



**DEMOGRAPHICS OF
 CERTIFIED STAFF MEMBERS**

While Connecticut’s student population is somewhat diverse, with 36.2 percent of students drawn from racial or ethnic minorities, Connecticut’s teaching force is 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 was white females. By 2009–10, that figure had grown to 69.7 percent.

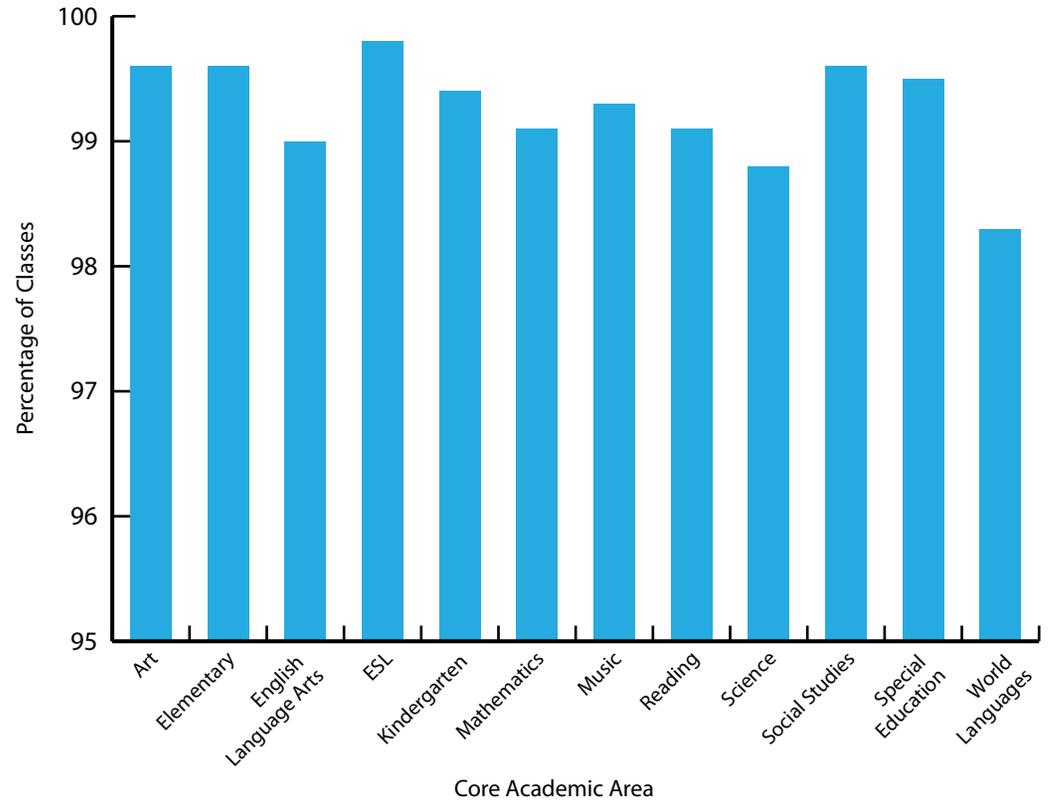
Connecticut’s Certified Staff by Gender and Race/Ethnicity



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.”* Long-term substitute teachers and teachers who are not certified in Connecticut are also deemed “not highly qualified.”

Percentage of Core Academic Classes Taught by Teachers Deemed to be “Highly Qualified” Under NCLB, 2009–10



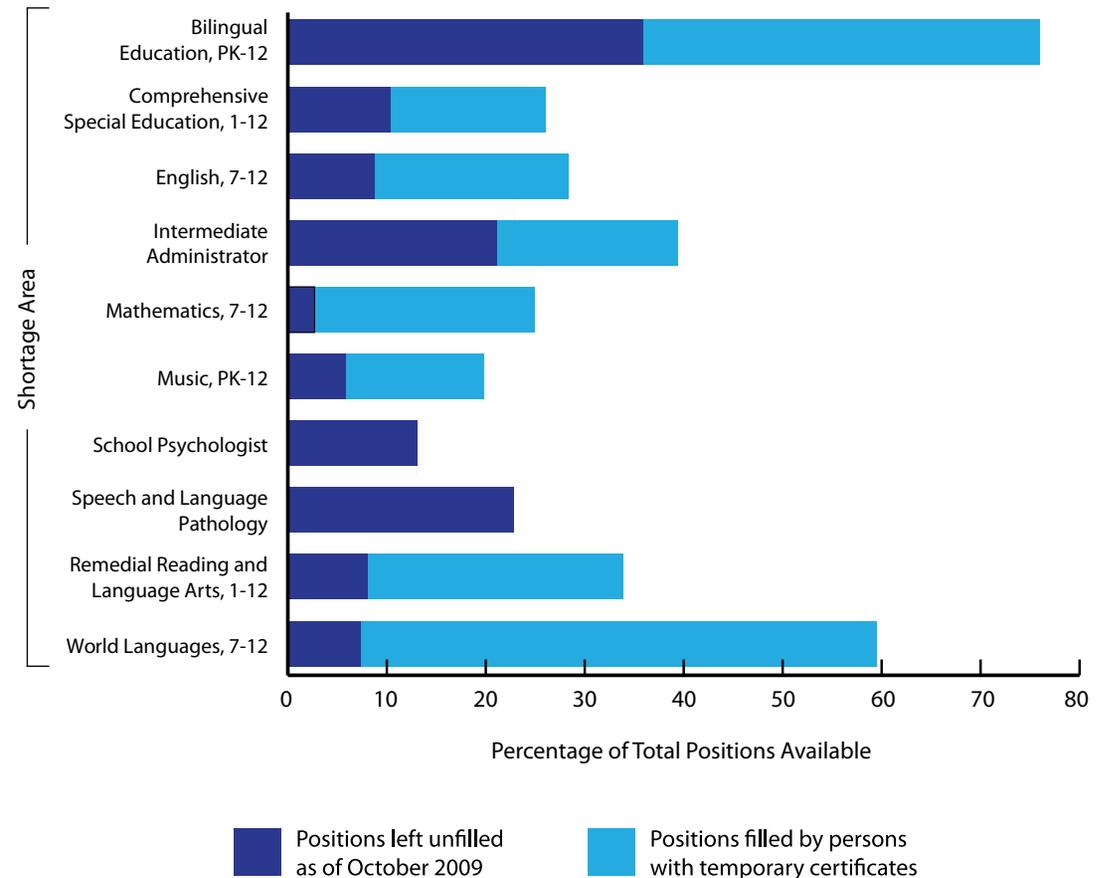
* A teacher who teaches more than one subject may be considered “highly qualified” for one of the subjects, but “not highly qualified” in another subject, depending on his or her certification.

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 2009–10 school year, Connecticut’s public school districts had 2,957 full- and part-time certified staff positions to fill. In the 2009–10 school year, the total certified positions declined by 1.3 percent (709 positions), thus ending four years of slow but steady growth. Available certified positions also fell by 34.8 percent, or nearly 1,600 fewer positions than in the preceding year. By October 1, 2009, all but 255 of these positions had been filled.

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

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, as well as 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 area.

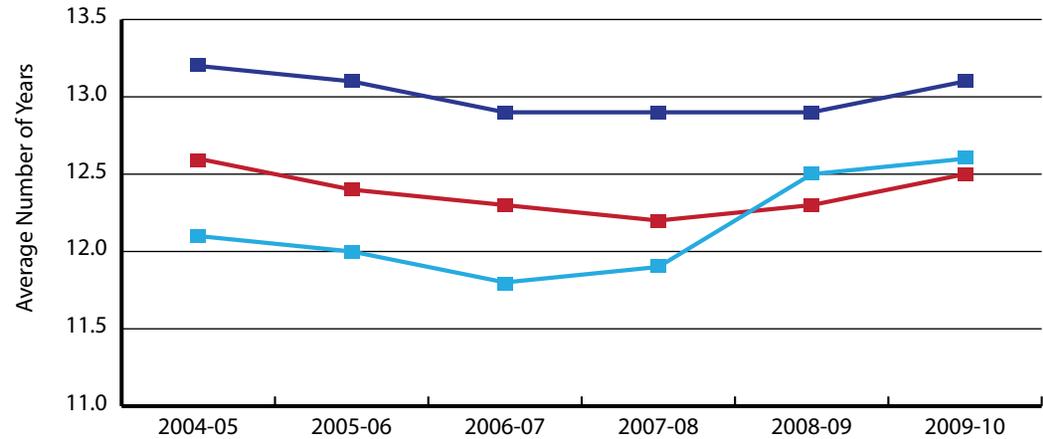
STAFFING QUALITY INDICATORS

In recent years, Connecticut witnessed a slight increase in the teaching force’s level of experience. Since the 2007–08 school year, the average number of years of experience for teachers has risen by about three months. Shortage area teachers’ average experience has grown the most, adding more than six months since 2007–08.

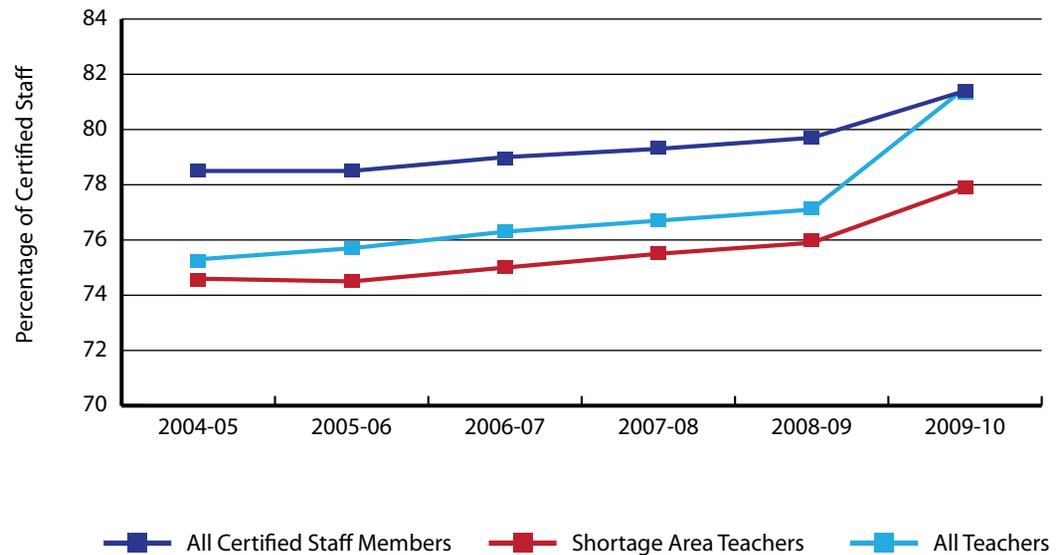
An advanced degree is a second indicator of teacher quality. The percentage of all certified staff members with master’s degrees has increased slightly, from 78.5 percent in 2005–06 to 81.4 percent in 2009–10. A similar trend exists for all teachers and for shortage area teachers.

* The teacher shortage areas that have persisted for five years are comprehensive special education, English, mathematics, science, and world languages.

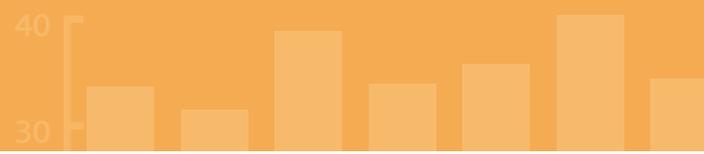
**Average Years of Connecticut Public School Experience
 2005–06 to 2009–10**



**Percentage of Certified Staff with a Master’s Degree or Higher
 2005–06 to 2009–10**



■ All Certified Staff Members ■ Shortage Area Teachers ■ All Teachers

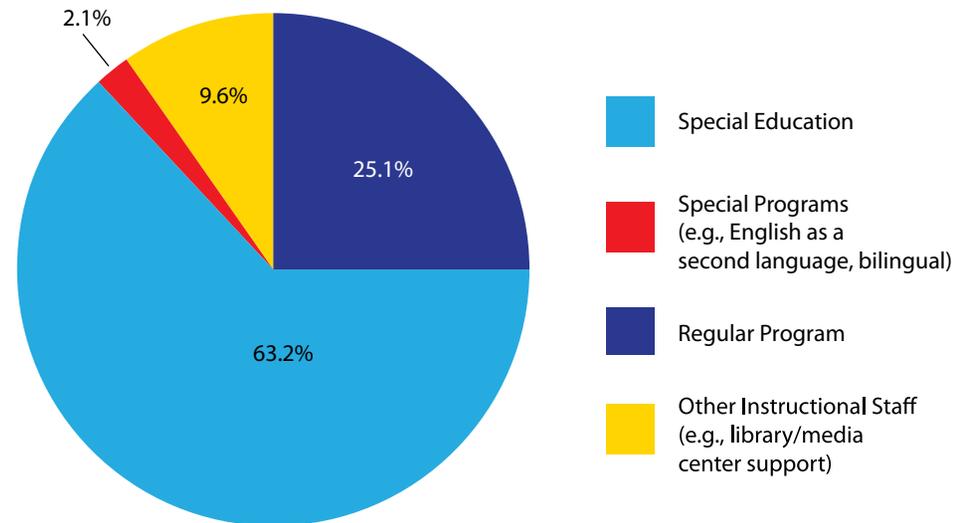


PARAPROFESSIONAL INSTRUCTIONAL STAFF

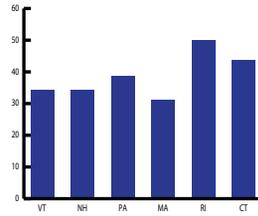
Paraprofessional instructional staff members play vital roles in many students' educational experiences. Paraprofessionals assist certified teachers, provide tutoring, act as reading assistants and perform a variety of other tasks that supplement and enhance the work of certified teachers. A majority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

In 2009–10, the 14,617 full-time equivalent (FTE)* paraprofessional instructional staff members represented 36.3 percent of the total noncertified school staff members in the state. The other 25,684 FTE noncertified staff members provided nursing, security, administrative support, maintenance and other services.

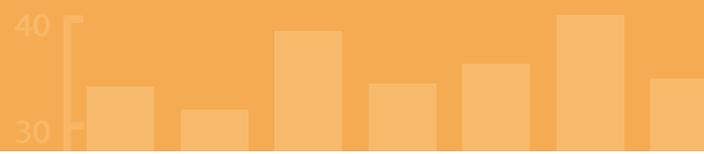
2009–10 Paraprofessional Instructional Staff, FTE



* 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 0.4 FTE (2 days/5 days = 0.4 of full time or 0.4 FTE).



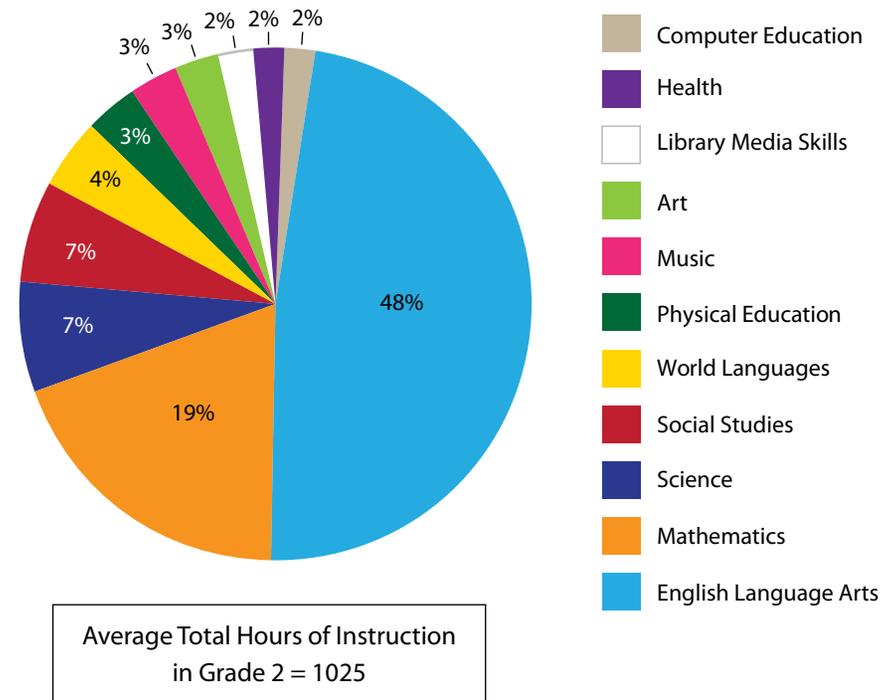
THE CURRICULUM



INSTRUCTIONAL TIME BY SUBJECT — SECOND-GRADE STUDENTS

During the 2009–10 school year, Connecticut’s public elementary schools devoted, on average, 490 hours (or roughly two hours and 45 minutes per day) to English language arts. English language arts represents the largest portion of all Grade 2 instruction, with 48 percent of Grade 2 time devoted to English language arts in 2009–10 compared to 52.4 percent in 1998–99.

