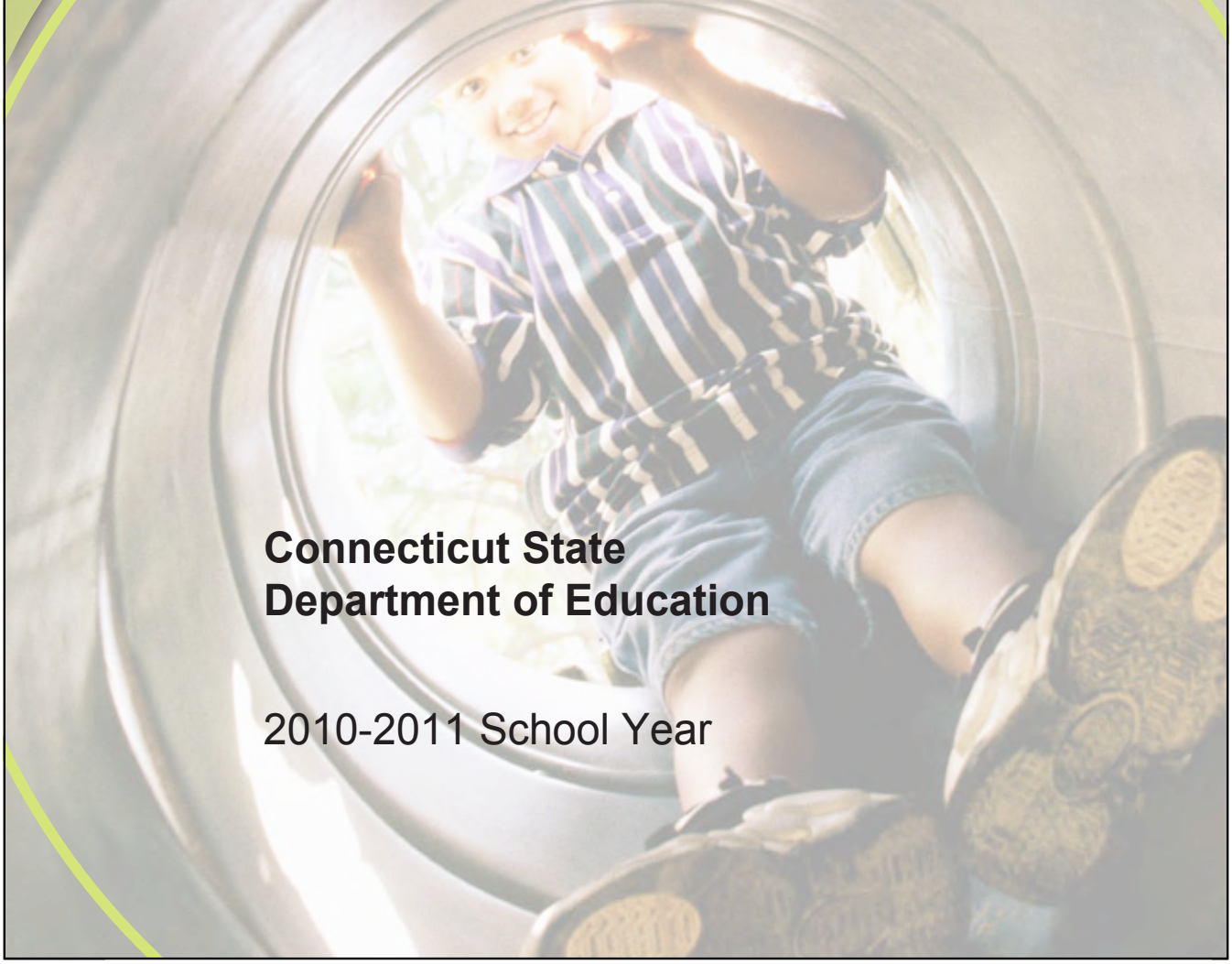
The CONDITION OF EDUCATION In Connecticut



Connecticut State Department of Education

2010-2011 School Year

Foreword

The Condition of Education in Connecticut is the Connecticut State Department of Education's (CSDE) yearly status report on public education in the state. It fulfills the requirements under Section 10-4(b) of the Connecticut General Statutes. This year's report highlights achievement gaps by displaying the spread of the data around means. It is designed to provide the reader with more information about how evenly the data are distributed; it also sheds light on the "tails" of the distribution.

As we move forward with Governor Malloy's education reforms, the measures we use to represent our education system will change. For example, the accountability system adopted recently by the CSDE uses school and subgroup index scores and graduation rates to classify schools; additional elements planned for future years will focus on areas such as civics, arts, fitness/wellness, and college and career readiness. Therefore, some measures found in prior years of this report have been removed and a measure on the new "Schools of Distinction" classification has been added.

In future editions of *The Condition of Education in Connecticut,* the CSDE will continue to include measures that separately track the progress of Connecticut's historically underperforming subgroups so that we can assess our progress as a state in closing achievement gaps and providing the highest quality of education for all.

Stefan Pryor, Commissioner
Connecticut State Department of Education

EDITOR'S NOTES:

This publication provides summary statistics for the 2010-11 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 several data bulletins.

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Governor Malloy's Six Principles of Education Reform

Principle 1: Enhance Families' Access to Early Childhood Education
Create 1000 new early education slots in low-income communities; Launches a facilities study for the continued expansion of early education. Call for the development of a Tiered Quality Rating and Improvement System. Create a pilot program to enhance literacy for students in kindergarten through third grade

Principle 2: State Support and Intervention in Low-Performing Schools
Create a Commissioner's Network to intervene in up to 25 of lowest performing schools over the next 3 years. High-performing non-profit partners (such as charter school operators) can run up to six of the 25 schools. The Commissioner will have the ability to conduct impact bargaining, opening current collective bargaining agreements.

Principle 3: Expand Availability of High-Quality School Models
Increase per pupil spending for charter schools and offers incentives to local Boards of Education that reach agreement with their bargaining unit regarding staffing flexibility to launch local charter schools

Principle 4: Removing Red Tape and Other Barriers to Success
Consolidate the forms CSDE issues to request data from districts, including by identifying and eliminating one-third of the 35 forms used to collect data whose collection is required by state law. Convene a Red Tape Review Task Force to examine additional and comprehensive solutions to unnecessarily burdensome state regulations and mandates

Principle 5: Develop the Very Best Teachers and Principals
Recognize educators' impact and will help attract, identify, and develop talented teachers and school leaders based on their effectiveness with students. Allow for swift and fair dismissal of ineffective educators.

Principle 6: Deliver More Resources to Districts That Embrace Reform
Increase ECS funding by $50 million, with $39.5 million targeted to the Alliance Districts – the state's 30 lowest-performing districts. Introduce new accountability for funding for low-performing districts. Provide for a "Common Chart of Accounts" as a budgetary template, enhancing transparency for education spending at the local level.

Profiling Public Education in Connecticut

Connecticut Facts

To provide some context in which public education is provided in Connecticut, the table below highlights some of the similarities and differences between Connecticut and the United States as a whole. Connecticut is older, richer, less diverse, and more educated than the nation, and these differences provide both opportunities and challenges for providing educational services to our citizens.

Variable	CT	USA
Population, 2010	3,574,097	308,745,538
Population, percent change, April 1, 2010 to July 1, 2011	0.2%	0.9%
Persons under 5 years, percent, 2011	5.5%	6.5%
Persons under 18 years, percent, 2011	22.4%	23.7%
Persons 65 years and over, percent, 2011	14.4%	13.3%
White persons, percent, 2011	82.3%	78.1%
Black persons, percent, 2011	11.1%	13.1%
American Indian and Alaska Native persons, percent, 2011	0.5%	1.2%
Asian persons, percent, 2011	4.0%	5.0%
Native Hawaiian and Other Pacific Islander persons, percent, 2011	0.1%	0.2%
Persons reporting two or more races, percent, 2011	2.0%	2.3%
Persons of Hispanic or Latino Origin, percent, 2011	13.8%	16.7%
White persons not Hispanic, percent, 2011	70.9%	63.4%
Living in same house 1 year & over, 2006-2010	87.4%	84.2%
Foreign born persons, percent, 2006-2010	13.2%	12.7%
Language other than English spoken at home, pct age 5+, 2006-2010	20.6%	20.1%
High school graduates, percent of persons age 25+, 2006-2010	88.4%	85.0%
Bachelor's degree or higher, pct of persons age 25+, 2006-2010	35.2%	27.9%
Homeownership rate, 2006-2010	69.2%	66.6%
Median value of owner-occupied housing units, 2006-2010	$296,500	$188,400
Persons per household, 2006-2010	2.52	2.59
Per capita money income in past 12 months (2010 dollars) 2006-2010	$36,775	$27,334
Median household income 2006-2010	$67,740	$51,914
Persons below poverty level, percent, 2006-2010	9.2%	13.8%

Source: US Census Bureau State & County QuickFacts

Profiling Public Education in Connecticut

Number of Operating Public Elementary and Secondary Schools by School Type: 2010-11

Public Schools		
	Elementary Schools	665
	Middle/Jr. High Schools	171
	High Schools	181
	Non Graded, Pre-K Schools	104
Connecticut Technical High Schools		16
Charter Schools		
	Elementary Schools	8
	Middle/Jr. High Schools	4
	High Schools	5
Full-Time Magnet Schools		
	Elementary Schools	24
	Middle/Jr. High Schools	6
	High Schools	23
Part-Time Magnet Schools		
	High Schools	4
Regional Agricultural and Technology Centers		19
Nonpublic Schools		372
Adult Education Programs*		70

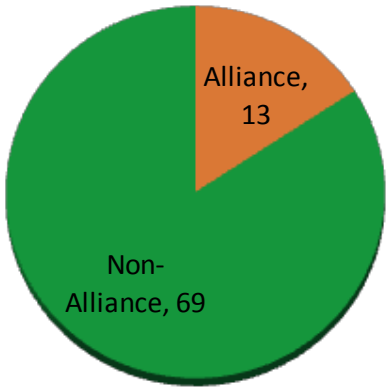
** Adult education programs include 44 local school districts, three regional educational service centers and 11 cooperating eligible entities that serve all 169 towns in Connecticut per state statute. Twelve other organizations are funded solely through federal grant initiatives.*

Profiling Public Education in Connecticut

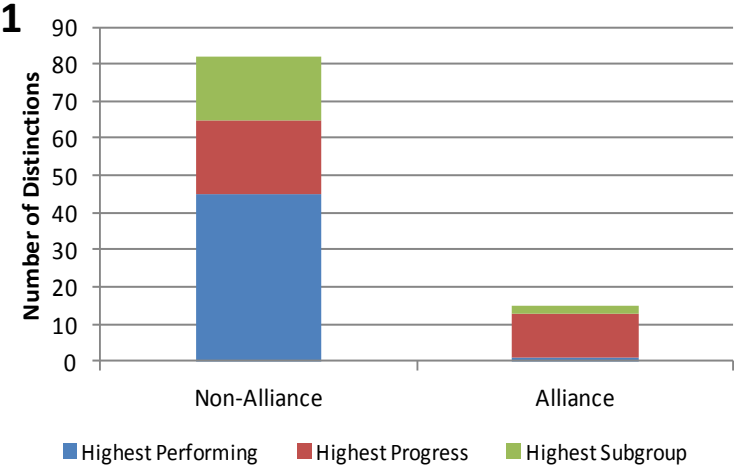
Schools of Distinction

In May 2012, the U.S. Department of Education approved the CSDE's request for flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA). The waiver established a new accountability system for Connecticut. As part of this new accountability system, Connecticut will recognize Schools of Distinction, which will be identified annually. CSDE believes that an accountability system should not only target areas needing support and improvement but also recognize accomplishments, celebrate successes and unearth best practices. In this, the baseline year, 82 schools were recognized as Schools of Distinction. Thirteen of these schools were in the 30 Alliance districts.*

Number of Schools of Distinction by District Designation: 2010-11



Distinctions by Type: 2010-11



*Public Act 12-116 created the Alliance District program with the goal of providing new resources to the districts in greatest need – provided they embrace key reforms to position their students for success.

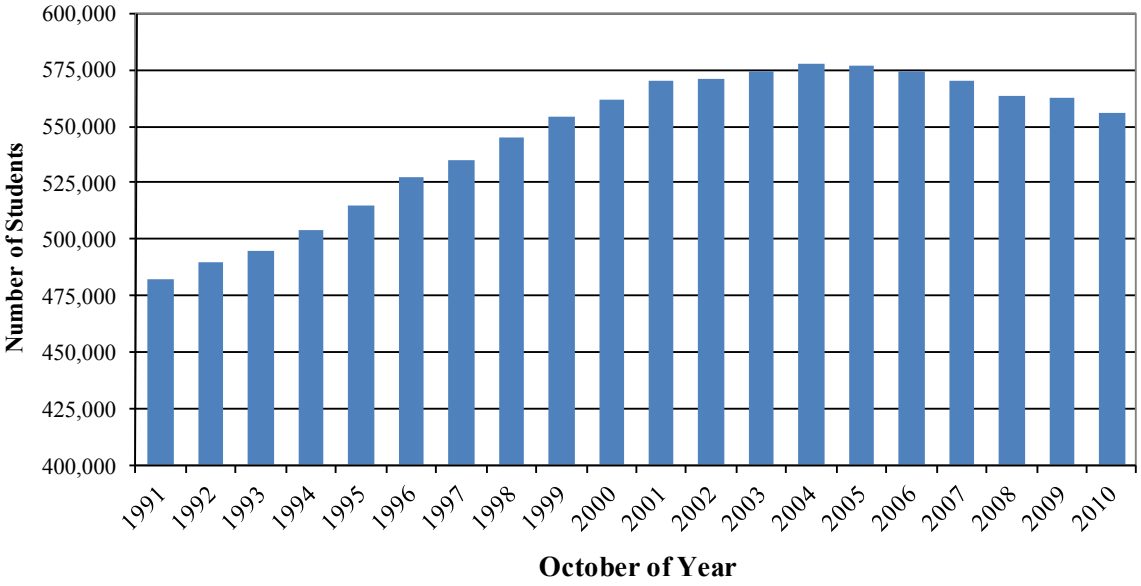
Note: Schools identified as 'Highest Performing Subgroup' have the highest school performance index (SPI) scores for each one of the five traditionally underperforming subgroups on the CMT and the CAPT: 1) students with disabilities; 2) English language learners; 3) Black students; 4) Hispanic students; and 5) students eligible for free or reduced price lunch. Schools identified as 'Highest Progress' have either met the state's 'all students' target of 88 SPI points or have increased their overall SPI by more than three points from 2011 to 2012. Schools identified as 'Highest Overall Performance' have SPIs greater than 88 and are performing within the top 10 percent of schools across the state.

The Students

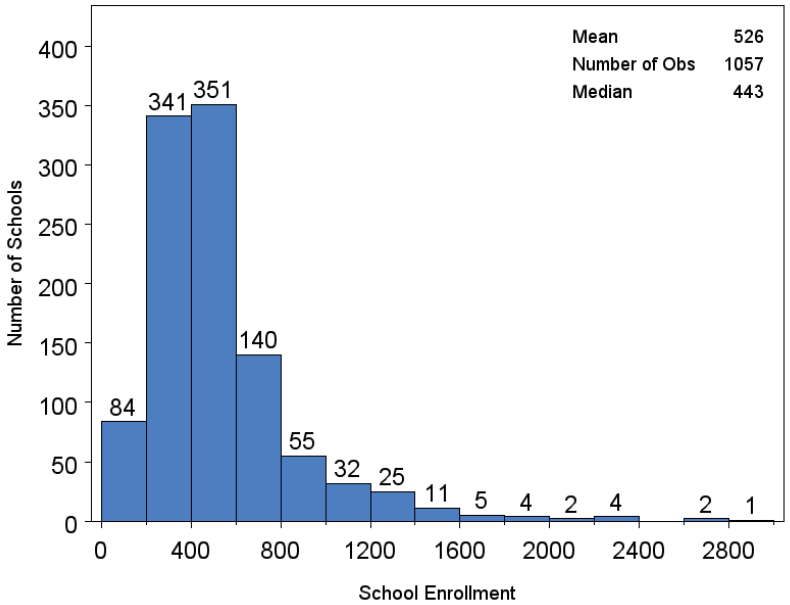
Public School Enrollment

In the past 20 years, public school enrollment in Connecticut increased by 15 percent, from 482,346 students in 1991-92 to 556,184 students in 2010-11. After 15 consecutive years of increases, however, enrollment has declined nearly four percent since 2004. There were about as many students enrolled in the fall of 2010 as there were in 1999. School size ranged from eight to 2,898 students. The average school enrollment in 2010-11 was 526. Half of the 1,057 schools in Connecticut enrolled fewer than 443 students.

Connecticut Public School Enrollment: 1990 to 2010



Distribution of School Enrollment

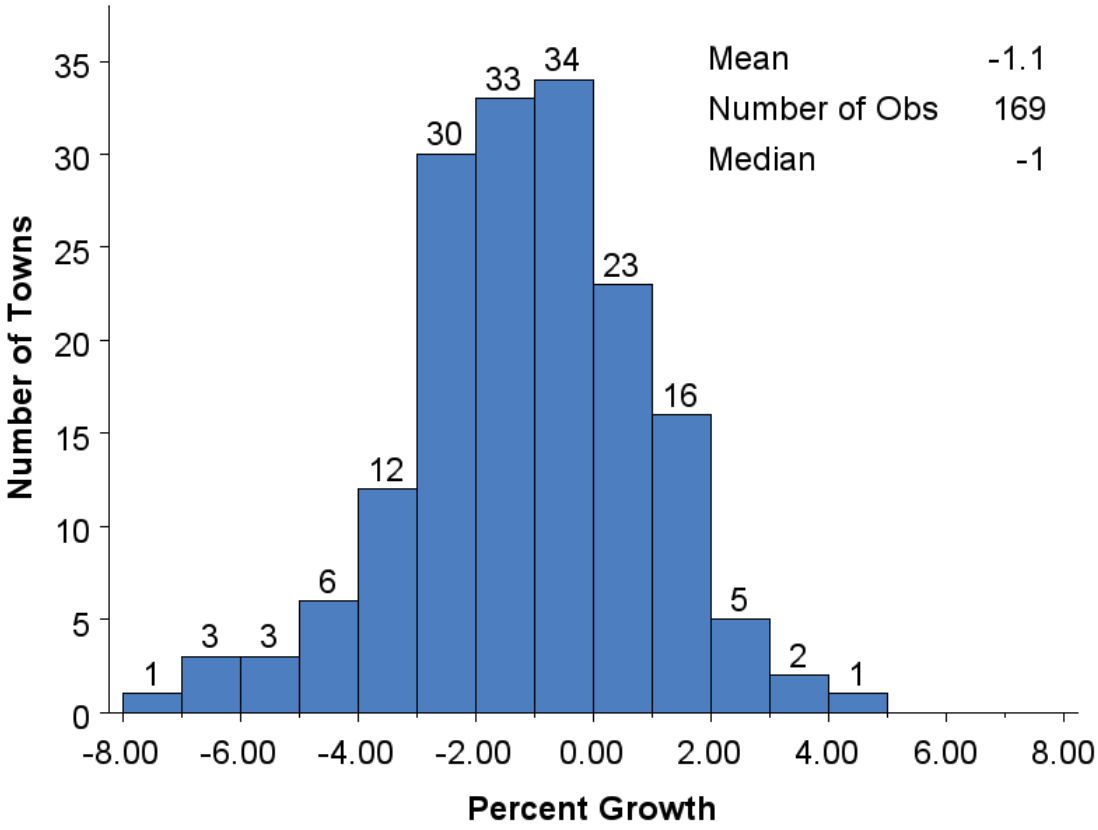


Obs = Observations

Enrollment Growth by Resident Town

Public school enrollment in Connecticut is projected to decline over the next several years. 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, the decline is widespread. For the 2010-11 school year, 125 towns produced fewer public school students than the year before. The decline exceeded four percent in 13 towns. Only one town's student population grew by more than four percent.

Public School Enrollment Growth by Resident Town: 2010-11

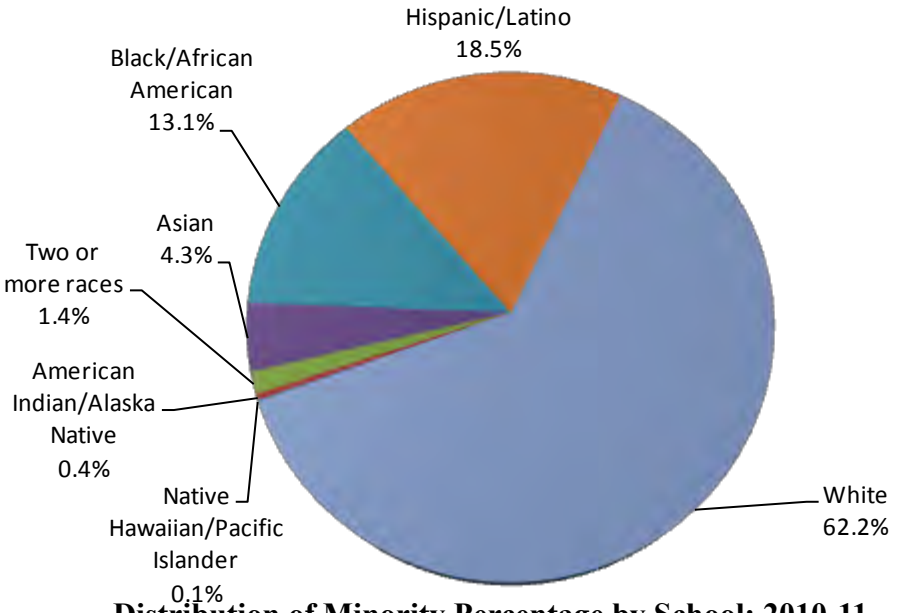


Notes: The mean in the histograms in this report is the simple average of the 169 schools/districts in the database, which differs from the student population mean in that it does not weight the schools/districts data by enrollment. The median is the 50th percentile of the distribution.

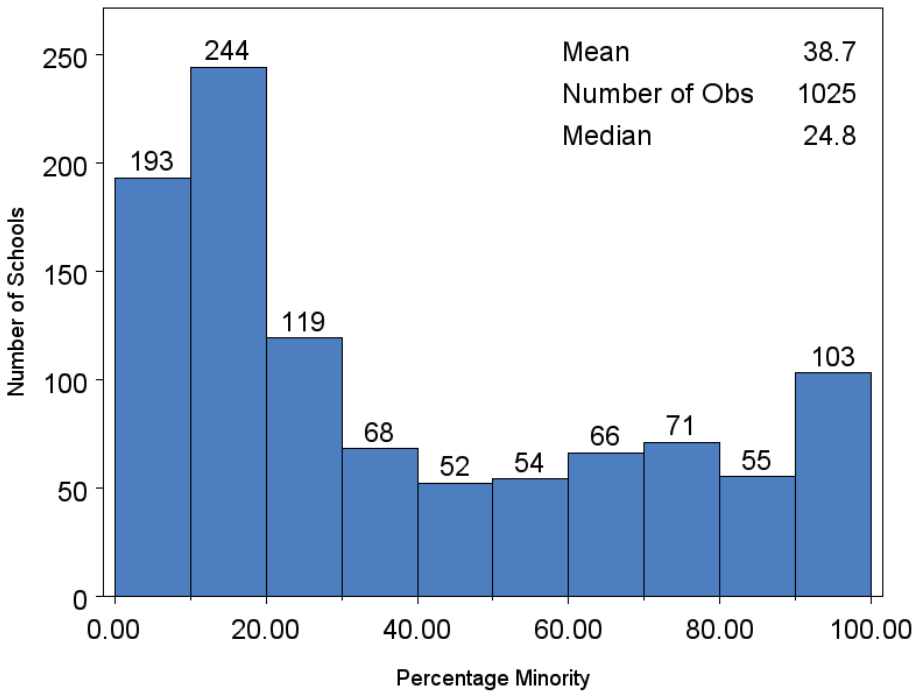
Public School Enrollment by Race/Ethnicity

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 2010, 37.8 percent of students represented racial or ethnic minorities. Minority populations are concentrated in a small number of schools. 158 schools had more than 80 percent, while more than 500 schools had less than 25 percent minority enrollment.