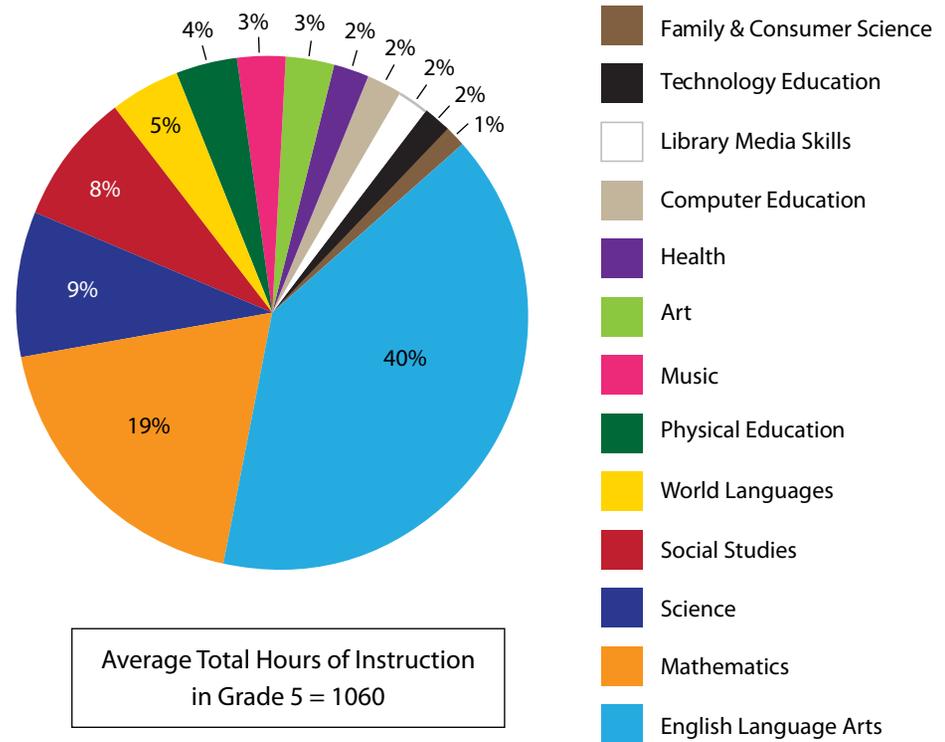
**Percentage of Hours of Instruction Devoted to Specific Subjects
 Grade 2**

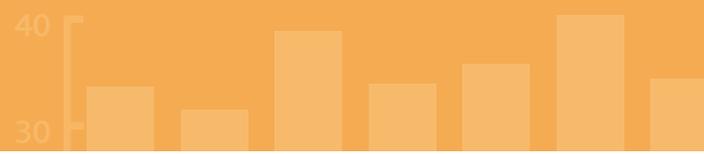


**INSTRUCTIONAL TIME BY
 SUBJECT — FIFTH-GRADE
 STUDENTS**

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 2009–10 represents an increase of 1.6 percent from the 1998–99 school year.

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

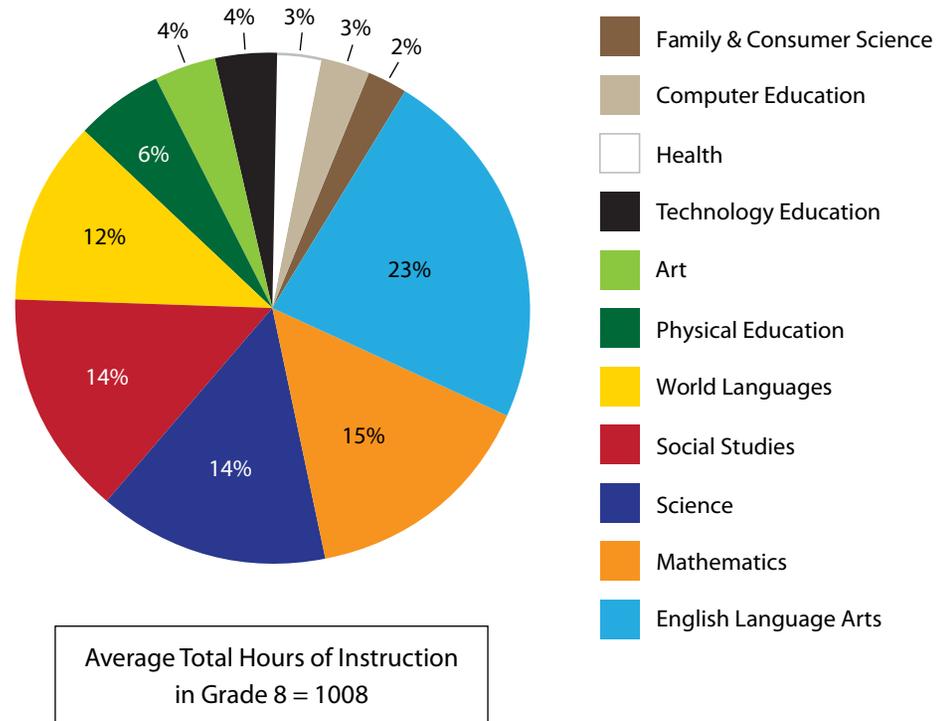


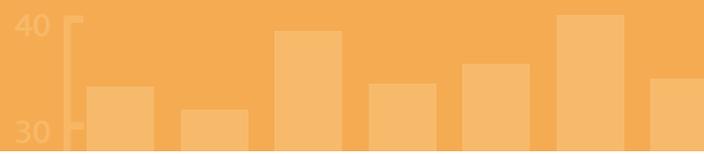


INSTRUCTIONAL TIME BY SUBJECT — EIGHTH-GRADE STUDENTS

In Grade 8, the average number of hours devoted to English language arts was 234 out of the 1,008 total hours of instruction. One hundred and fifty-one hours were devoted to math, 145 to science and 142 to social studies.

**Percentage of Hours of Instruction Devoted to Specific Subjects
Grade 8**





HIGH SCHOOL CREDITS REQUIRED FOR GRADUATION

Connecticut law requires that high school students successfully complete at least 20 credits* of course work and receive a minimum number of credits in specific subjects to graduate.** Approximately 95% of high schools require 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, 134 high schools required more than the state-required two credits in science. The table at right details the state subject requirements and the number of high schools that require more than the state-minimum number of credits in specific subjects.

Credits Required for Graduation by Subject

Subject	State Requirement*	Number of High Schools that Require Credits Beyond the State Minimum
English	4	7
Mathematics	3	11
Social studies	3	27
Science	2	134
Arts or vocational education	1	20
Physical education	1	86
Health	0	142
World languages	0	26
Other specific requirements	0	55
Community service	0	11

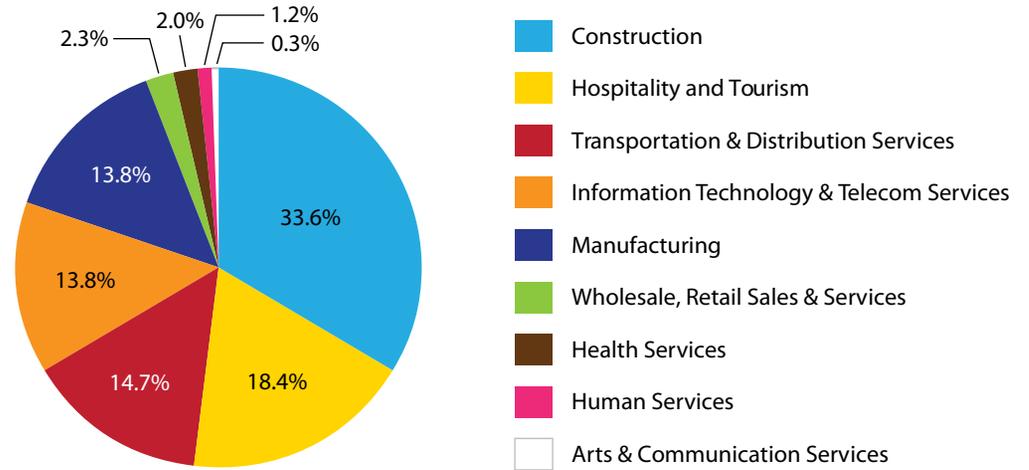
* Section 10-221a of the Connecticut General Statutes stipulates that a course credit must consist of no less than the equivalent of a 40-minute class period for each day of a school year. For a 180-day school year, this translates to 120 hours of instruction for a full credit and 60 hours for a half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

** A number of high schools did not graduate students in 2009 and, therefore, did not submit data on credits required for graduation.

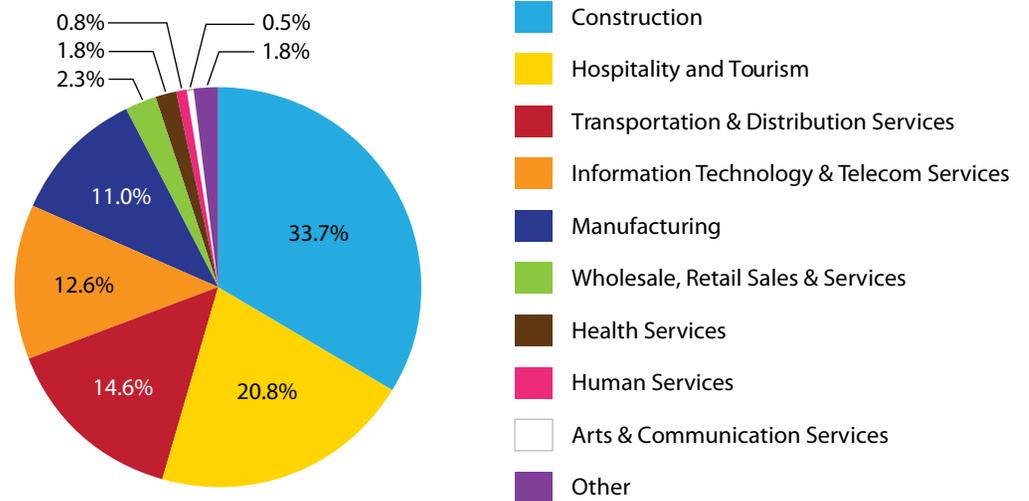
**CONNECTICUT
 TECHNICAL HIGH SCHOOL
 CAREER CLUSTERS**

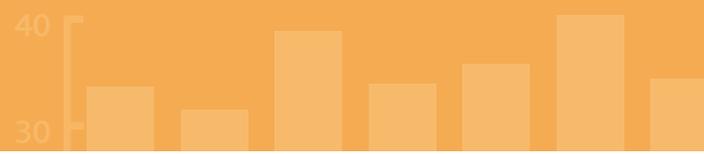
Since the 2004–05 school year, enrollment in Connecticut Technical High School career clusters, supported by the Carl D. Perkins grant, has risen from 7,696 students to 9,436 in 2009–10. Connecticut has also seen a significant increase in the number of technical high school students in Construction and in Hospitality and Tourism. Nearly one-third of students are enrolled in the Construction career cluster.

Technical High School Enrollment by Career Cluster, 2004–05



Technical High School Enrollment by Career Cluster, 2009–10





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) 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. High school student enrollment in college credit courses has risen to 59,388, an increase of 80 percent since 2001–02 and 11.1 percent from 2008–09.

High School Courses for College Credit

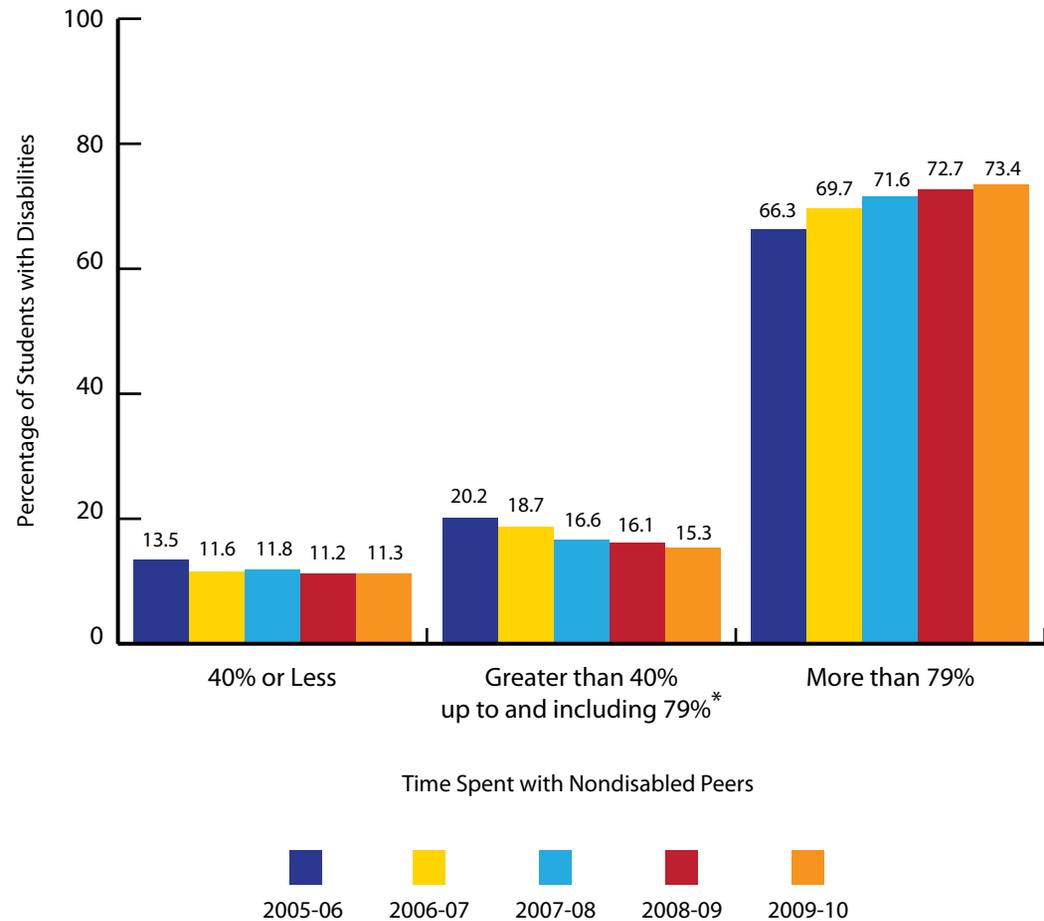
Subject	Enrollment in College Credit Courses	Percentage of High Schools Granting Credit for:	
		Advanced Placement Courses	Other Courses for College Credit
The Arts	1,049	40.4	12.4
English	10,959	76.2	49.7
World Languages	3,350	51.3	23.2
Mathematics	7,134	72.4	44.8
Science	10,589	74.5	45.9
History and Social Sciences	15,461	76.6	33.5
Other	10,846	55.1	64.3

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 more than 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 13.5 percent in 2005–06 to 11.3 percent in 2009–10.