Composition of Enrollment by Race/Ethnicity: 2010-11



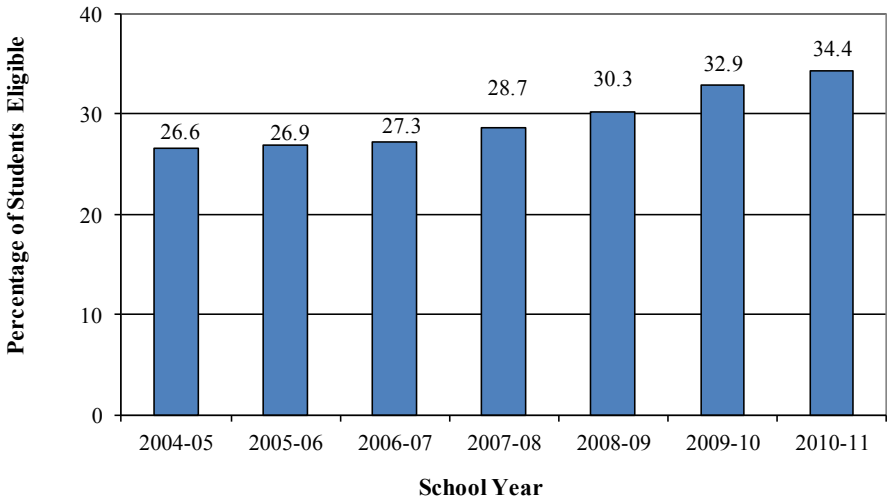
Distribution of Minority Percentage by School: 2010-11



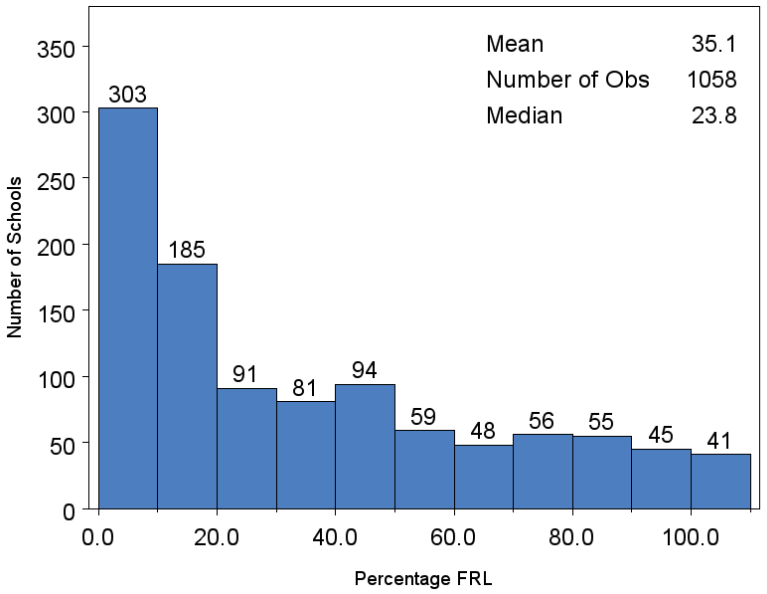
Economic Need

The leaner enrollment total contains more low-income students than ever before. The CSDE 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†. The percentage of students eligible rose last year, to 34.4 percent. 303schools had less than 10 percent of students who were eligible for free or reduced lunch. 529 schools had more than 24 percent of students eligible, and 86 schools had more than 90 percent of their students eligible.

Percentage of Students Eligible for Free or Reduced-price Meals: 2004-05 to 2010-11



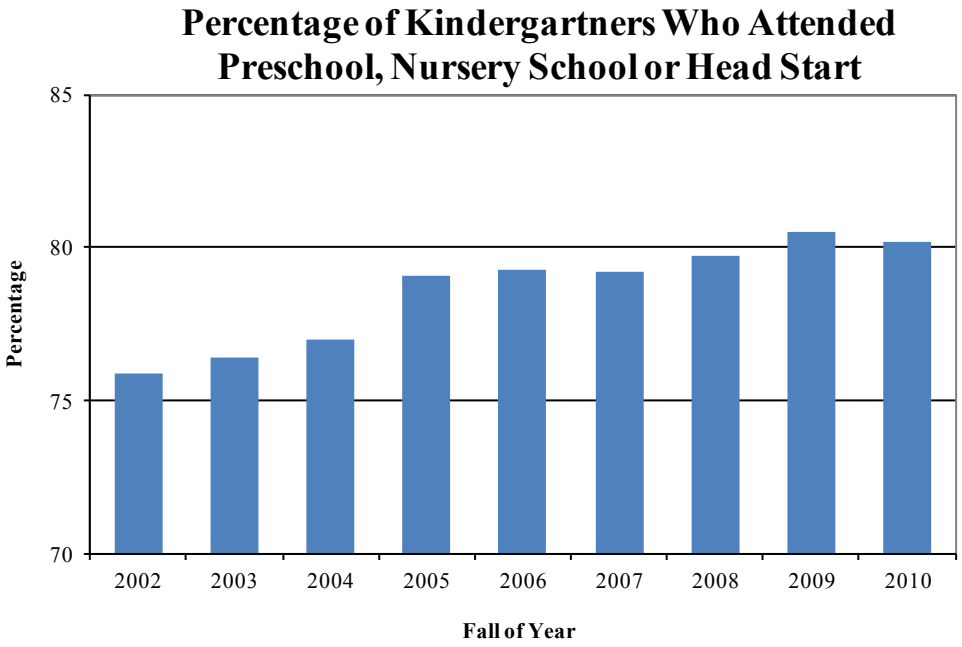
Distribution of Free/Reduced Lunch Percentage by School: 2010-11

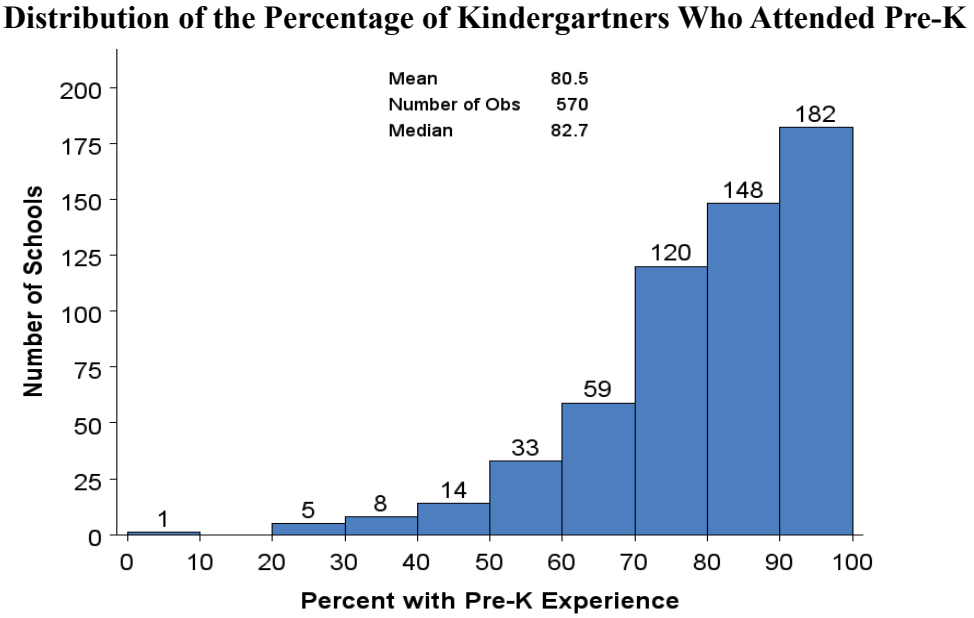


† In 2010-11, a family of four needed to earn less than $28,665 for a child to receive free meals, and less than $40,793 to receive reduced-price meals.

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.† After a few years of increases, the percentage of kindergartners with prekindergarten experience declined slightly last year to 80.2 percent. Half of schools reported that at least 83 percent of kindergarteners had pre-K experience.





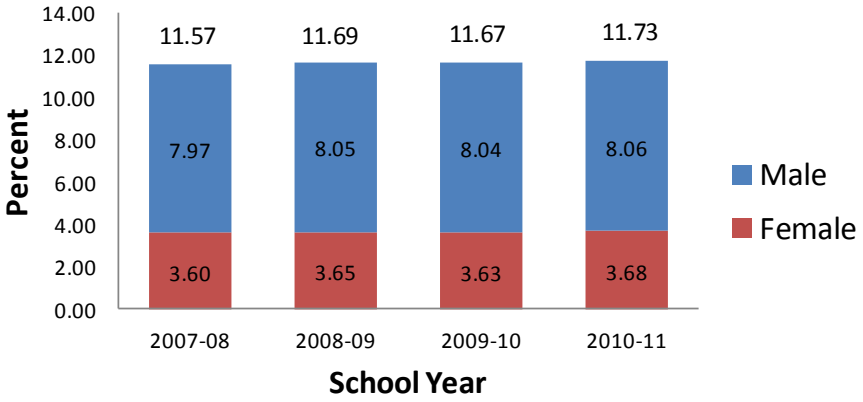
† From *A Superior Education for Connecticut's 21st Century Learners: Five-Year Comprehensive Plan for Education 2006-2011,* January 2007.

Special Education

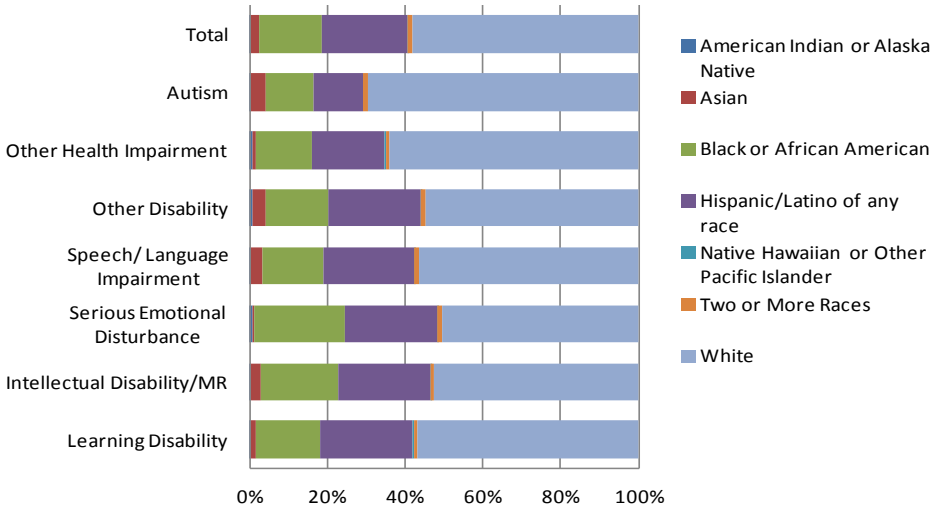
In 2010-11, there were 63,486 Connecticut public school students in Grades K-12, or 11.73 percent of total enrollment, who required special education services. The special education incidence rate has remained relatively flat over the past three years.

The Individuals with Disabilities Education Act (IDEA) requires investigation of disproportionate representation in the identification of students with disabilities, by race and ethnicity. In 2010-11, the most common district-level investigations for over identification were in the following areas: White students with autism or with other health impairments; and Hispanic students with speech/language impairments. Of the districts with "data of concern", none were found, after exhaustive follow-up, to have disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification. At the state level, for example, Black students are found to be twice as likely as their nonblack peers to be identified with emotional disturbance, although no districts had "data of concern" in this area.

Special Education Incidence Rate and Gender Composition: 2007-08 to 2010-11



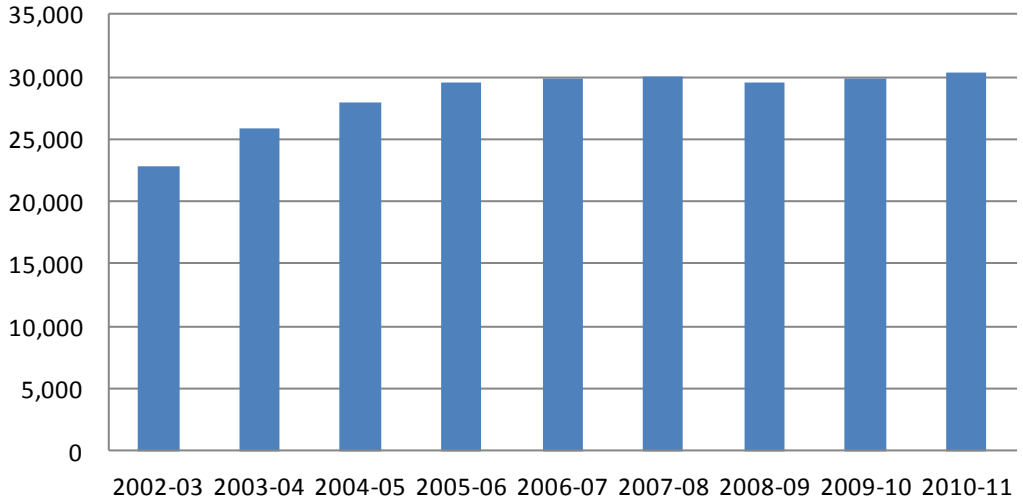
K-12 Students with Disabilities: Disability Type by Race/Ethnicity: 2010-2011



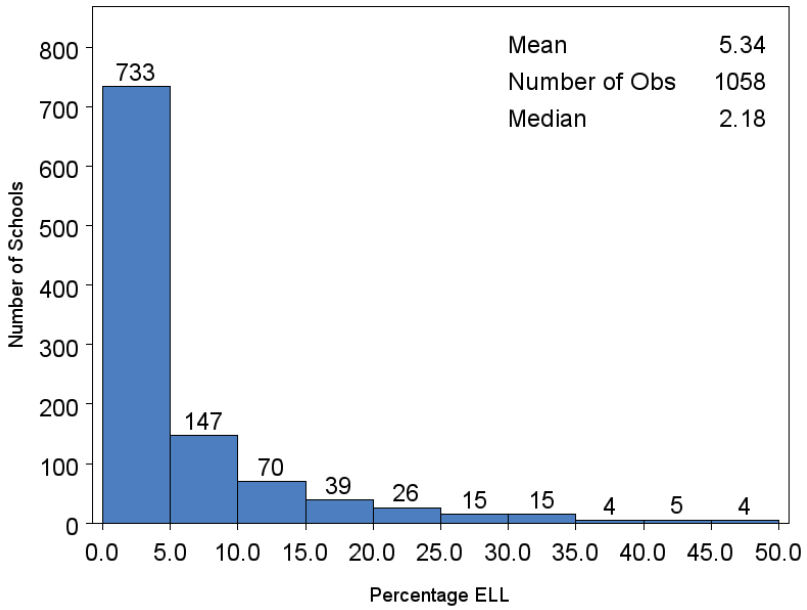
English Language Learners

Despite declining state enrollment over the past five years, the number of English language learner (ELL) students has remained relatively stable. In 2010-11, approximately 5.5 percent of Connecticut's public school students were English language learners. Seven hundred and thirty three schools have less than five percent ELL population. At least half of schools have less than 2.18 percent ELL.

Connecticut English Language Learners: 2002-03 to 2010-11



Distribution of Percentage ELL by School



Languages Spoken at Home

In 2010-11, Connecticut's public school students spoke 137 different languages. 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.* The table below shows the most prevalent languages spoken in these students' homes.

15 Most Prevalent Non-English Languages in Connecticut Schools

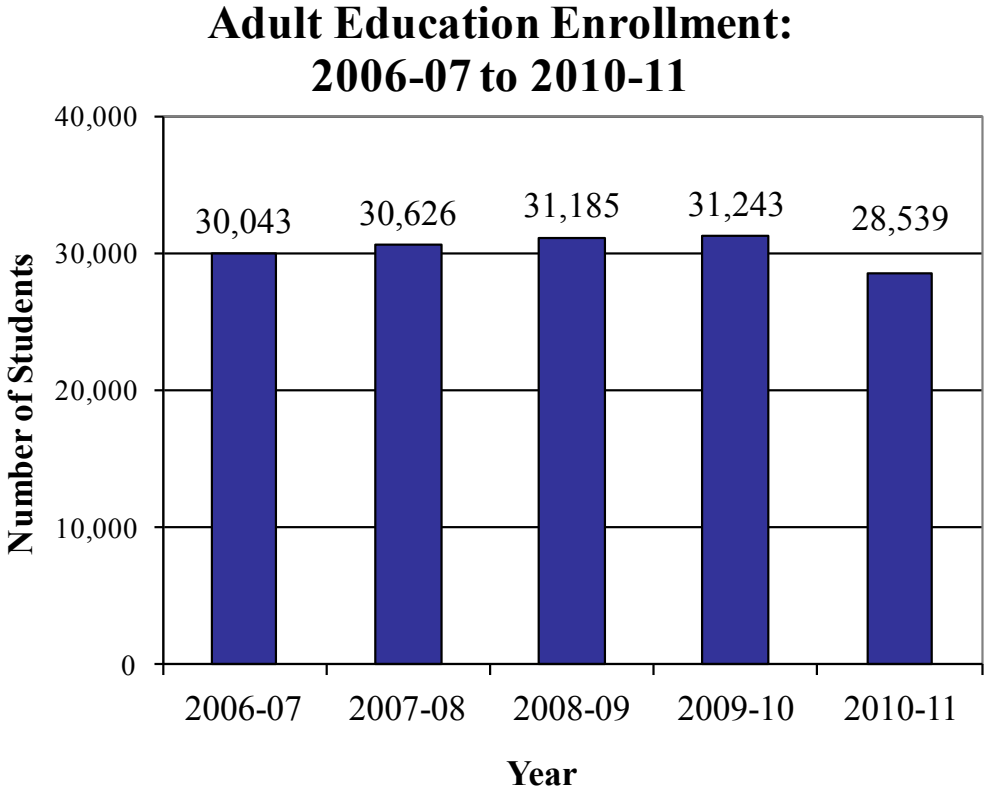
Language	Number of Students with Non-English Home Language
Spanish	47,190
Portuguese	2,846
Polish	2,279
Chinese	2,215
Creole-Haitian	1,714
Albanian	1,263
Arabic	1,159
Vietnamese	1,157
Urdu	1,131
Russian	811
French	762
Gujarati	738
Serbo-Croatian	705
Korean	572
Hindi	519

*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 law requires that adult education services be provided by local school districts free of charge to any adult, 17 years of age or older, who is not enrolled in a public elementary or secondary school program. In 2010-11, Connecticut adult education programs served 28,539 adult learners.



† *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.*

Adult Education Diplomas Granted

Connecticut offers three pathways for adult learners to attain a high school diploma: (i) pass the General Educational Development (GED) Tests; (ii) earn adult education credits toward an adult high school diploma; or (iii) demonstrate 100% mastery on the National External Diploma Program (NEDP) assessments.

In 2010-11, a total of 5,054 individuals earned diplomas through these adult education pathways. Earning a diploma through adult education enables individuals to pursue postsecondary education/training opportunities and participate more fully in Connecticut's workforce.

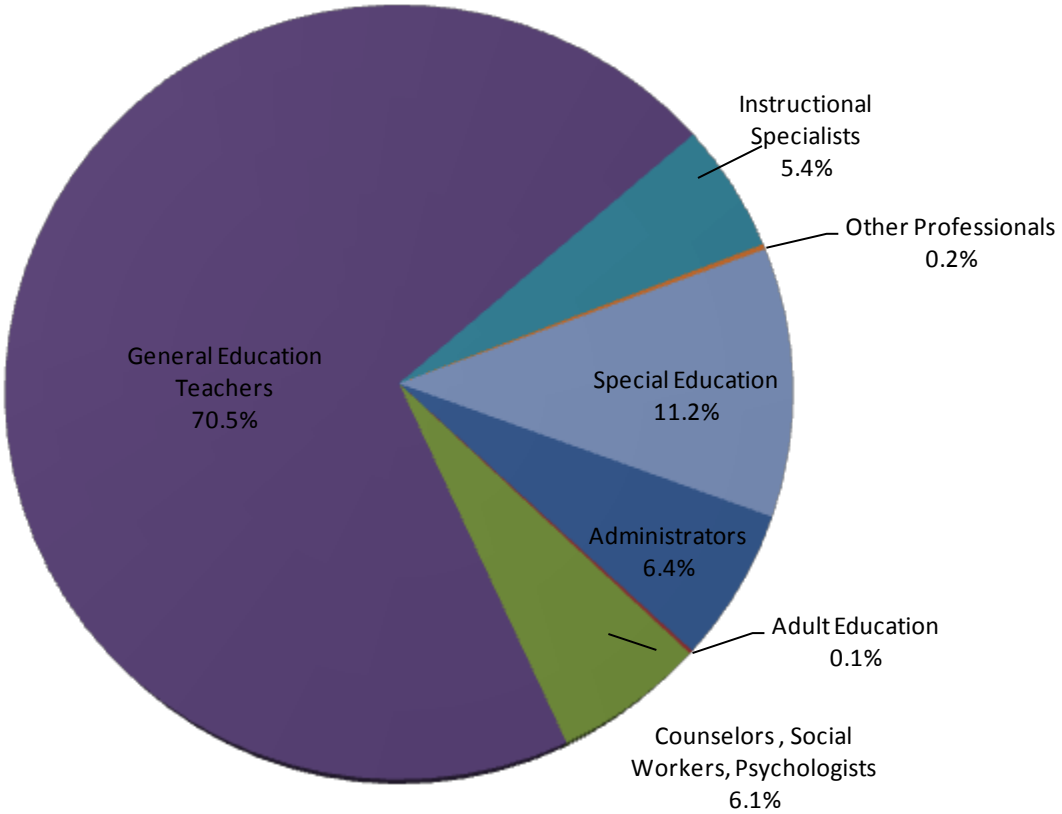
Fiscal Year	General Educational Development (GED) State High School Diplomas	Adult High School Credit Diplomas	National External Diploma Program Diplomas
2005-06	2,814	1,898	215
2006-07	2,978	2,011	200
2007-08	3,219	1,847	241
2008-09	3,191	1,953	277
2009-10	3,147	1,896	399
2010-11	3,026	1,700	328

The Teachers

Certified Staff Members

Since 2006-07, the total number of full-time equivalent (FTE)† certified staff members working in Connecticut's public schools has fallen by 1.4 percent. During the past year, the number of FTE certified staff in Connecticut's public schools fell by more than 543. The ranks of regular classroom teachers declined in all but one of the last five years. The number of FTE administrators rose by 21, or approximately 0.65 percent in 2010-11. General education teachers comprise 70.5 percent of FTE certified staff.

2010-11 Certified Staff Full-time Equivalent Staffing by Assignment Type



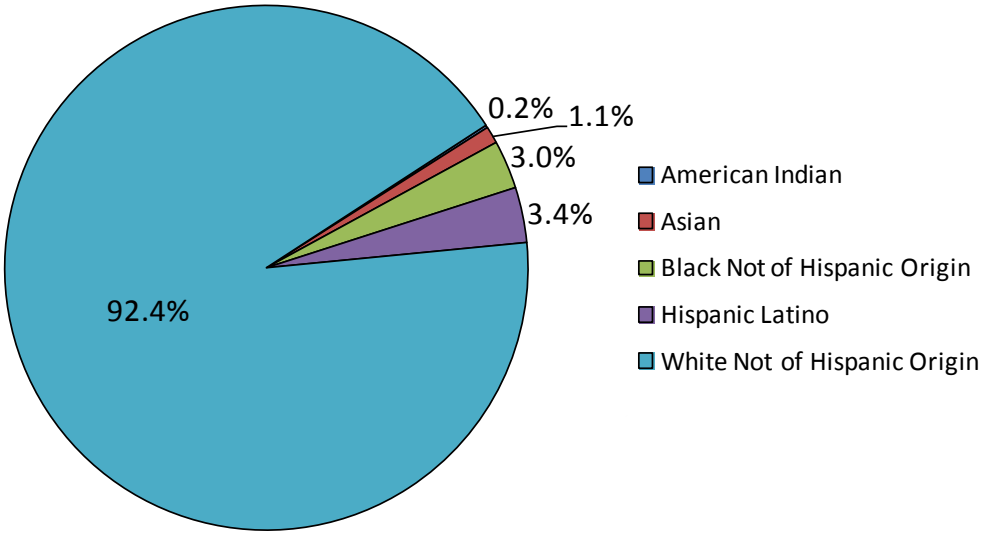
Total Full-time Equivalent Certified Staff Count = 51,013 †

† 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).