Percentage of Time K–12 Students with Disabilities Spent with Nondisabled Peers



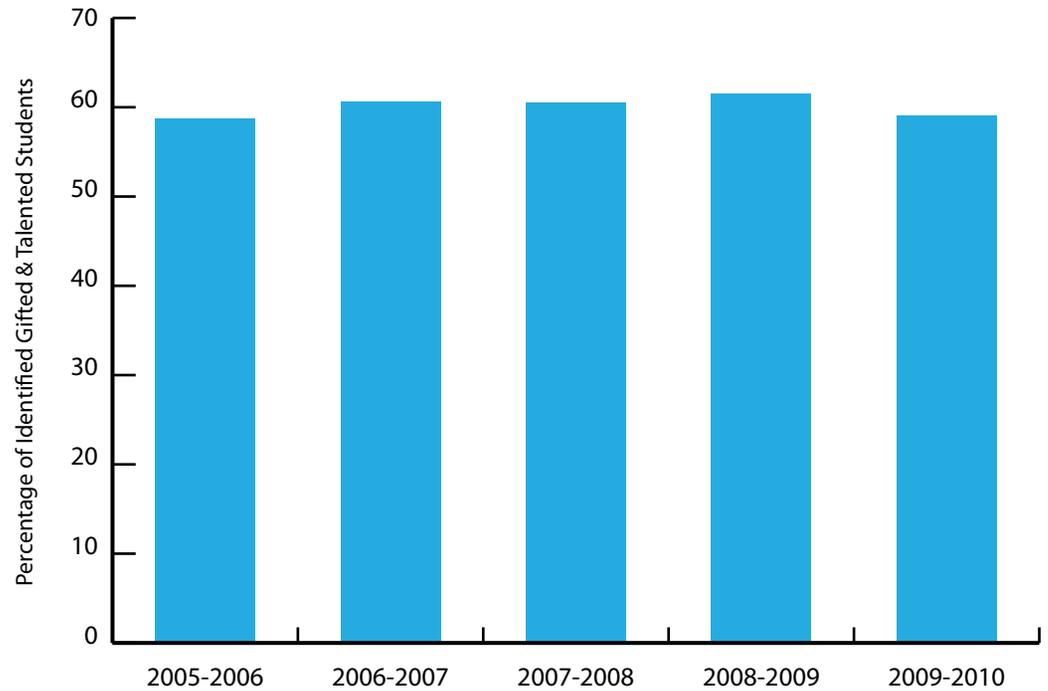
* The category “Greater than 40% and up to and including 79%” includes students in nonpublic placements.

GIFTED AND TALENTED

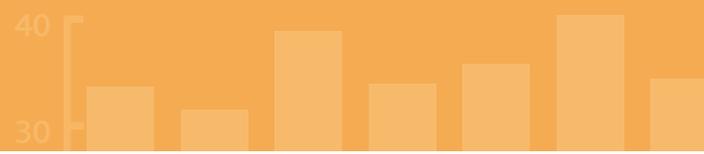
In 2009–10, there were 23,390 students, roughly 4 percent of all Connecticut public school students, identified as being gifted and talented. These students are defined as having “extraordinary learning ability or outstanding talent in the creative arts.”*

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 2009–10, however, 59.1 percent of gifted and talented students received some type of additional services.

**Percentage of Identified Gifted and Talented Students Who are Served
2005–06 to 2009–10**



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



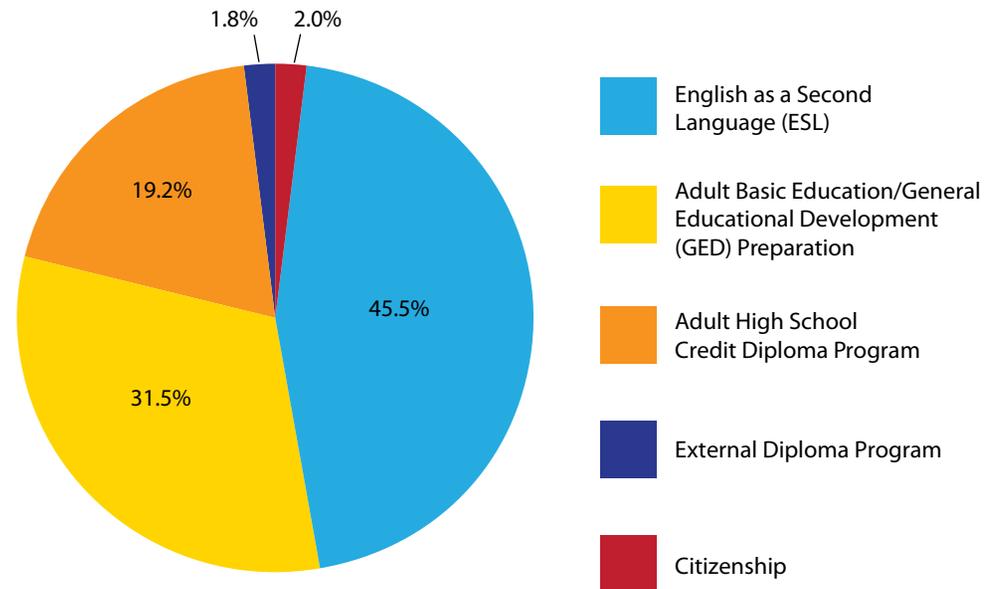
ADULT EDUCATION PROGRAMS

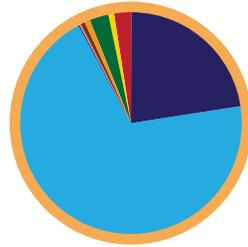
Learners participated in one of the following state-mandated, adult education instructional programs: citizenship preparation, English as a second language (ESL), adult basic literacy education or one of three secondary school completion programs (i.e., General Educational Development (GED), Adult High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

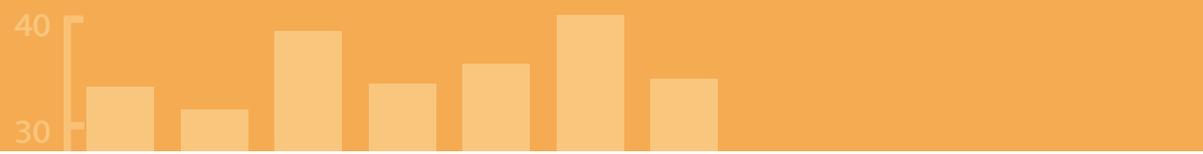
In the 2009–10 school year, 5,442 individuals earned diplomas through adult education. For the third consecutive year, more than 3,000 individuals earned a state high school diploma by passing the GED tests. The number of individuals who earned an adult education diploma by completing the National External Diploma program assessments was the highest ever in 2009–10. 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, 2009–10





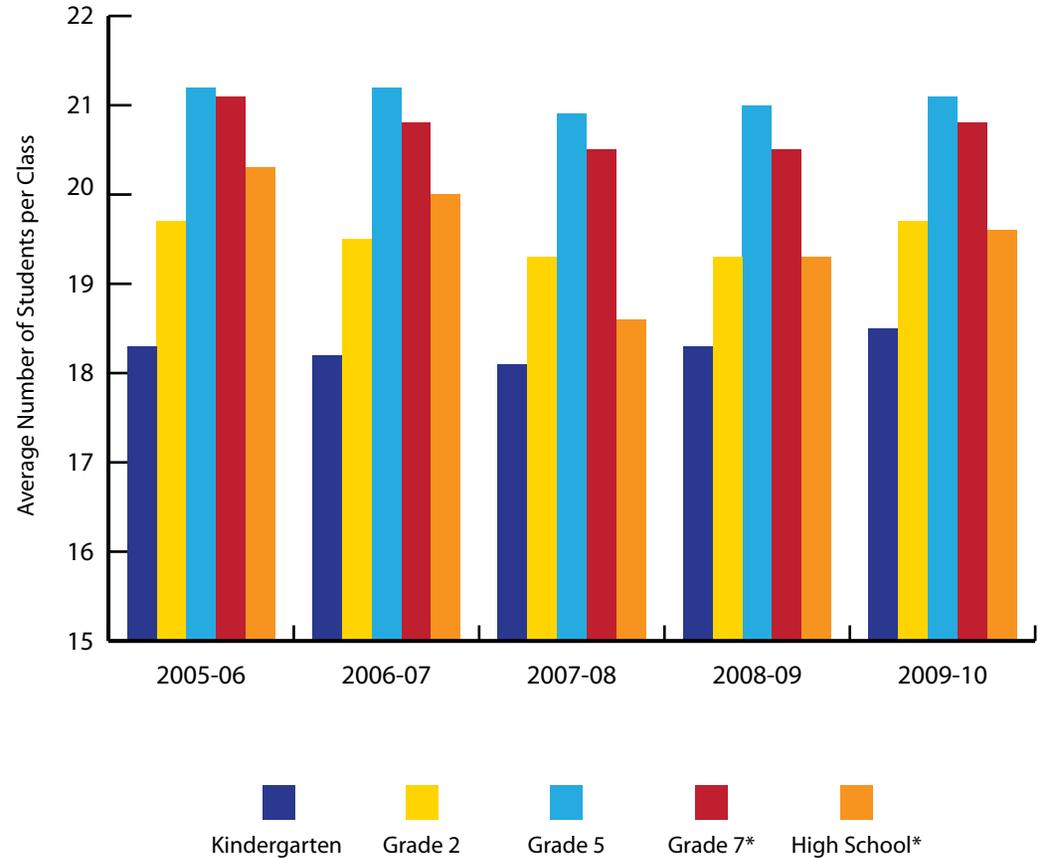
RESOURCES AND BUDGETING



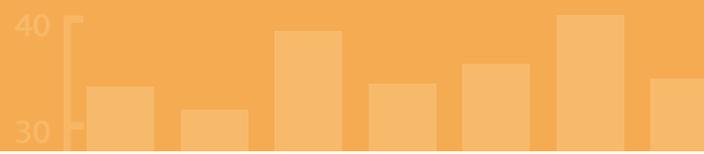
AVERAGE CLASS SIZE

Average class size provides a measure of the intensity with which teacher resources are used. From 2005–06 to 2007–08, average class sizes declined slightly but have risen somewhat in the last two years.

**Average Class Size of Selected Grades and High School
 2005–06 to 2009–10**



* 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
 & 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. The Even Start Family Literacy program helps break the cycle of poverty and illiteracy by improving the educational opportunities of families most in need by combining early childhood education, adult literacy or adult basic education and parenting education into a comprehensive family literacy program. 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 2009–10, the Department of Education awarded 17 Family Literacy grants, the same as in the previous year. There were fewer family literacy participants because grant awards were reduced by 16 percent and because the bad winter weather affected participation. As a result of federal budget cuts, the Even Start program had one fewer center in 2009–10 and served 40 percent fewer families than in the prior year. Finally, the number of individuals served by Family Resource Centers declined by more than 15 percent from the prior year, due in part to state budget cuts.

	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
2009–10	17	594	4	78	62	16,628

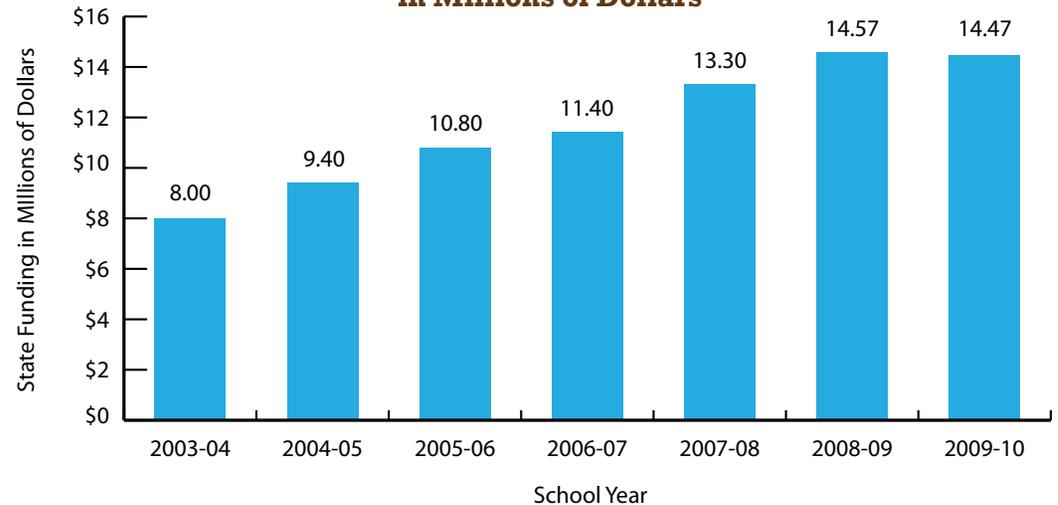
* Before 2006–07, the state collected data on the number of families served, not the number of individuals served.

**OPEN CHOICE AND
 INTERDISTRICT MAGNET
 SCHOOL FUNDING**

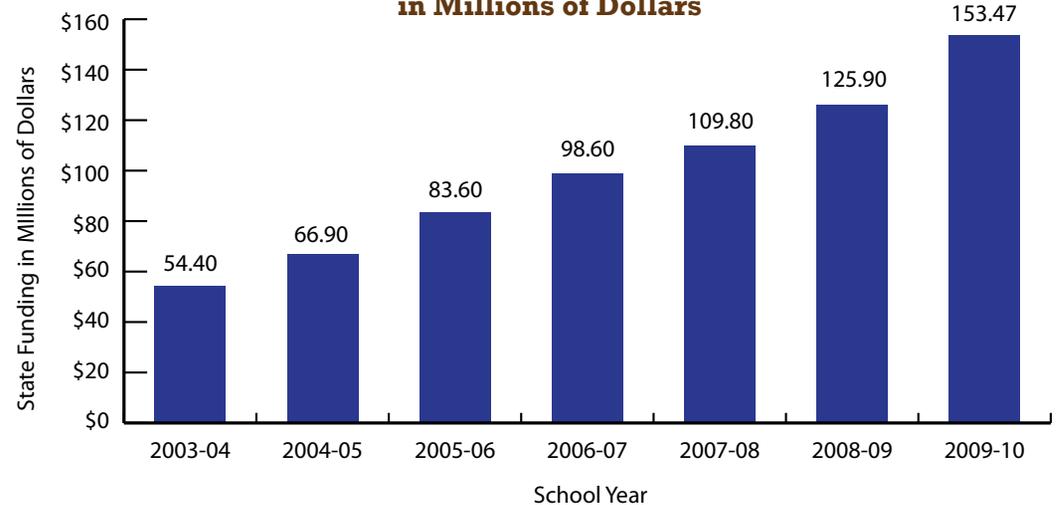
The Open Choice program provides urban students with an opportunity to attend public schools in nearby suburban school districts on a space-available basis in the Bridgeport, Hartford, New Haven and New London regions. Since 2005–06, state funding for the Open Choice program increased from \$10.8 million to \$14.5 million, or by 34 percent.

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. State spending on magnet schools increased by nearly 84 percent in that period, from \$83.6 million in 2005–06 to \$153.5 million in 2009–10.