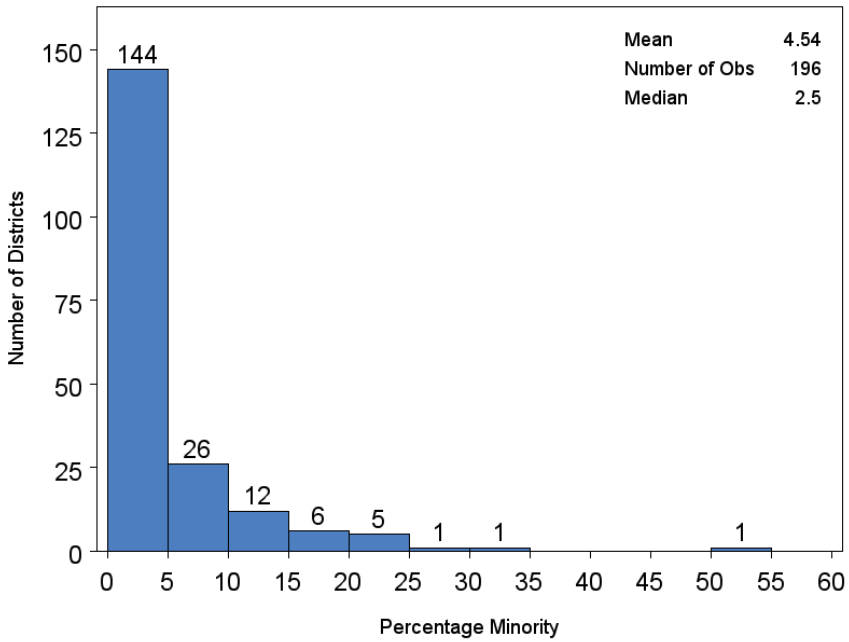
Demographics of Teachers

While Connecticut's student population is somewhat diverse, with 37.8 percent of students drawn from racial or ethnic minorities, Connecticut's teaching force is quite homogeneous. 94.4 percent of general education teachers are White, 3.4 percent are Hispanic/Latino, and 3 percent are Black. One hundred and forty four districts had less than five percent minority presence. Only three districts had more than 25 percent minority teachers and instructors.

General Education Teachers by Race/Ethnicity: 2010-2011



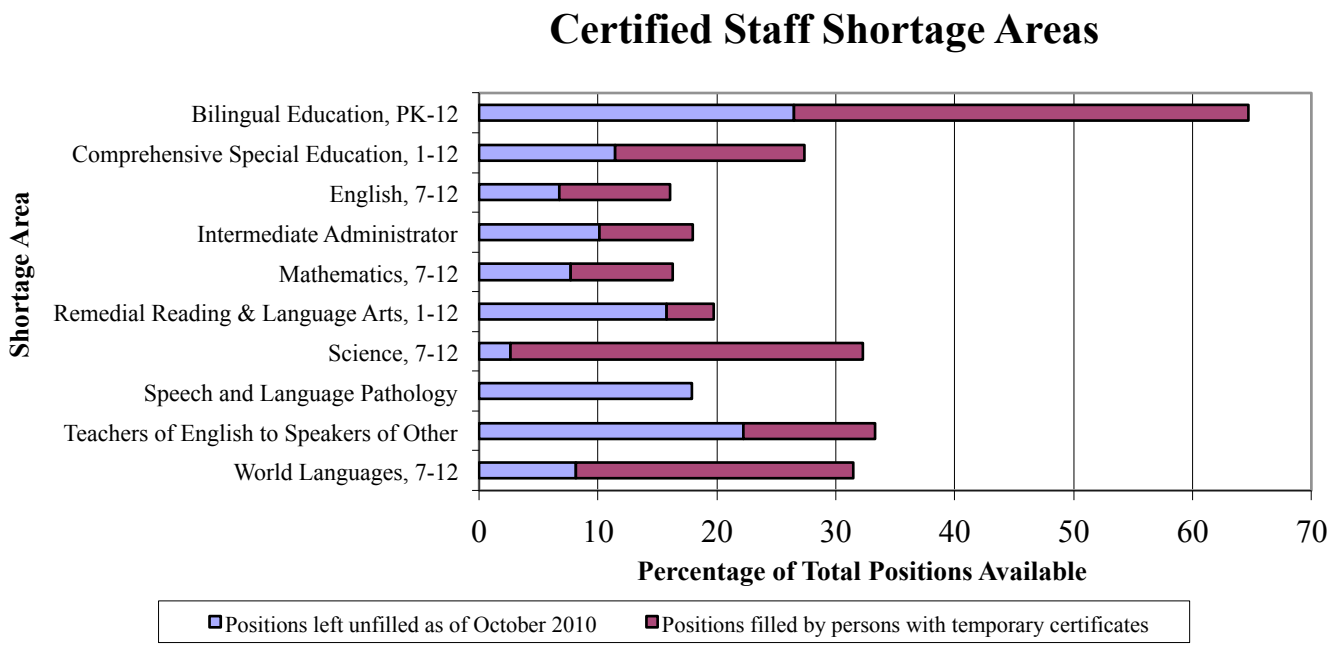
Distribution of Percentage Minority Teachers by District: 2010-11



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. In the 2010-11 school year, there were fewer total certified positions (-1.3 percent) and available positions (-33.4 percent) that LEAs sought to fill than five years ago. Results from the 2010 Fall Hiring Survey also suggest an improvement in public school hiring as the number of available positions increased in comparison with the previous school year. The number of available positions that remained vacant on October 1 and those vacancies that were due to the lack of qualified applicants both continued to decline.

Approximately 42 percent 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.



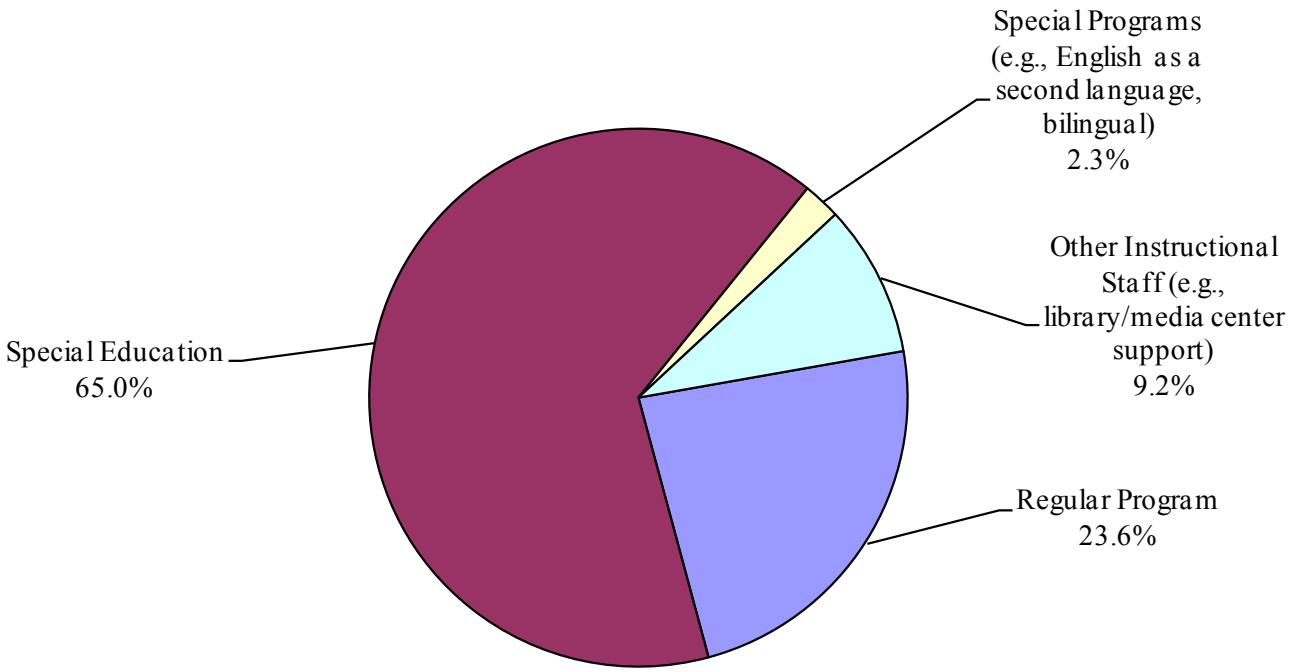
† Temporary certificates include Durational Shortage Area Permits, which allow persons who have received a certain level of college credit in a subject, but are not certified in Connecticut, to teach in that subject, as well as Temporary Authorization for Minor Assignment, where, under certain circumstances,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

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 2010-11, the 14,741 full-time equivalent (FTE)† paraprofessional instructional staff members represented 37 percent of the total noncertified school staff members in the state. The other 25,137 FTE noncertified staff members provided nursing, security, administrative support, maintenance and other services.

2010-11 Paraprofessional Instructional Staff FTE

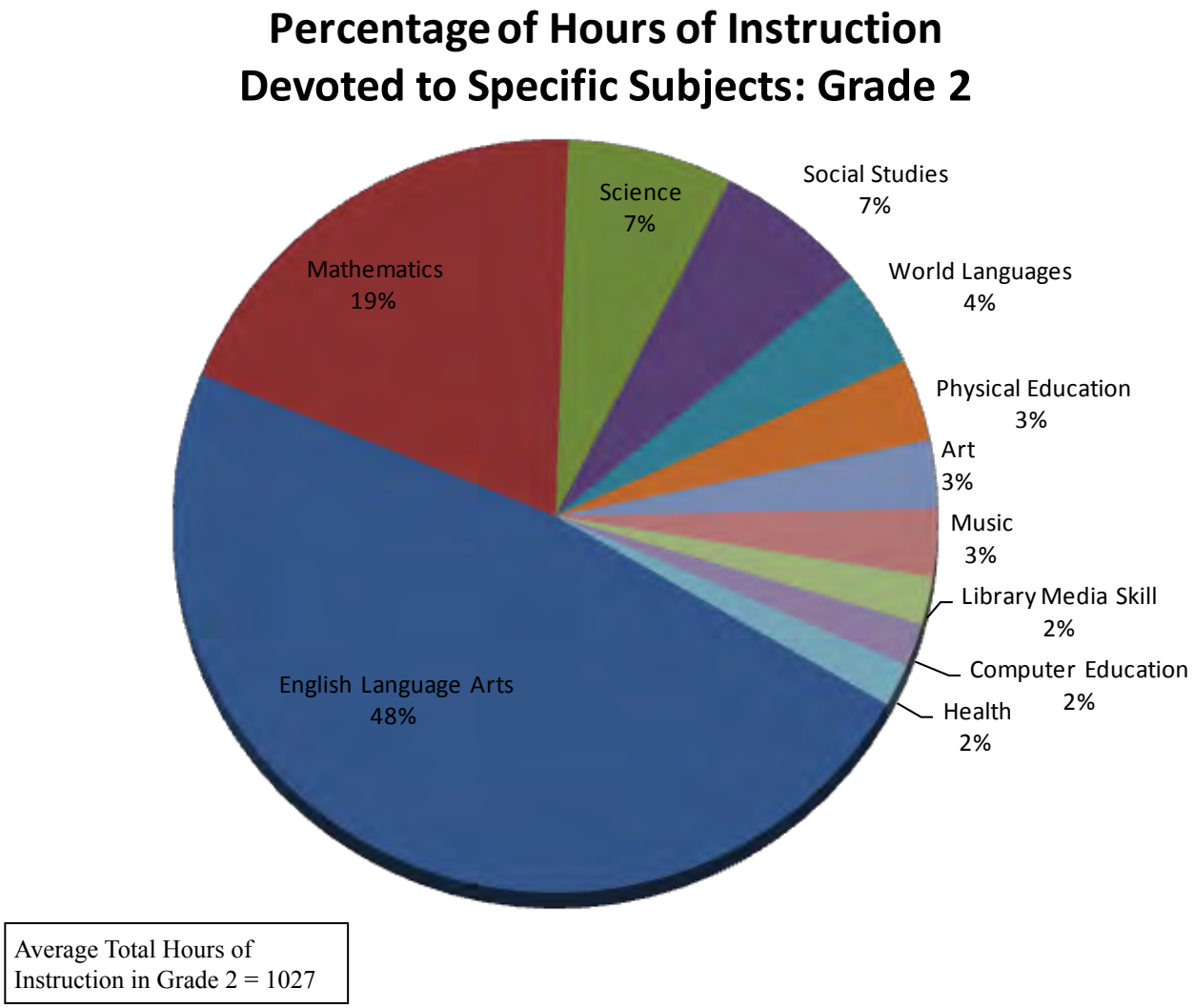


† Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required of a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a .4 FTE (2 days/5 days=.4 of full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

The Curriculum

Instructional Time by Subject for Second-grade Students

During the 2010-11 school year, Connecticut's public elementary schools devoted, on average, 491 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 2010-11 compared to 52.4 percent in 1998–99.