**State Funding for the Open Choice Program
 in Millions of Dollars**



**State Funding for Interdistrict Magnet Schools
 in Millions of Dollars**

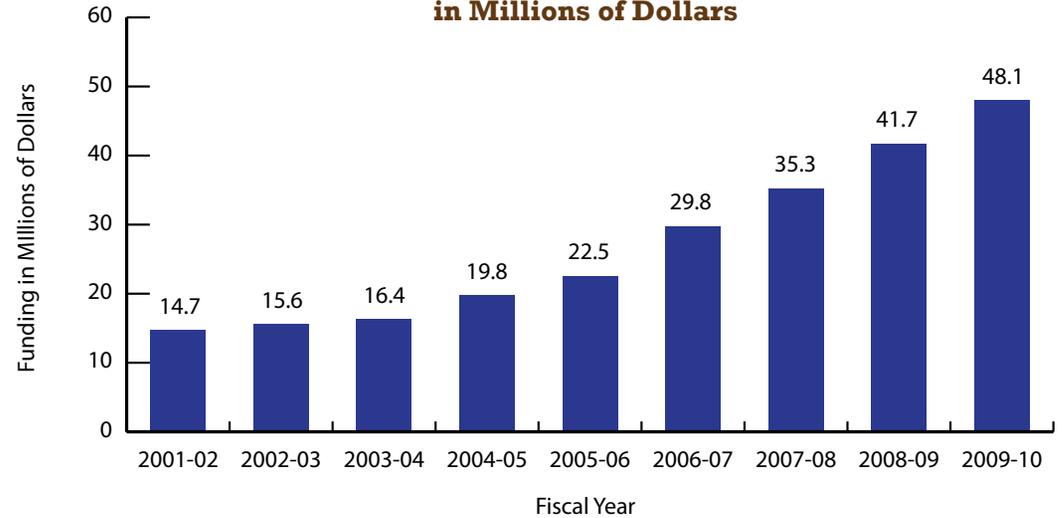


CHARTER SCHOOLS

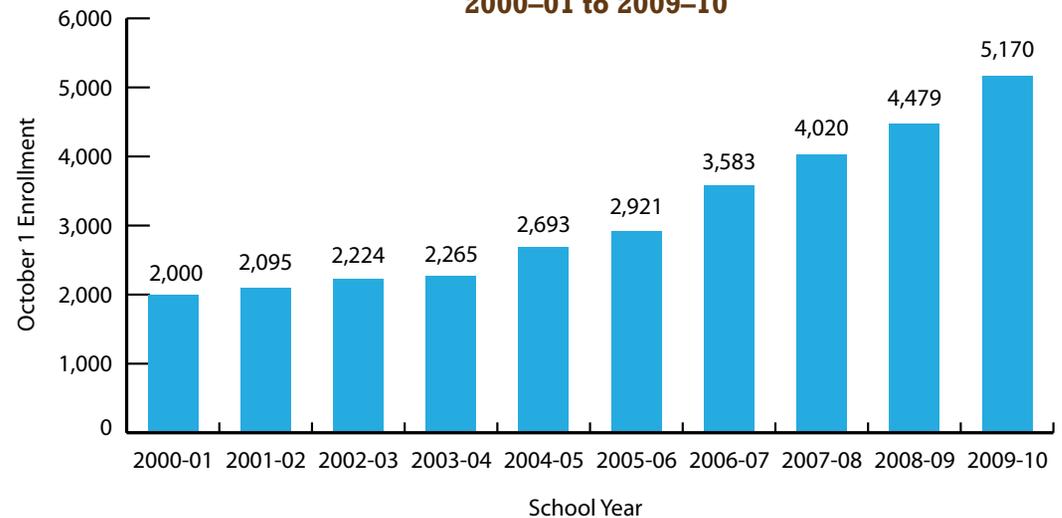
Charter schools are yet another vehicle that Connecticut uses to meet the diverse needs of its students. Charter schools operate outside the traditional school district structure. These schools are funded by the state and are given operational latitude to create innovative opportunities to improve student learning. Over the last decade, the state has more than tripled its funding for charter schools.

Connecticut's charter school enrollment increased by more than 15 percent in 2009-10. During the last 10 years, enrollment in Connecticut's charter schools has increased 159 percent.

**Connecticut Charter School Funding
in Millions of Dollars**



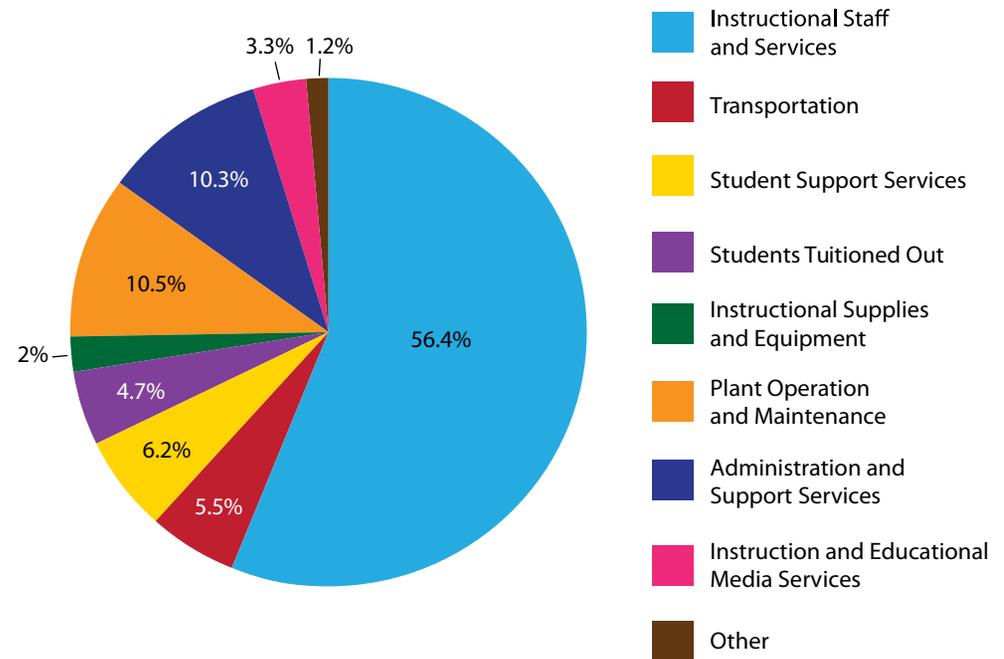
**Connecticut Charter School Enrollment
2000-01 to 2009-10**



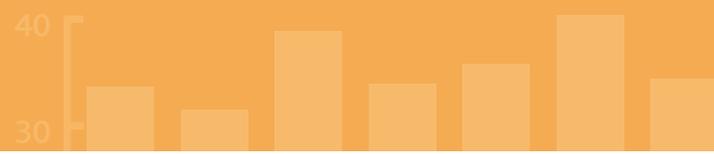
EXPENDITURES

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*



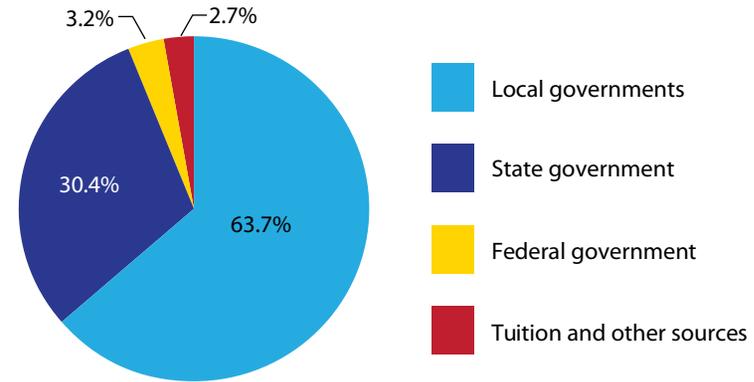
* A portion of the cost of students tuitioned out was sent to other Connecticut public school districts and, therefore, is also included under the various expenditure categories.



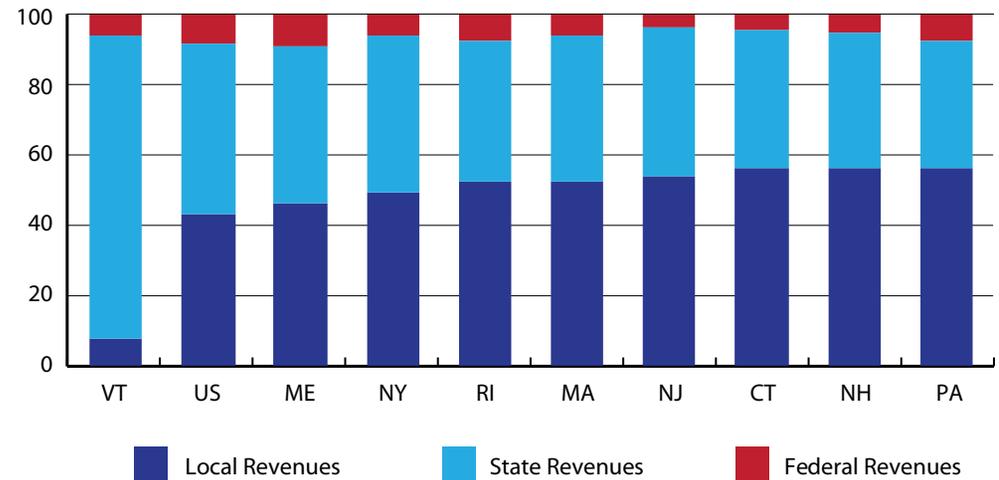
REVENUE SOURCES

Connecticut school districts draw their revenue from three main sources: local government, state government and, to a lesser extent, the federal government. Local governments continue to be the leading source of school district revenue. In 1996–97, 57.2 percent of school district revenues came from local government and by 2008–09, that figure increased to 63.7 percent.

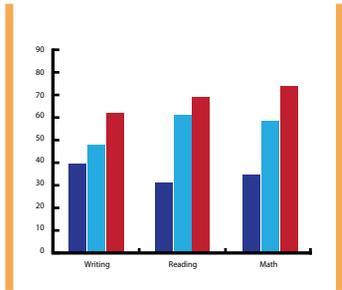
2008–09 School District Revenue by Source*



School District Revenue Composition in the Northeast and US, 2007–08



* 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 the Department of Correction.



STUDENT ACHIEVEMENT

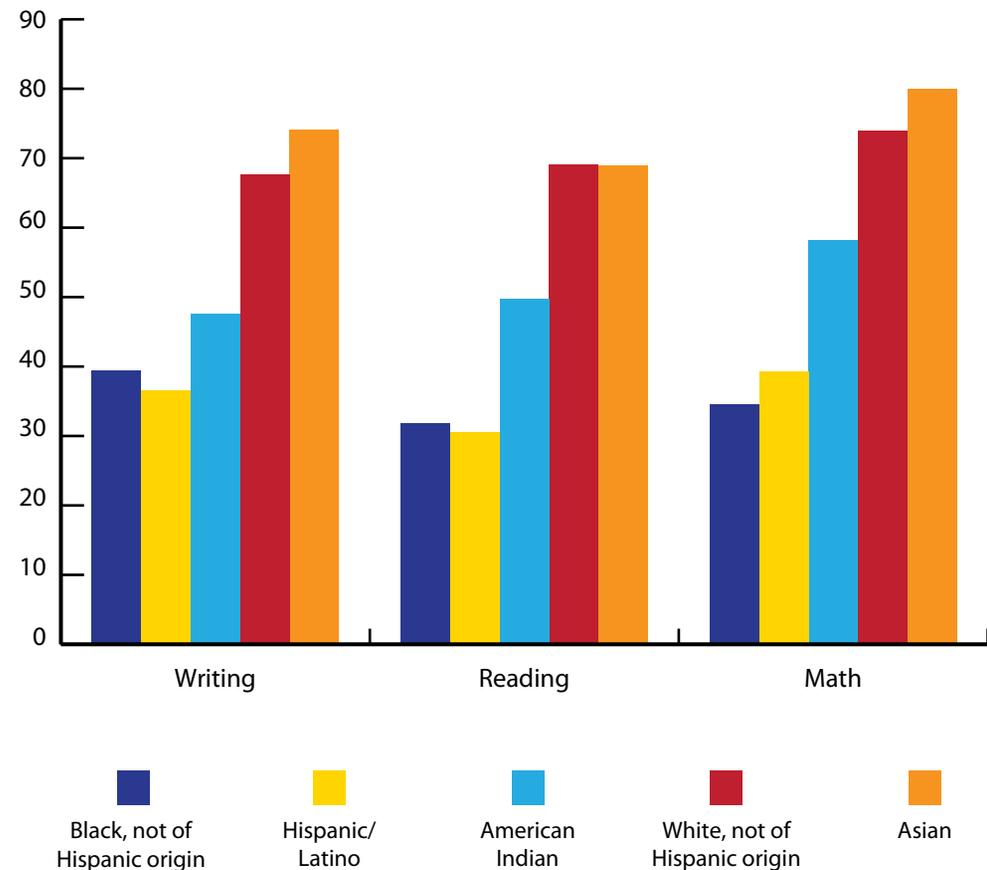
**2010 CONNECTICUT
 MASTERY TEST — GRADE 3**

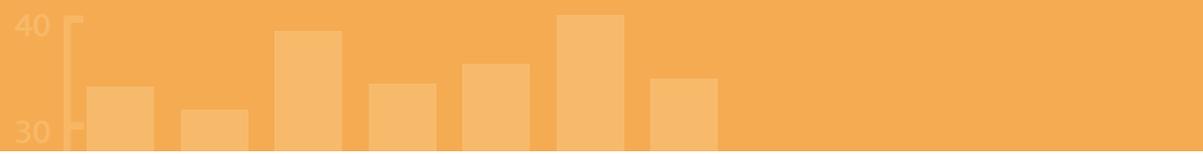
The Connecticut Mastery Test (CMT) was developed in the 1980s to provide an accurate assessment of how well the state’s students are meeting the standards of achievement that the State Board of Education established in reading, writing and mathematics. Since 1985, students in Grades 4, 6 and 8 have been 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. In 2009, 58.3 percent of Grade 3 students scored at or above Goal in writing, 57.1 percent in reading and 62.6 percent in math.

Spring 2010 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 nonminority peers was sizable on all three assessments, it was largest in mathematics.

Percentage at or Above Goal	Writing	Reading	Math
All Grade 3 Students	58.3	57.1	62.6

**CMT Grade 3:
 Percentage at or Above Goal by Race/Ethnicity, 2009–10**





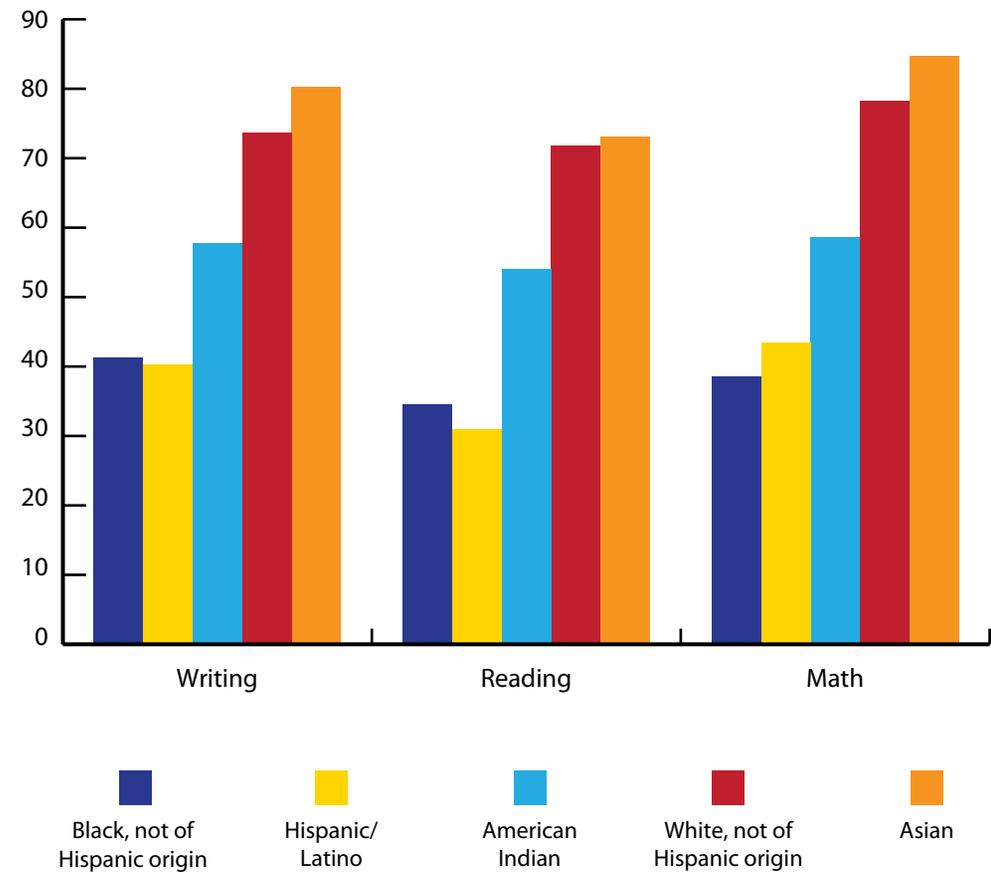
2010 CONNECTICUT MASTERY TEST — GRADE 4

Results from the spring 2010 CMT indicate that, statewide, Grade 4 students performed the highest on the math assessment and the lowest on the reading assessment.

Spring 2010 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 nonminority peers was sizable on all three assessments, it was largest in mathematics.

Percentage at or Above Goal	Writing	Reading	Math
All Grade 4 Students	63.6	60.0	67.2

**CMT Grade 4:
Percentage at or Above Goal by Race/Ethnicity, 2009–10**



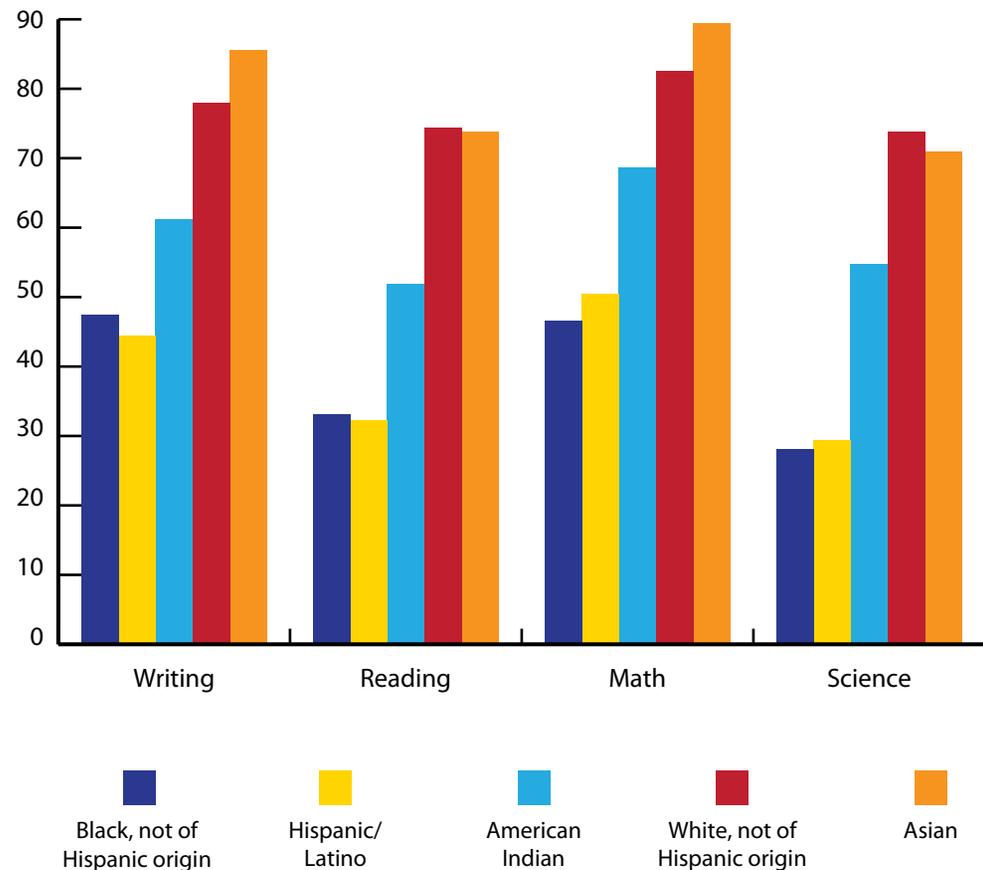
2010 CONNECTICUT MASTERY TEST — GRADE 5

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 2010, nearly 60 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.

Spring 2010 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 nonminority peers was sizable on all four assessments, it was largest in science.

Percentage at or Above Goal	Writing	Reading	Math	Science
All Grade 5 Students	68.2	61.8	72.6	59.7

**CMT Grade 5:
Percentage at or Above Goal by Race/Ethnicity, 2009–10**



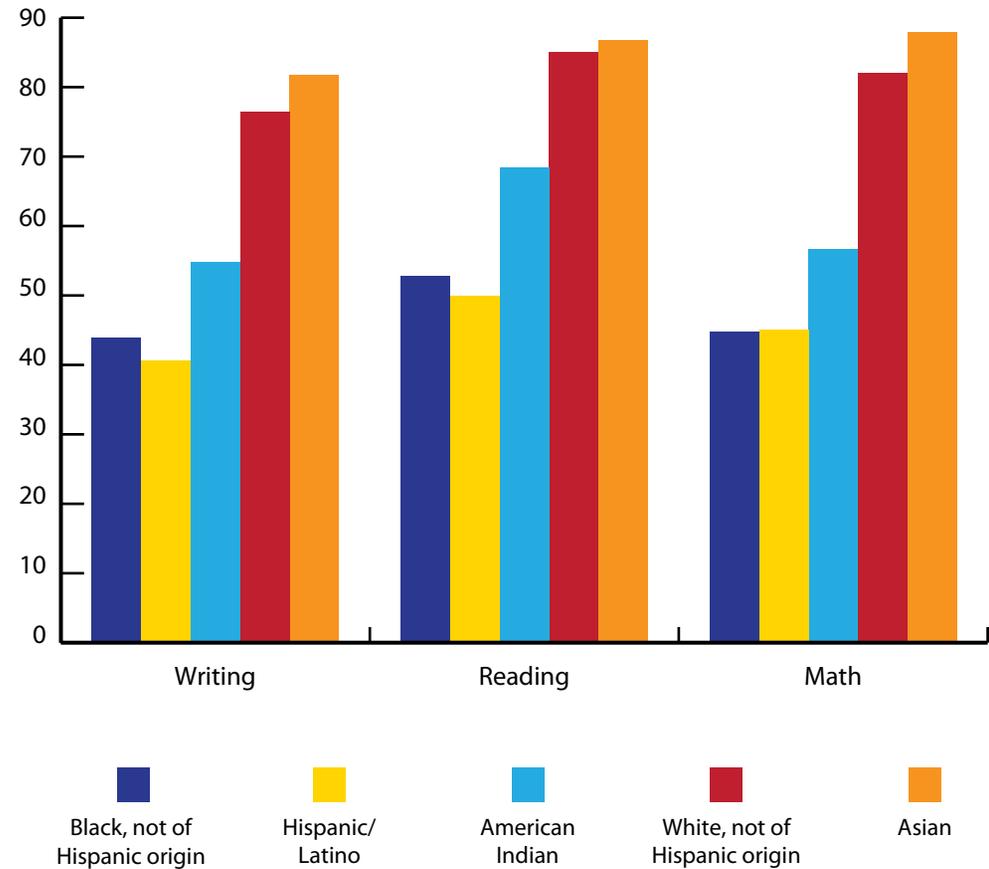
**2010 CONNECTICUT
 MASTERY TEST — GRADE 6**

Results from the spring 2010 CMT indicate that, statewide, Grade 6 students performed the highest on the reading assessments, with nearly 75 percent of students scoring at or above Goal.

Spring 2010 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 nonminority peers was smallest in writing.

Percentage at or Above Goal	Writing	Reading	Math
All Grade 6 Students	65.9	74.9	71.0

**CMT Grade 6:
 Percentage at or Above Goal by Race/Ethnicity, 2009–10**



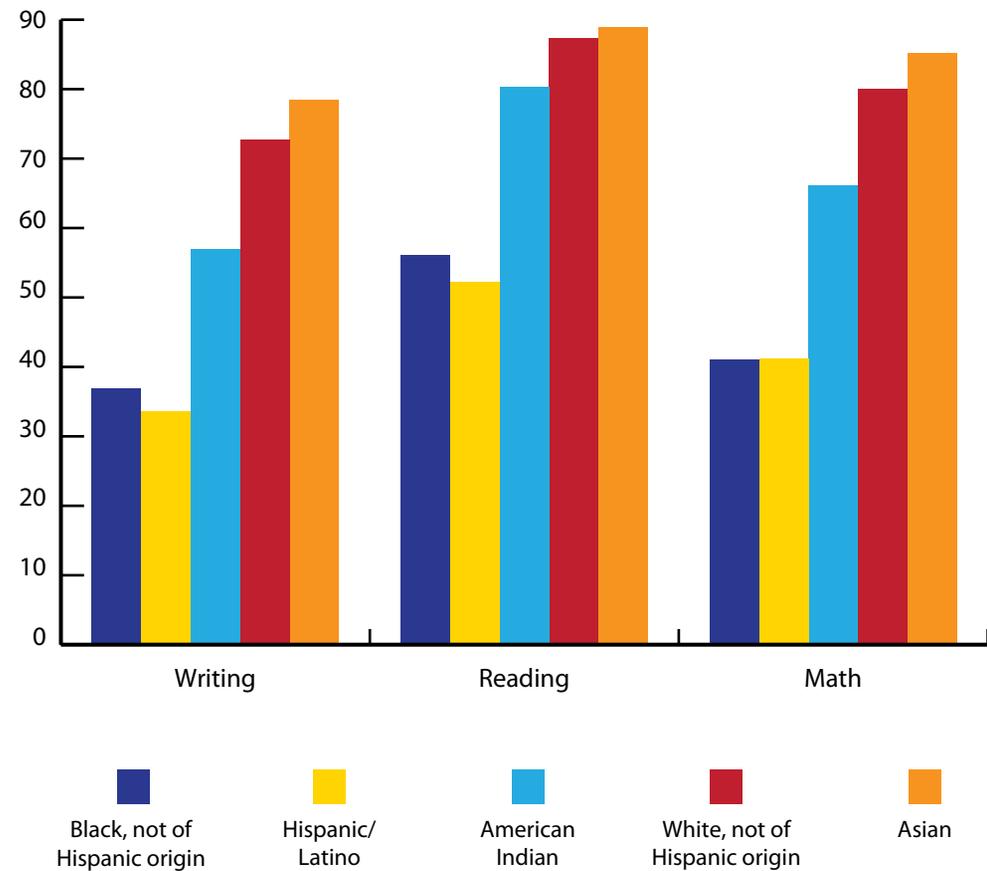
**2010 CONNECTICUT
 MASTERY TEST — GRADE 7**

Results from the spring 2010 CMT indicate that, statewide, Grade 7 students performed the highest on the reading assessment, with 77.5 percent of students scoring at or above Goal.

Spring 2010 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 nonminority peers was sizable on all three assessments, it was largest in mathematics.

Percentage at or Above Goal	Writing	Reading	Math
All Grade 7 Students	61.3	77.5	68.8

**CMT Grade 7:
 Percentage at or Above Goal by Race/Ethnicity, 2009–10**



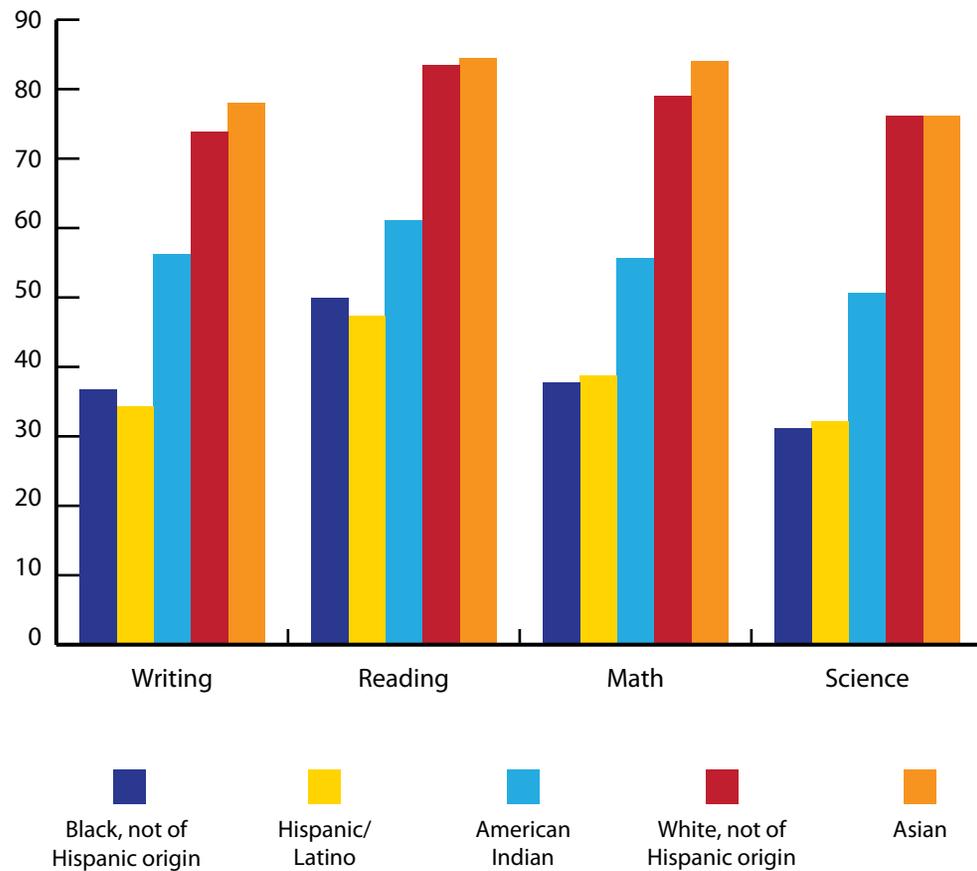
**2010 CONNECTICUT
 MASTERY TEST — GRADE 8**

As mentioned earlier, Connecticut schools assessed Grade 8 students in science for the first time in spring 2008. On this initial assessment, more than 58 percent of the state’s students scored at or above Goal. In 2010, more than 63 percent scored at or above Goal in science. Statewide, Grade 8 students performed the highest on the reading assessment with 73.4 percent of students scoring at or above Goal.

Spring 2010 CMT results for Grade 8 indicate that, on average, white and Asian students significantly outperformed students from other races/ethnicities on all four assessments: writing, reading, math and science. While the gap between minority students and their nonminority peers was sizable on all four assessments, it was largest in science.