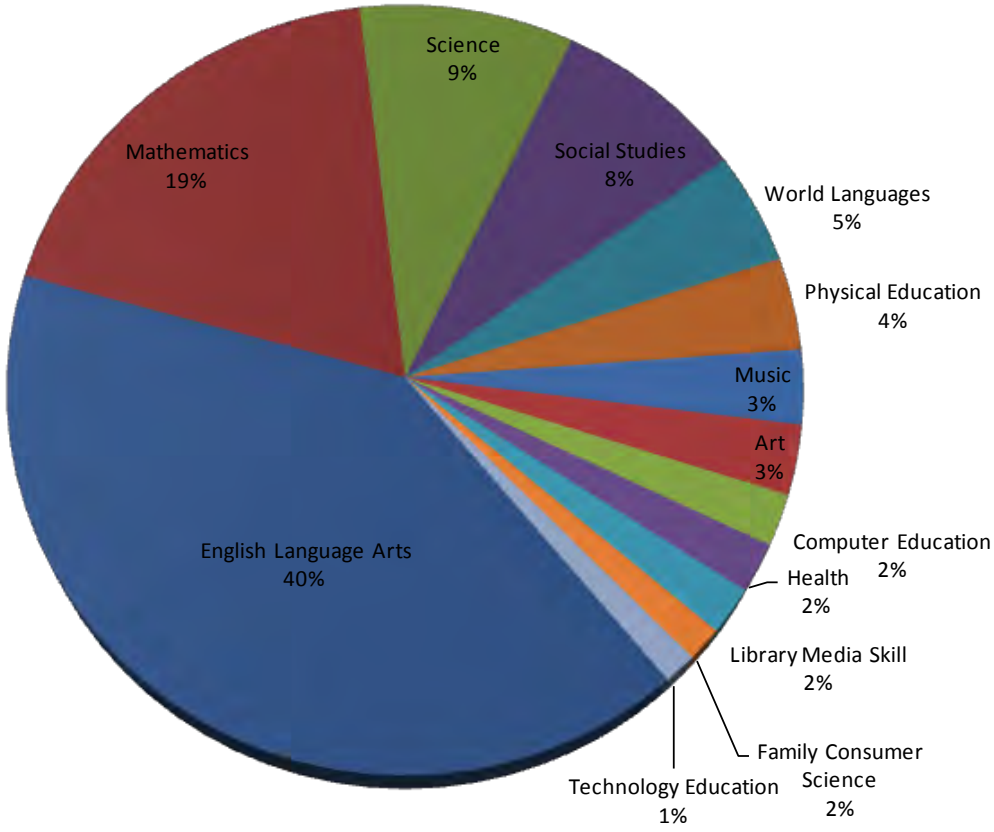


Average Total Hours of Instruction in Grade 2 = 1027

Instructional Time by Subject for 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 2010-11 represents an increase of 1.6 percent from the 1998–99 school year.

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

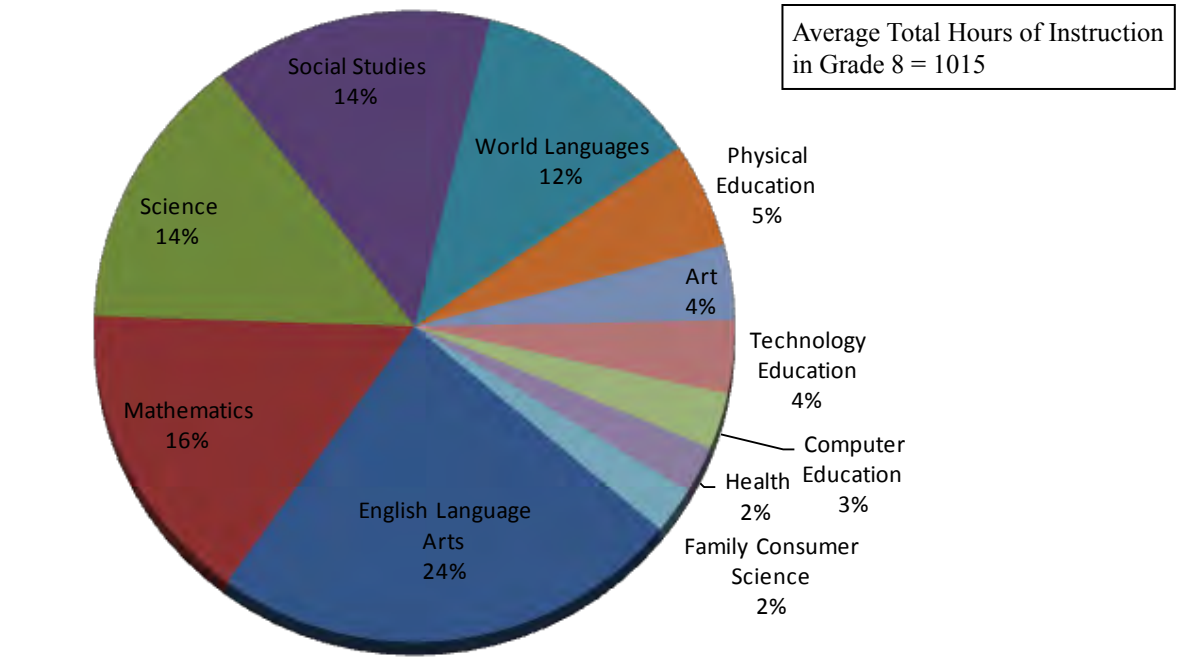


Average Total Hours of Instruction in Grade 5 = 1057

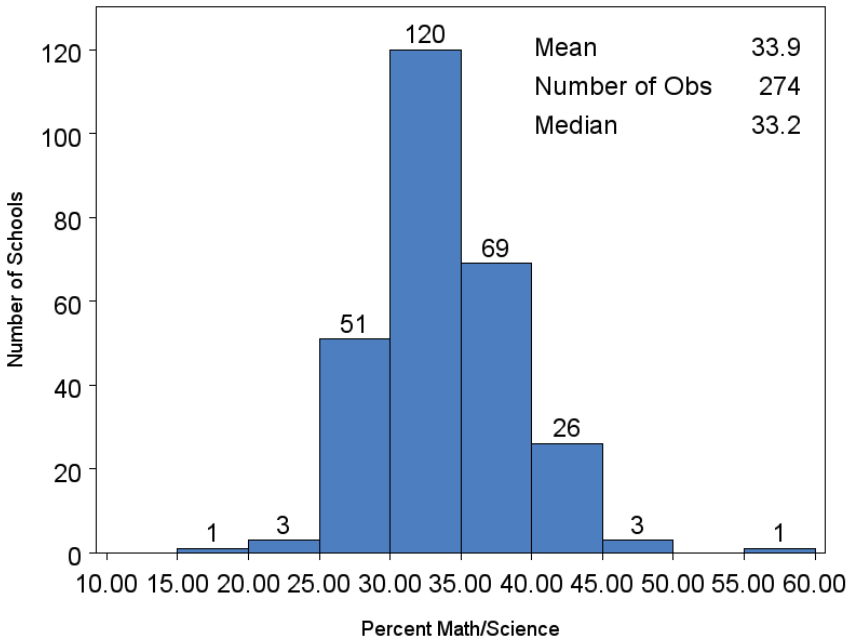
Instructional Time by Subject for Eighth-grade Students

In Grade 8, the average number of hours devoted to English language arts was 242 out of the 1,015 total hours. 158 hours were devoted to math, 144 to science and 143 to social studies. Half of the schools dedicate more than a third of time to math and science.

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

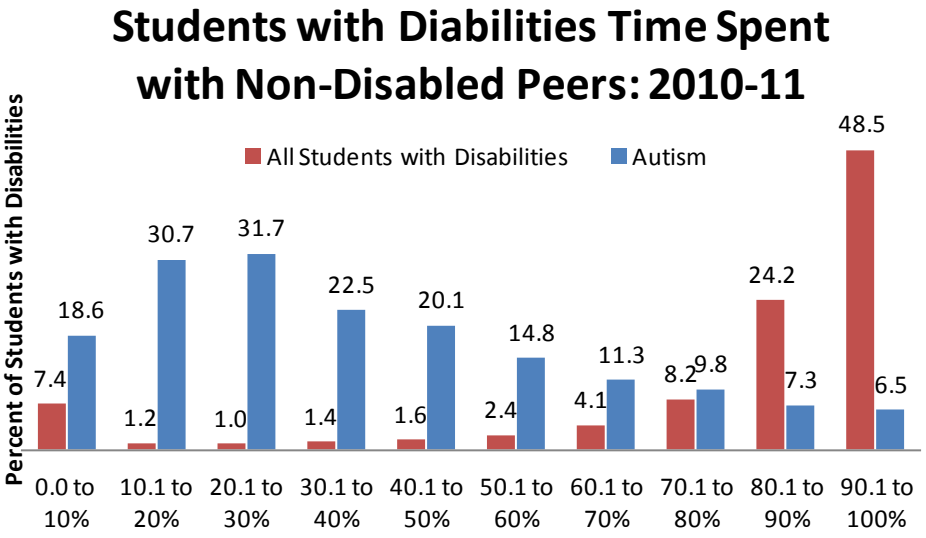


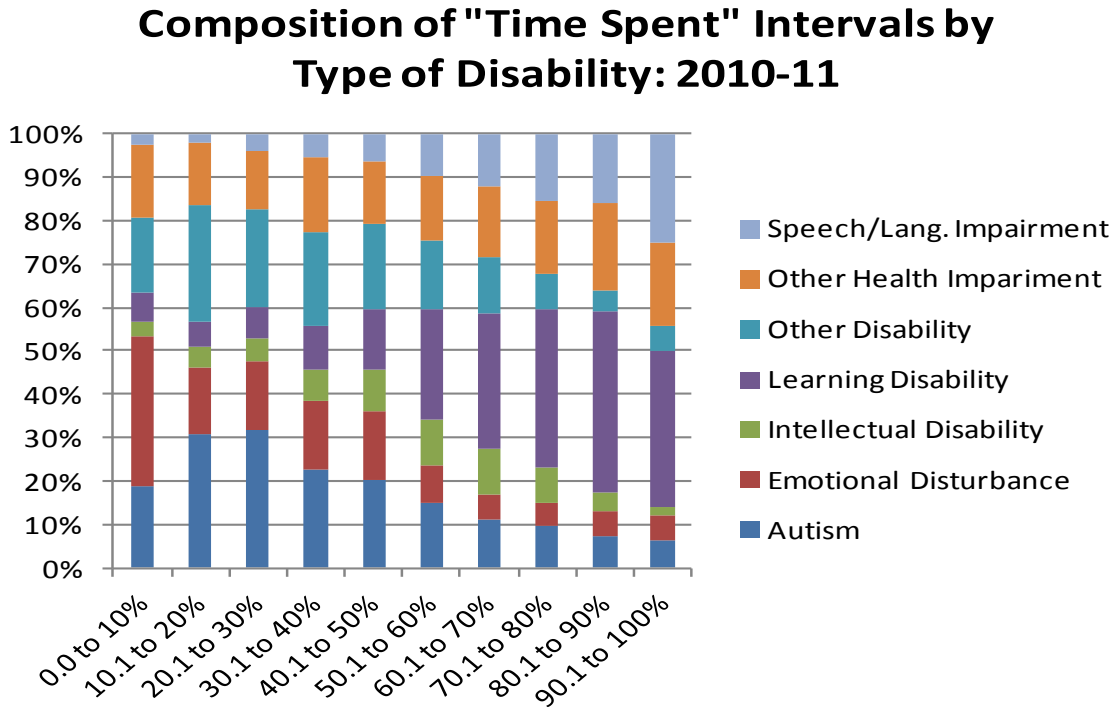
Distribution of Percentage Math/Science by School



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. While 72.7 percent of all students with disabilities spent at least 80 percent of time with nondisabled peers, there is significant variation across disability types. For example, only 13.8 percent of students with autism spent more than 80 percent of time with nondisabled peers.