Percentage at or Above Goal	Writing	Reading	Math	Science
All Grade 8 Students	62.7	73.4	67.5	63.1

**CMT Grade 8:
 Percentage at or Above Goal by Race/Ethnicity, 2009–10**



**2010 CONNECTICUT
 ACADEMIC PERFORMANCE TEST**

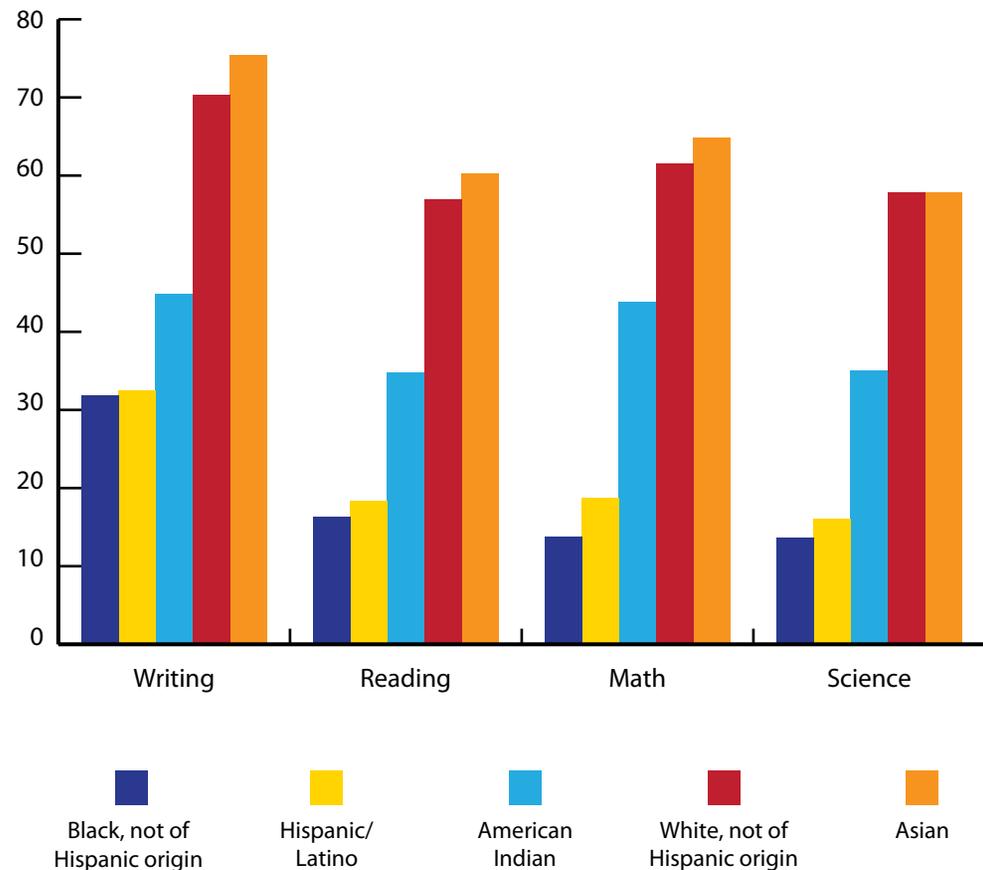
Grade 10 students take the Connecticut Academic Performance Test (CAPT) each spring. This test assesses student performance in mathematics, science, reading and writing. The CAPT is aligned with Connecticut’s curriculum frameworks and provides information on how well students are performing with respect 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.

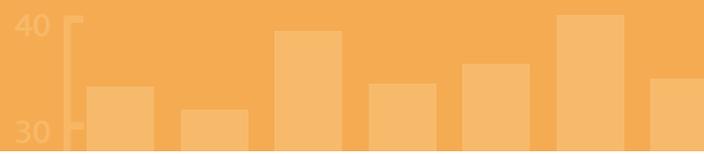
In 2010, Grade 10 students scored the highest on the writing assessment with nearly 60 percent of students scoring at or above Goal. This strength in writing was witnessed in all racial/ethnic categories. The weakest subject, overall, was science with only 45.5 percent of Grade 10 students reaching the Goal level.

As in the CMT, black, Hispanic and American Indian 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.

Percentage at or Above Goal	Writing	Reading	Math	Science
All Grade 10 Students	59.6	45.9	48.9	45.5

CAPT: Percent at or Above Goal by Race/Ethnicity, 2009–10





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 2009–10 school year, 28 percent of Connecticut’s schools failed to make AYP. While still high, the number of schools failing to make AYP dropped considerably compared to 2008–09. The number of districts failing to make AYP, was 37, a decrease of 18 districts from last year.

Number of Schools and Districts Failing to Make Adequate Yearly Progress (AYP), 2009–10

	Elementary/ Middle Schools	High Schools	District Level
Whole school/district mathematics and reading academic achievement	95	40	12
Whole school/district mathematics academic achievement only	3	12	2
Whole school/district reading academic achievement only	73	1	6
Subgroup only mathematics and reading academic achievement	22	1	14
Subgroup only mathematics academic achievement	2	4	1
Subgroup only reading academic achievement	25	3	2

**2009 NATIONAL ASSESSMENT
 OF EDUCATIONAL PROGRESS**

GRADE 4 — READING

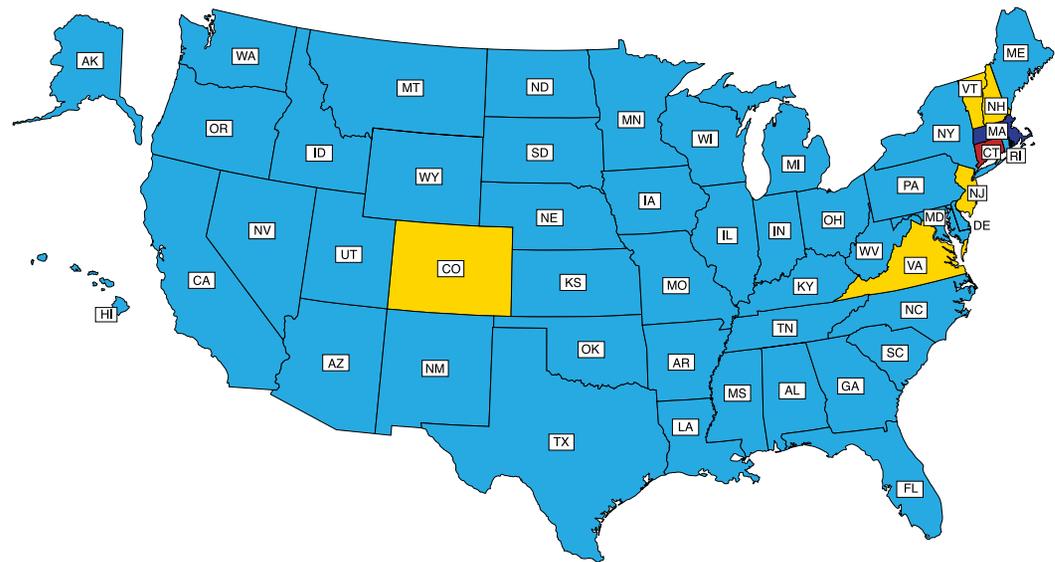
The National Assessment of Educational Progress (NAEP) is often called the “Nation’s Report Card.” It is a congressionally mandated assessment in various subject areas administered by the National Center for Education Statistics, a branch of the U.S. Department of Education. It is the only nationally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

2009 National Assessment of Educational Progress (NAEP)

**Grade 4 Reading
 Percentage at or Above Proficient
 All Students**



- Focal state/jurisdiction
- Has a higher at or above proficient than focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower at or above proficient than focal state/jurisdiction

**2009 NATIONAL ASSESSMENT
 OF EDUCATIONAL PROGRESS**

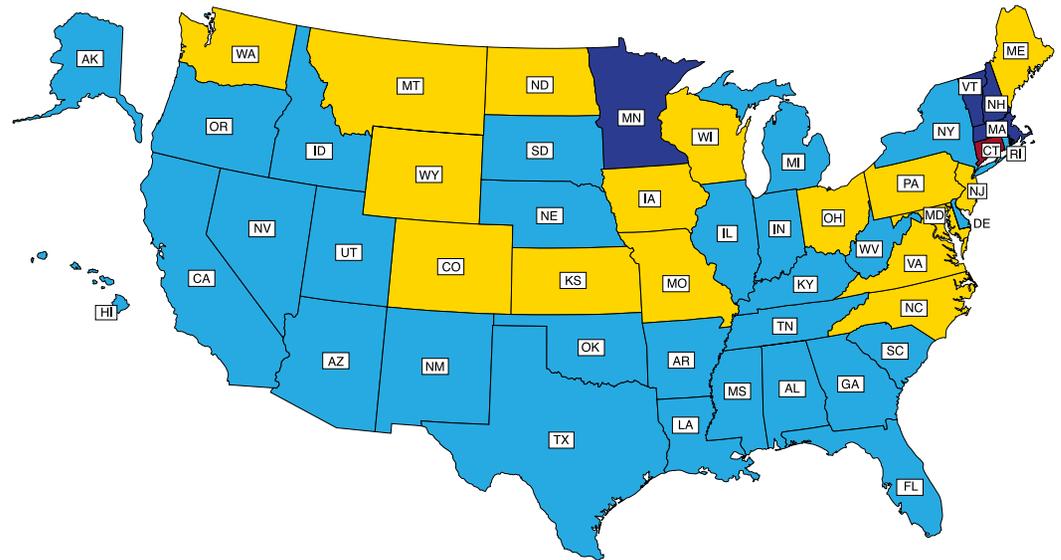
GRADE 4 — MATH

On the spring 2009 assessment of mathematics, 46 percent of Connecticut Grade 4 students scored at or above the Proficient level. This figure is greater than the nation's score of 38 percent at or above Proficient.

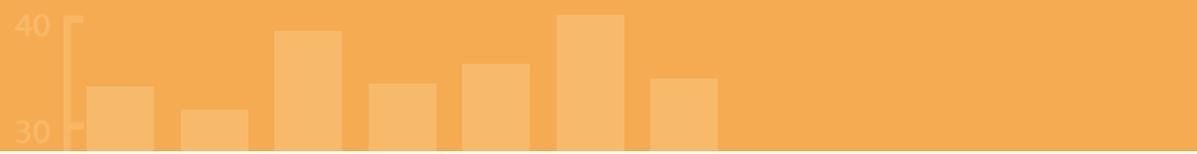
Connecticut outperformed 30 states and its performance was statistically equal to 15 other states. Only Massachusetts, Vermont, New Hampshire and Minnesota performed significantly higher than Connecticut.

2009 National Assessment of Educational Progress (NAEP)

**Grade 4 Math
 Percentage at or Above Proficient
 All Students**



- Focal state/jurisdiction
- Has a higher at or above proficient than focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower at or above proficient than focal state/jurisdiction



**2009 NATIONAL ASSESSMENT
 OF EDUCATIONAL PROGRESS**

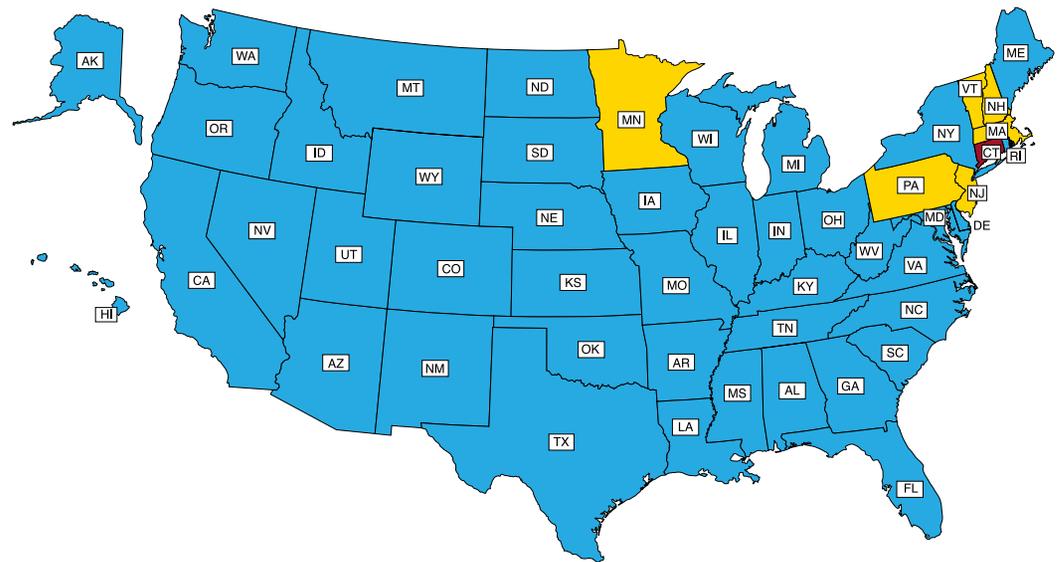
GRADE 8 — READING

On the spring 2009 Grade 8 NAEP reading assessment, 43 percent of Connecticut’s students reached the Proficient level or above, higher than the national figure of 30 percent.

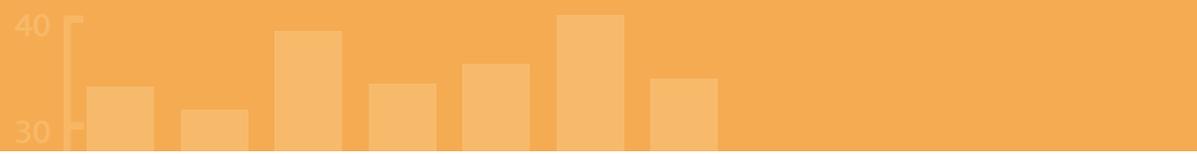
On a state-by-state level, Connecticut outperformed 43 states. No states scored higher than Connecticut. Connecticut’s performance was not significantly different from the remaining six states.

2009 National Assessment of Educational Progress (NAEP)

**Grade 8 Reading
 Percentage at or Above Proficient
 All Students**



- Focal state/jurisdiction
- Has a higher at or above proficient than focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower at or above proficient than focal state/jurisdiction



2009 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

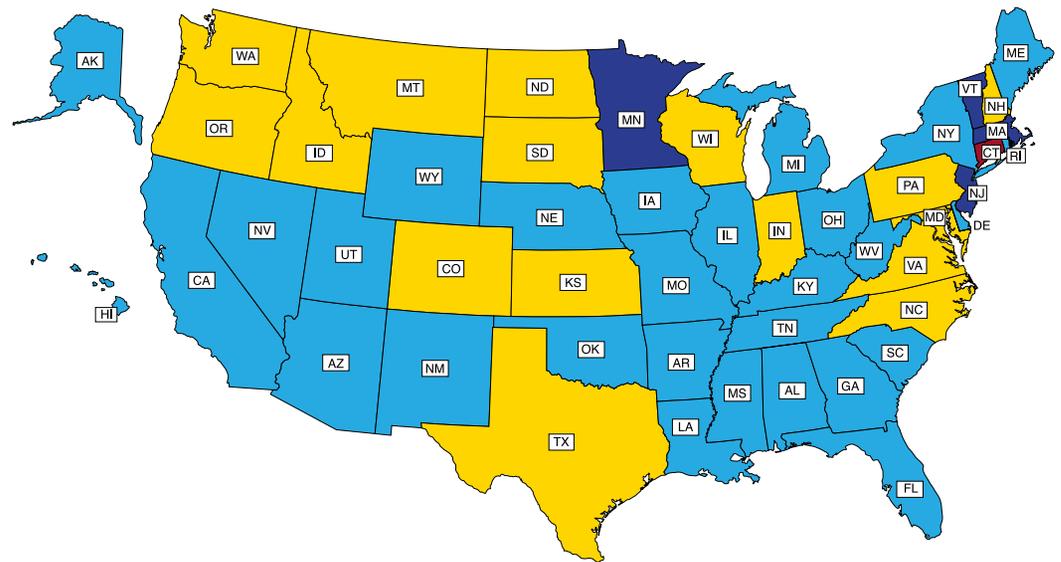
GRADE 8 — MATH

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.