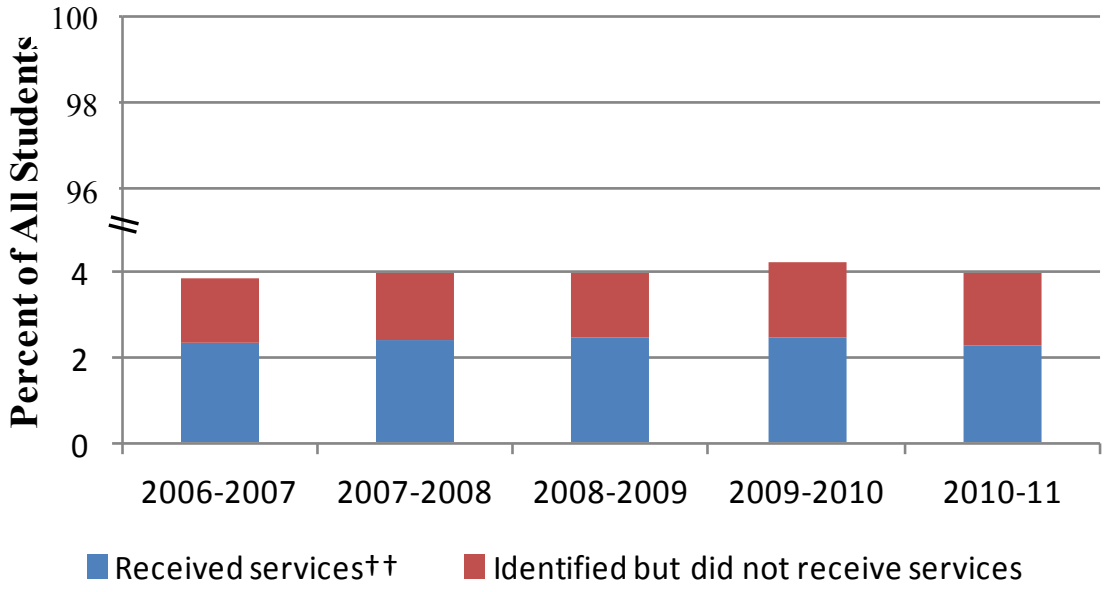


Gifted and Talented

In 2010-11, there were 22,509 students, roughly four 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 2010-11, less than 60 percent of these students received some type of additional services.

Percent Gifted and Talented Students: Served and Unserved: 2006-07 to 2010-11



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

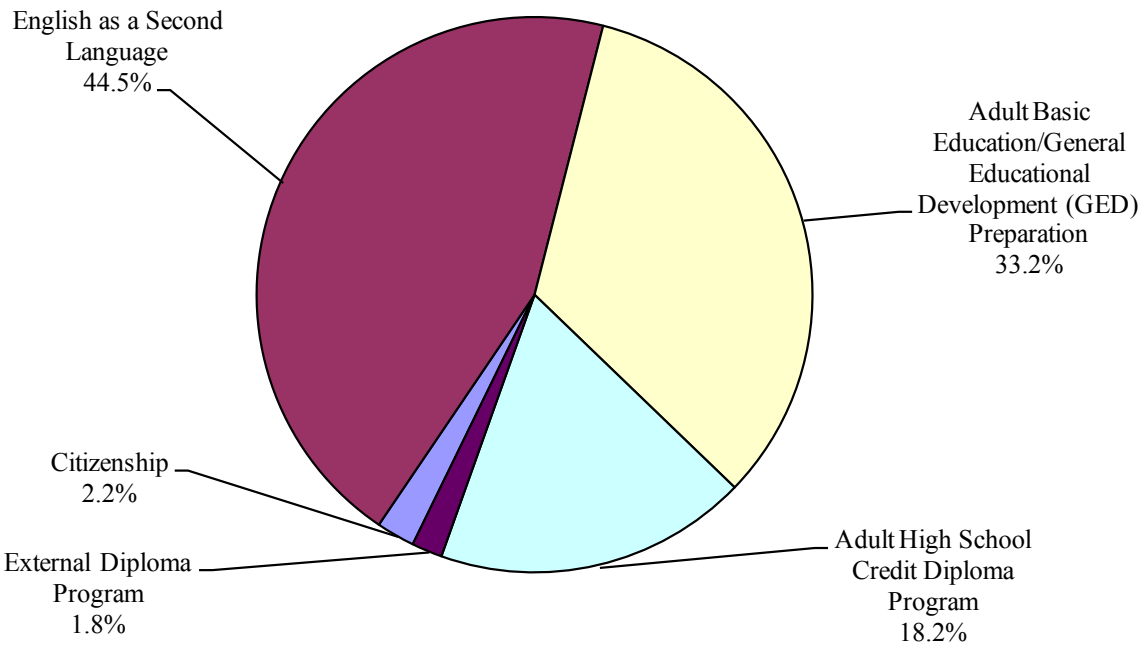
†† This category includes students identified as being both gifted and talented but only receiving services related to one of the two identifications.

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).

In 2010-11, 53 percent of learners participated in basic literacy or secondary school completion programs while 47 percent of learners participated in ESL or Citizenship programs.

Adult Education Enrollment by Program Type: 2010-11



Resources and Budgeting

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. 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.

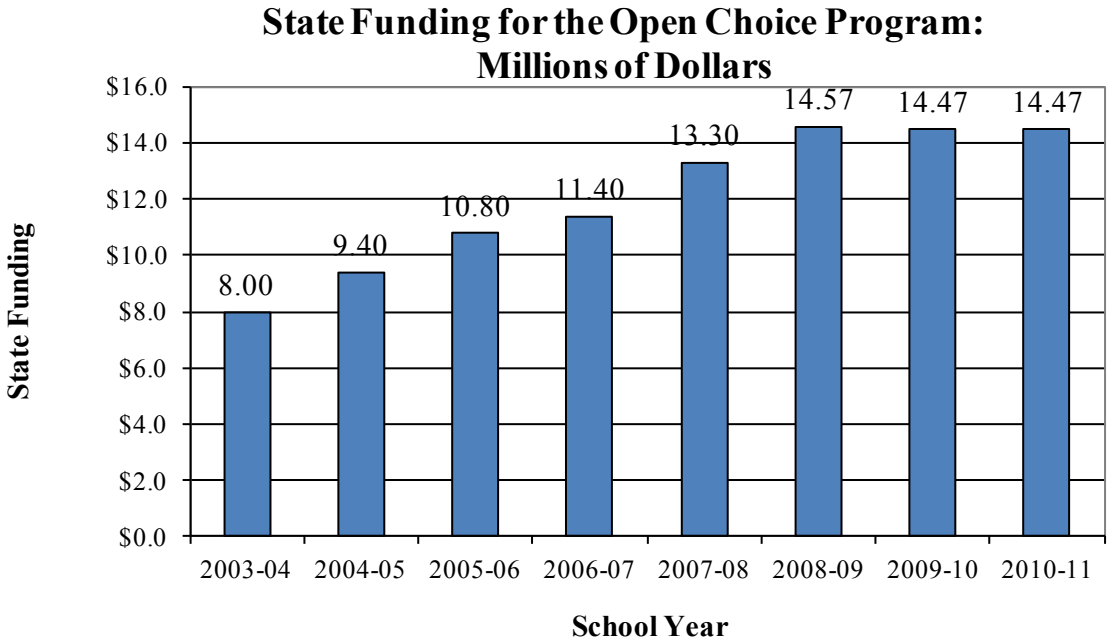
In 2010-11, the Department of Education awarded 15 Family Literacy grants, down from 17 the previous year. There was, however, much greater family literacy participation in 2010-11 than ever before. As a result of federal budget cuts, the Even Start Program had one fewer center in 2010-11 and served 17 fewer families than in the prior year. And, finally, the number of individuals served by Family Resource Centers increased by almost 11 percent from the prior year.

	Family Literacy		Even Start		Family Resource	
School Year	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
2010-11	15	851	3	61	62	18,442

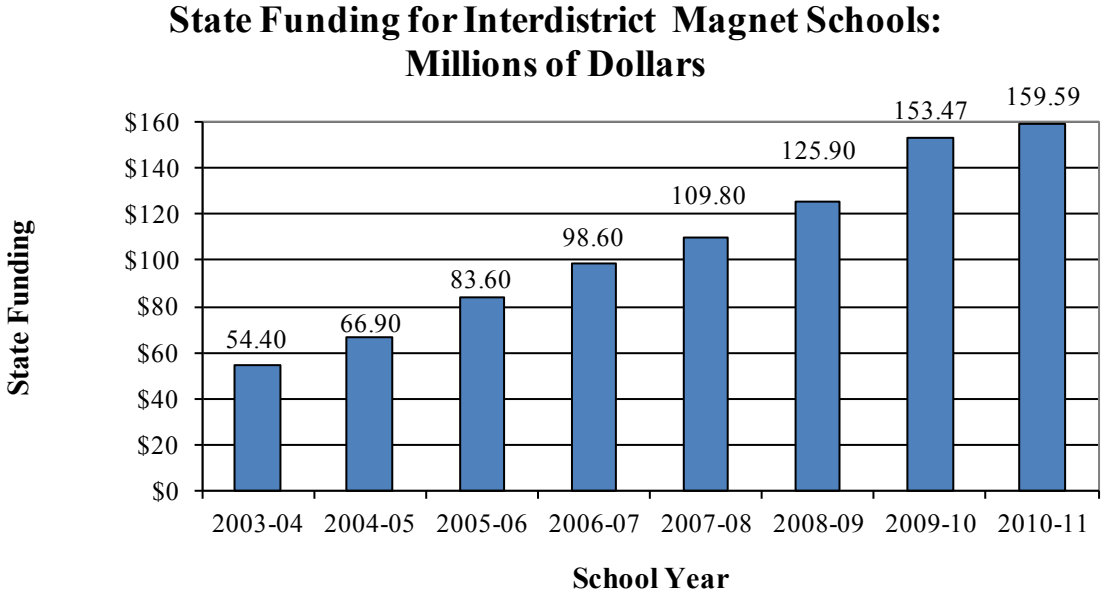
† *Before 2006-07, the state collected data on the number of families served, not the number of individuals served.*

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. State funding for the Open Choice program has been flat for the past three years, but up 27 percent from five years earlier.