2009 National Assessment of Educational Progress (NAEP)

**Grade 8 Math
 Percentage at or Above Proficient
 All Students**



- Focal state/jurisdiction
- Has a higher at or above proficient than focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower at or above proficient than focal state/jurisdiction

**2009 NATIONAL ASSESSMENT
 OF EDUCATIONAL PROGRESS**

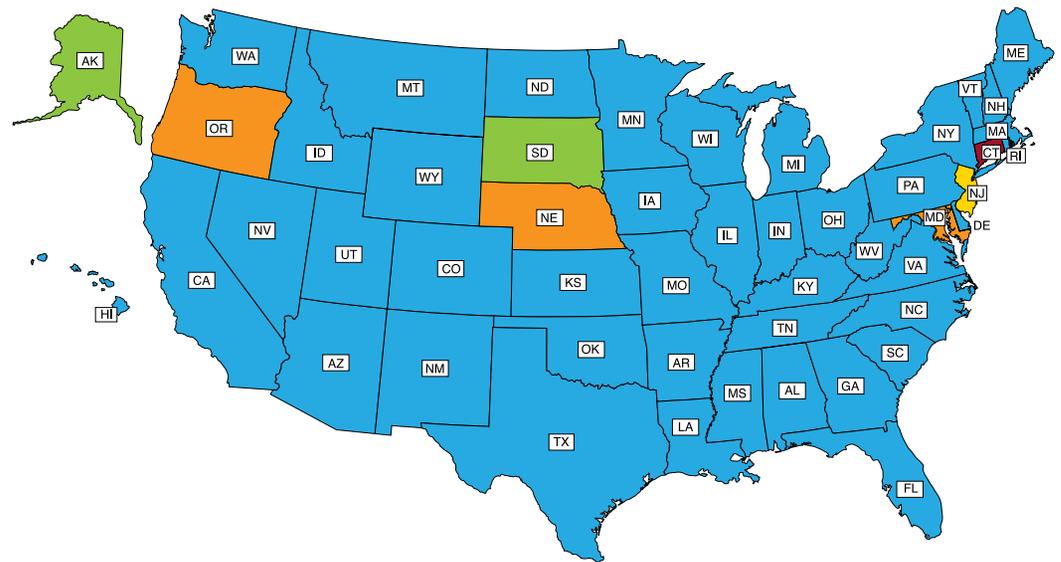
GRADE 8 — WRITING

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.

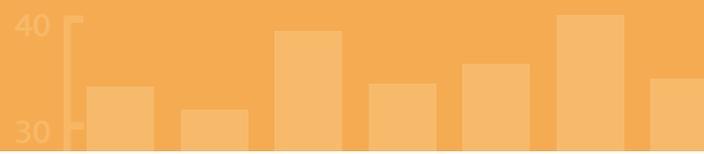
Connecticut outperformed 43 other states. Only New Jersey performed at a level that was comparable to Connecticut’s level. The remaining five states either did not participate in the assessment or did not meet the minimum level of participation.

2009 National Assessment of Educational Progress (NAEP)

**Grade 8 Writing
 Percentage at or Above Proficient
 All Students**



- Focal state/jurisdiction
- Has a higher at or above proficient than focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower at or above proficient than focal state/jurisdiction
- Sample size is insufficient to perform a reliable estimate
- Was not selected for comparison



SAT REASONING TEST*

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.

From the 2010 Connecticut public high school class, 27,044 students took the SAT, an increase of 3.6 percent from the prior year, compared to a 2.1 percent increase nationwide. The College Board estimates that Connecticut’s public school participation rate is 73 percent, which places Connecticut fourth behind Maine, Massachusetts, and New York. Nationally, an estimated 37 percent of the 2010 public high school graduates took the SAT.

In Connecticut, 34.8 percent of public school test-takers scored 600 or above on at least one test.

**SAT Participation and Average Scores in the Northeast
 Class of 2010**

State	Participation Rate	Critical Reading	Math	Writing
Maine	100%	463	460	449
Massachusetts	75%	508	524	504
New York	75%	483	501	476
Connecticut	73%	505	510	510
New Jersey	68%	496	519	498
New Hampshire	65%	513	519	503
Pennsylvania	62%	490	502	478
Vermont	59%	522	523	509
Rhode Island	57%	485	488	478

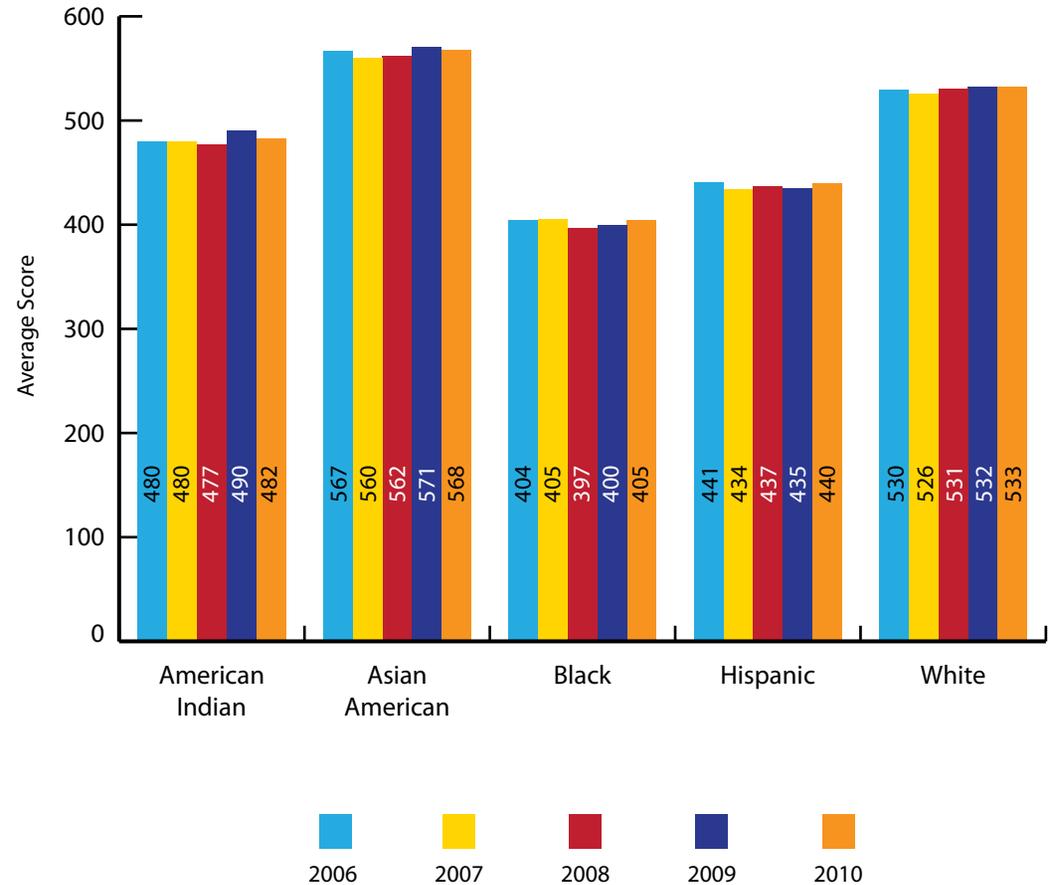
* Source: The College Board

**SAT REASONING TEST —
 MATHEMATICS***

Connecticut's average in math increased by two points in the past year to 510, within one point of the national public school average score of 511.

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 568, followed by 533 for white, 482 for American Indian, 440 for Hispanic and 405 for black graduates. Black and Hispanic students' average scores rose by five points from 2009. American Indian students showed a slight decline in 2010.

**SAT Reasoning Test: Average Math Score by Race/Ethnicity
 Classes of 2006 to 2010**



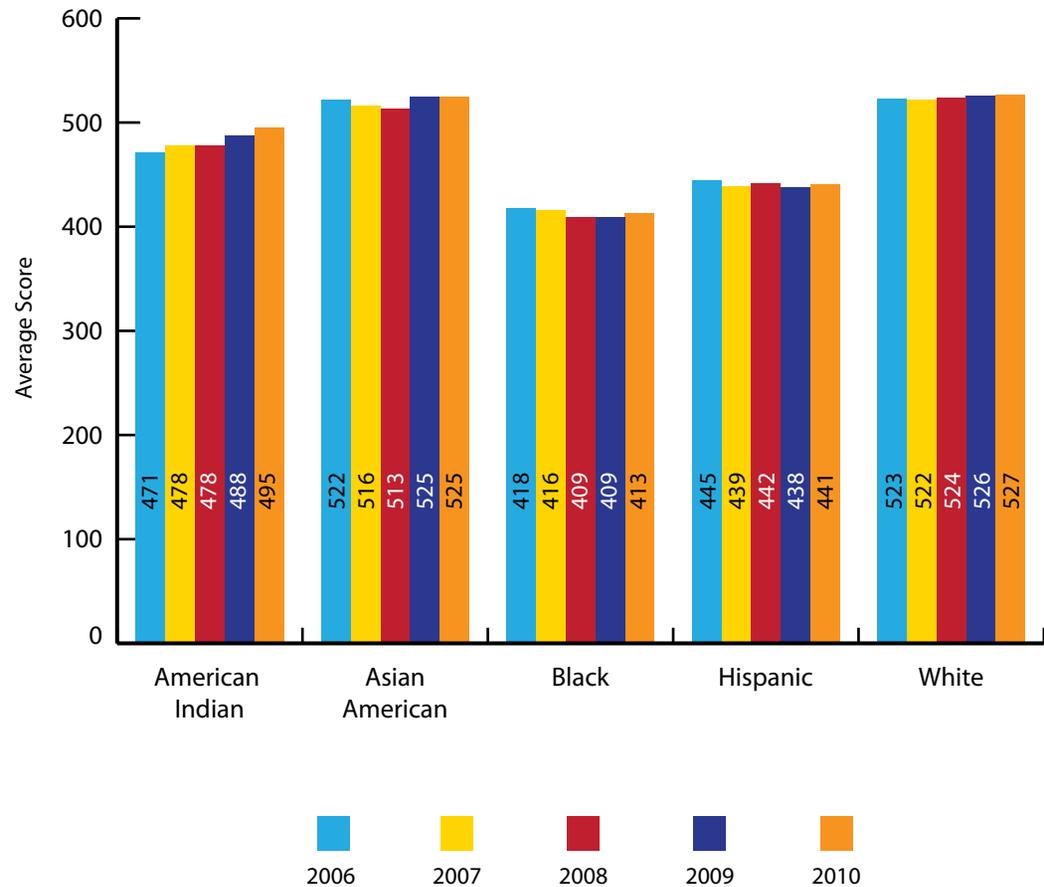
* Source: The College Board

**SAT REASONING TEST —
 CRITICAL READING***

Connecticut’s average on the Critical Reading section rose two points in the past year to 505 and exceeds the national public school average (498) by seven points. The national average rose by a point this year.

The 2010 average scores for white and Asian graduates in reading were 527 and 525, respectively. The average reading score of 441 for Hispanic graduates was up three points from 2009. The average reading score of 413 for black graduates was up four points from the prior year. The average reading score for American Indian students rose seven points from last year.

**SAT Reasoning Test: Average Reading Score by Race/Ethnicity
 Classes of 2006 to 2010**



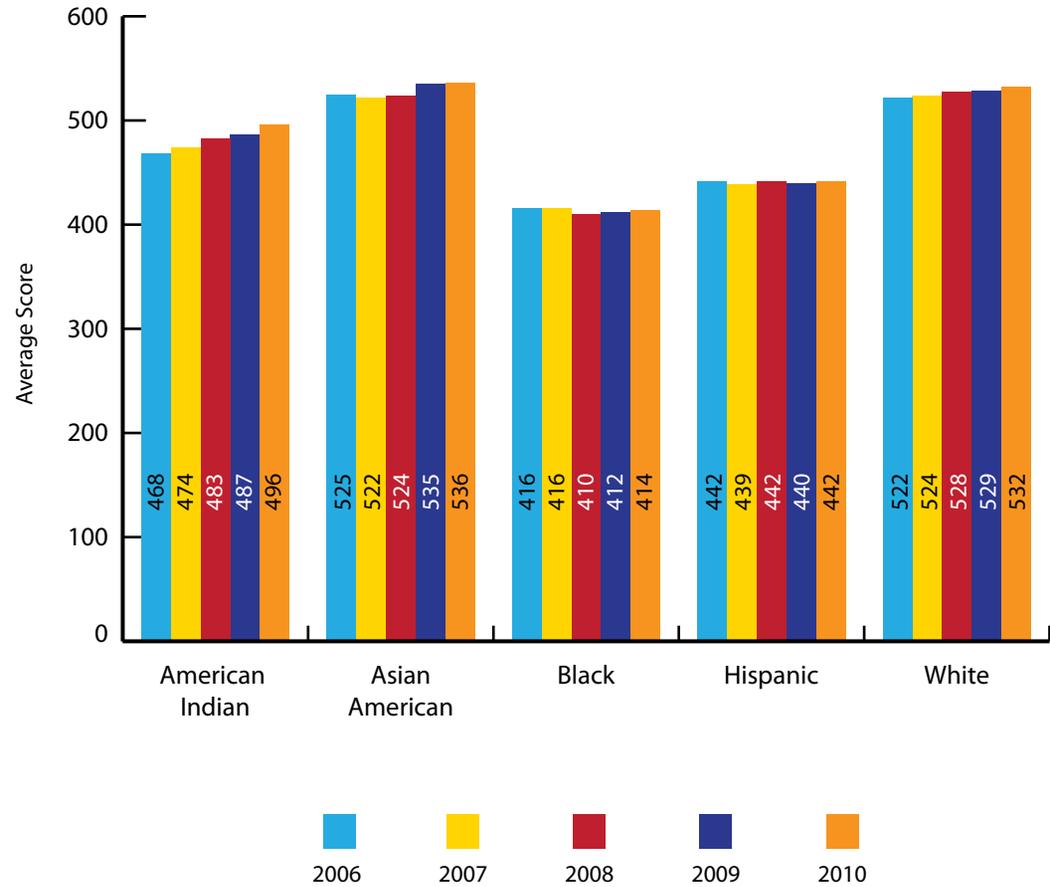
* Source: The College Board

**SAT REASONING TEST —
 WRITING***

This was the fifth year that the SAT included a writing component and Connecticut’s average score rose four points to 510, which is 22 points above the national average (488) for public school students.**

In 2010, students from all racial/ethnic categories showed increases in their average writing scores. Average writing scores in 2010 were 536 for Asian, 532 for white, 496 for American Indian, 442 for Hispanic and 414 for black graduates.

**SAT Reasoning Test: Average Writing Score by Race/Ethnicity
 Classes of 2006 to 2010**



* Source: The College Board

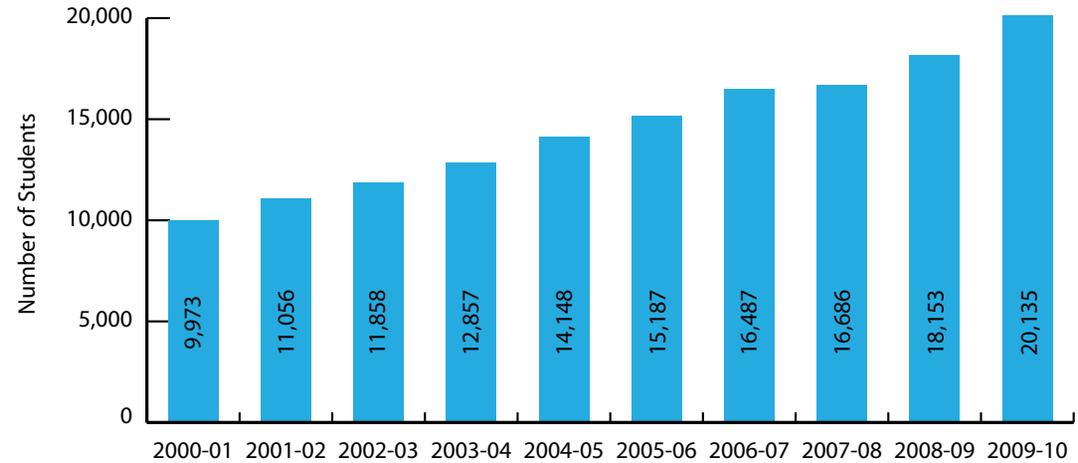
** The SAT writing assessment did not exist before 2006.

ADVANCED PLACEMENT

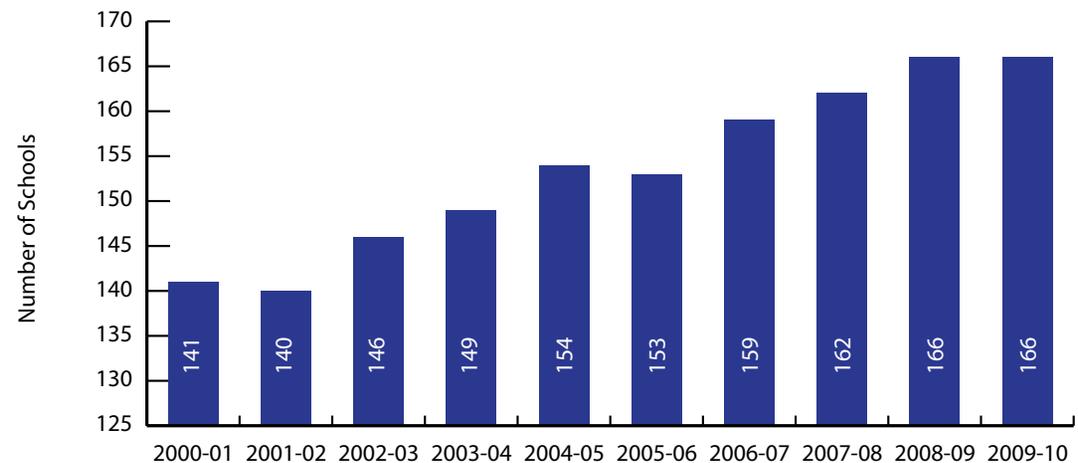
The Advanced Placement (AP) program is a rigorous high school program of college-level courses and examinations. Connecticut AP exam participation increased by 8.6 percent last year and is up 121 percent over the last decade.

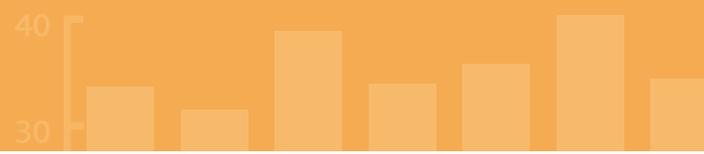
Not only have AP courses reached a larger number of students, but these students represent a broader population of schools in the state. In 2009–10, 166 schools offered AP exams, up from 141 schools a decade earlier.

Number of Students Taking an Advanced Placement Test



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. Overall, Connecticut’s public school students performed better than all but one state in the Northeast.

**Advanced Placement Performance in the Northeast
 Class of 2010**

State	Percentage of High School Seniors with a Successful AP Experience
New York	24.6
Connecticut	23.2
Massachusetts	23.1
Vermont	21.8
Maine	19.0
New Jersey	18.6
<i>United States</i>	<i>16.9</i>
New Hampshire	16.6
Pennsylvania	12.7
Rhode Island	10.9

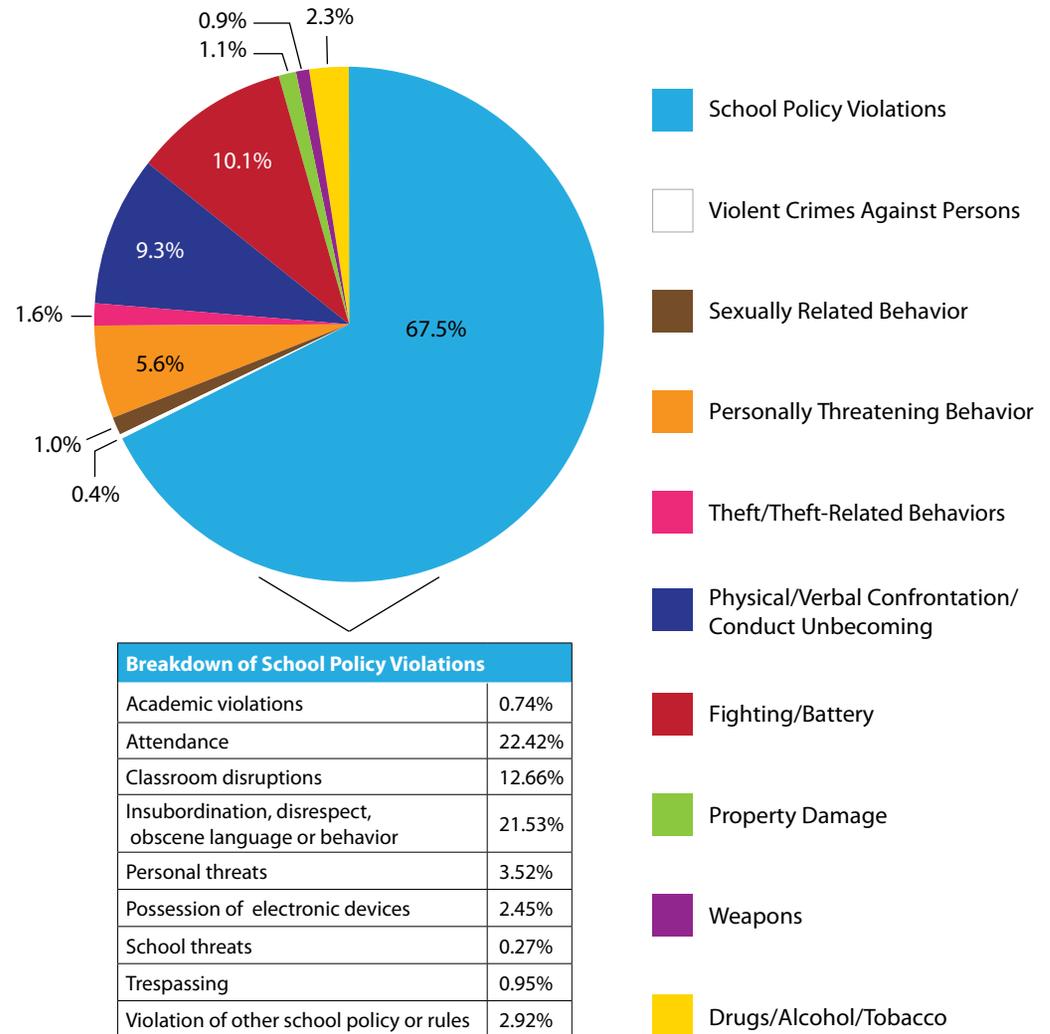
* Source: The College Board

SCHOOL DISCIPLINE*

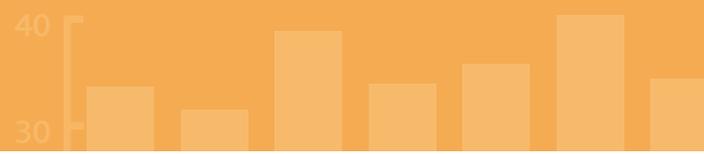
To perform at their best, students need a safe learning environment. One of the ways school climate is tracked in Connecticut is by monitoring the number and type of disciplinary incidents occurring in the state's schools. In 2009–10, there were 147,989 disciplinary offenses that were considered serious enough to warrant a suspension or expulsion.

This large number of total incidents (both serious and policy offenses) involved only about 10 percent of Connecticut's students. A quarter of all violations was related to attendance.

Disciplinary Incidents by Category, 2009–10



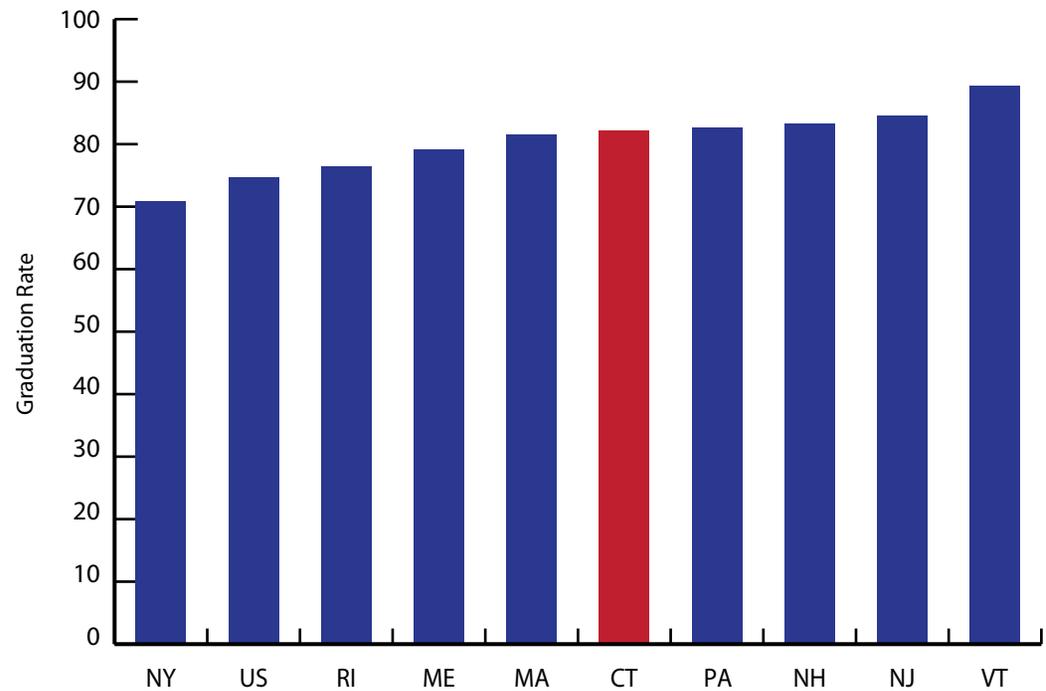
* These data have not been audited and are considered preliminary and subject to change.



GRADUATION RATES

Connecticut's average freshman graduation rate of 82.2 percent ranked fifth highest in the Northeast and well above the national average of 74.7 percent. The average freshman graduation rate is the number of graduates divided by the estimated freshman enrollment count four years earlier. This count is the sum of the number of eighth-graders five years earlier, the number of ninth-graders four years earlier, and the number of tenth-graders three years earlier, divided by three. Ungraded students were allocated to individual grades proportional to each state's enrollment in those grades. Graduates include only those who earned regular diplomas or diplomas for advanced academic achievement (e.g., honors diploma) as defined by the state or jurisdiction.

**Average Freshman Graduation Rate
for Public High School Students in the Northeast, 2007–08**



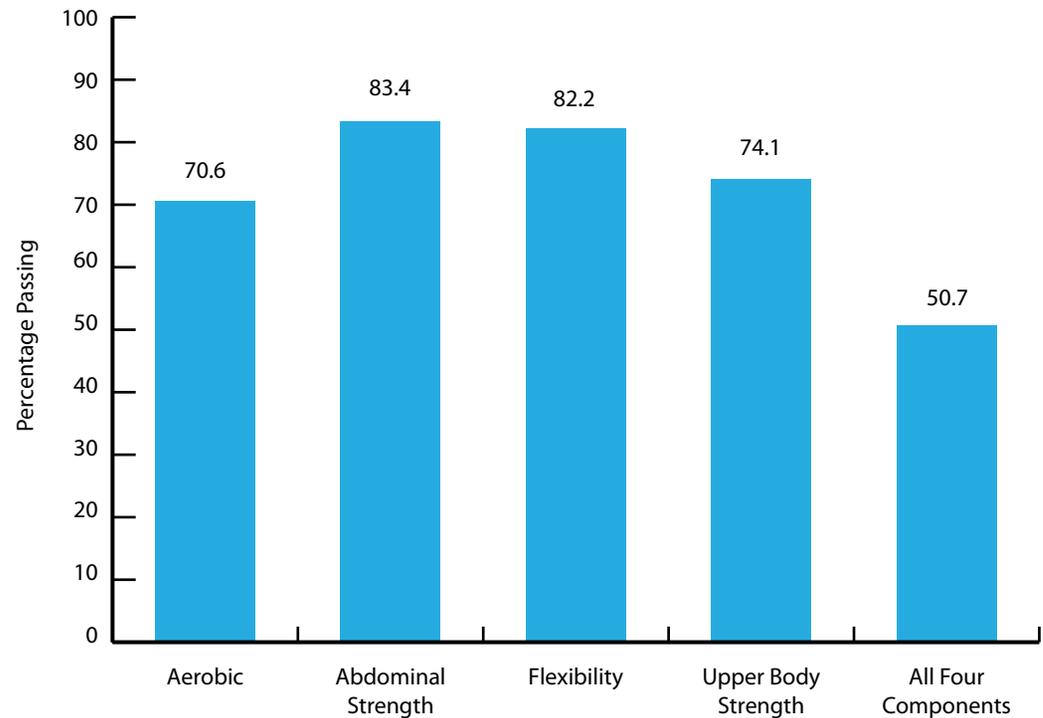
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," school year 2007–08, version 1a.

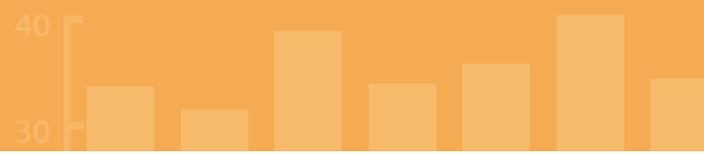
CONNECTICUT PHYSICAL FITNESS ASSESSMENT

The Connecticut Physical Fitness Assessment program (CPFA) includes a variety of health-related physical fitness tests designed to assess muscle strength, muscular endurance, flexibility and cardiovascular fitness. Criterion-referenced standards associated with good health are used rather than the previously applied normative standards.

Across all grades statewide, results of the CPFA 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. In 2009–10, Connecticut made significant changes to the program. The improvements in the test battery were the result of thorough research and pilot testing of proposed changes by a representative group of districts across the state. Because of the test battery changes, however, the results from this Third Generation of the CPFA are not comparable to prior years. In 2009–10, just over half of the students in the various grades tested passed all four components of the test.

Percentage of Students Passing Components of the Connecticut Physical Fitness Assessment Program (3rd Generation, 2009–10)

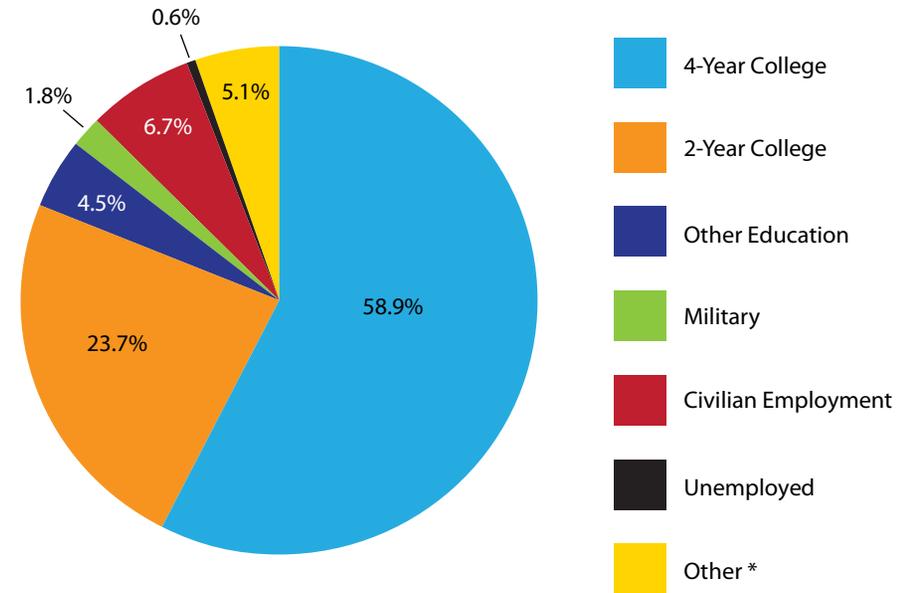




ACTIVITIES OF CONNECTICUT PUBLIC HIGH SCHOOL GRADUATES

In the spring of 2010, 37,904 students graduated from Connecticut public high schools. More than half of 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 2010 graduates were either furthering their education or engaged in military or civilian employment.

Activities of Spring 2010 Graduates



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



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