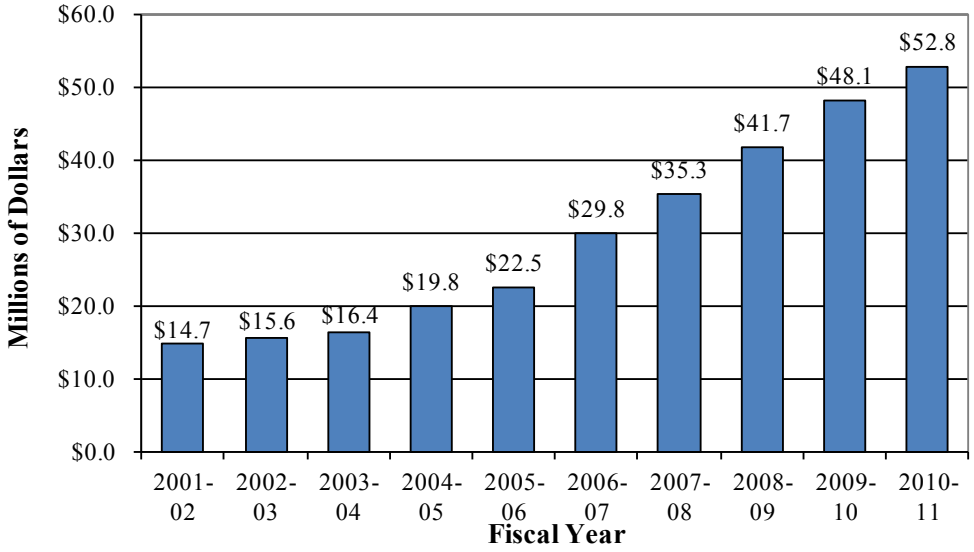
Interdistrict magnet schools are another mechanism the Department uses to improve diversity in Connecticut's schools. Interdistrict magnet schools receive state support for building construction, transportation and operations. Over the last five years, state spending on magnet schools operations increased by 62 percent, from $98.6 million in 2006-07 to $159.6 million in 2010-11.



Charter Schools

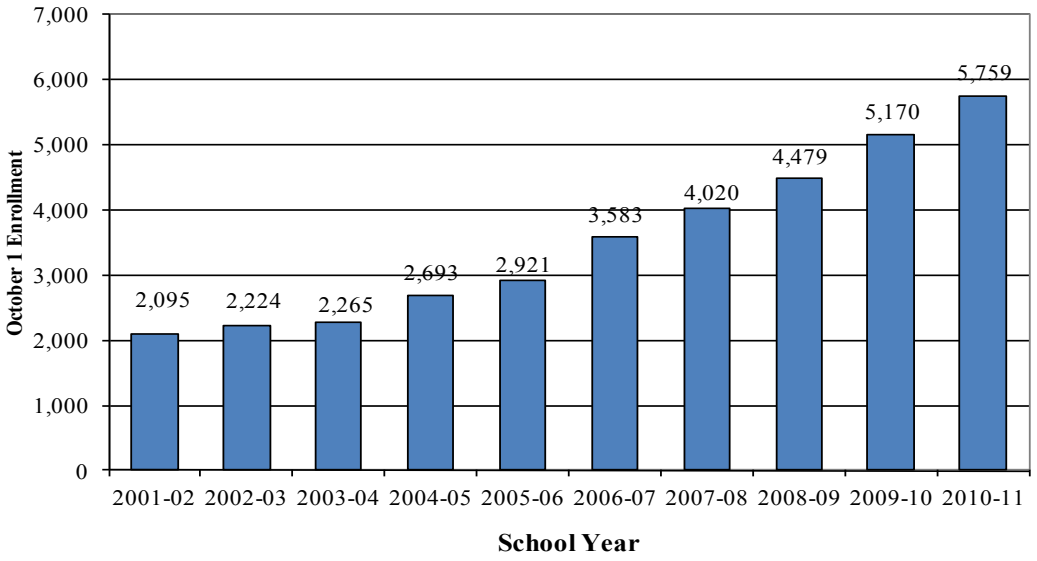
Charter schools are yet another vehicle that Connecticut uses to meet the diverse needs of its students. Charter schools operate outside the traditional school district structure. These schools are funded by the state and are given operational latitude to create innovative opportunities to improve student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

Charter School Funding: 2001-02 to 2010-11



Connecticut's charter school enrollment increased by more than 11 percent in 2010-11. During the last 10 years, enrollment in Connecticut's charter schools has increased 160 percent.

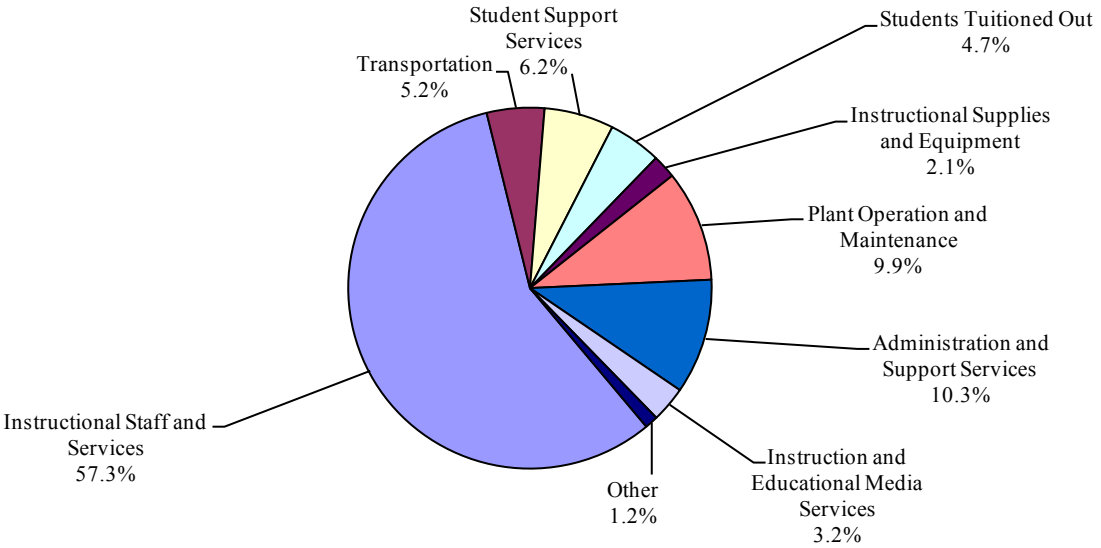
Charter School Enrollment: 2001-02 to 2010-11



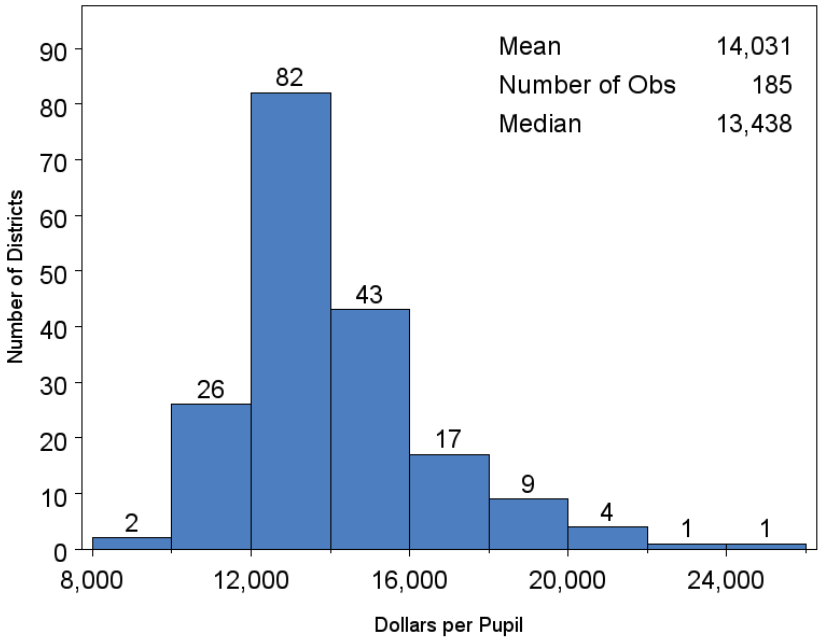
Expenditures

The State of Connecticut spends billions of dollars each year to educate the state's students. In 2009-10, the state's overall school expenditures (excluding investments in land, buildings and debt) totaled $7.91 billion, an increase of 4.75 percent from 2008-09. Instructional staff and services represented a majority of the total expenditures: approximately 57 cents out of every education dollar was devoted to this area.

2009-10 Expenditures by Category†



Per Pupil Spending by District: 2010-11

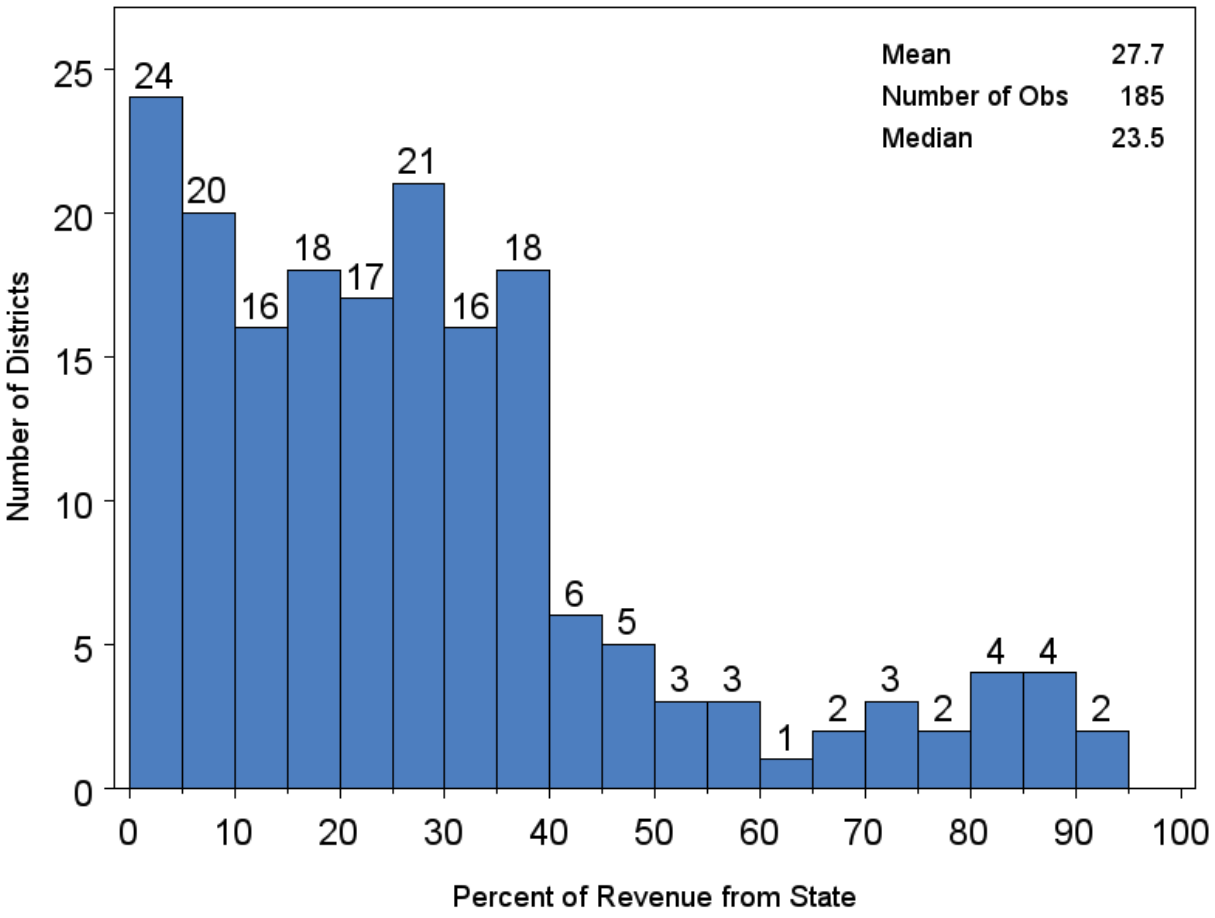


† A portion of the cost of students tuitioned out was sent to other Connecticut public school districts and, therefore, is also included under the various expenditure categories.

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 government continues to be the leading source of school district revenue. In 2010-11, approximately 63 percent of school district revenues came from local government and 28 percent came from state government. The state government contribution varied widely across districts, with 24 districts receiving less than five percent of revenues from the state, while ten districts received more than 80 percent of their funding from the state. Approximately half of districts received less than 24 percent of their funding from state sources.

Percent of Revenue from State by District: 2010-11



† 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.

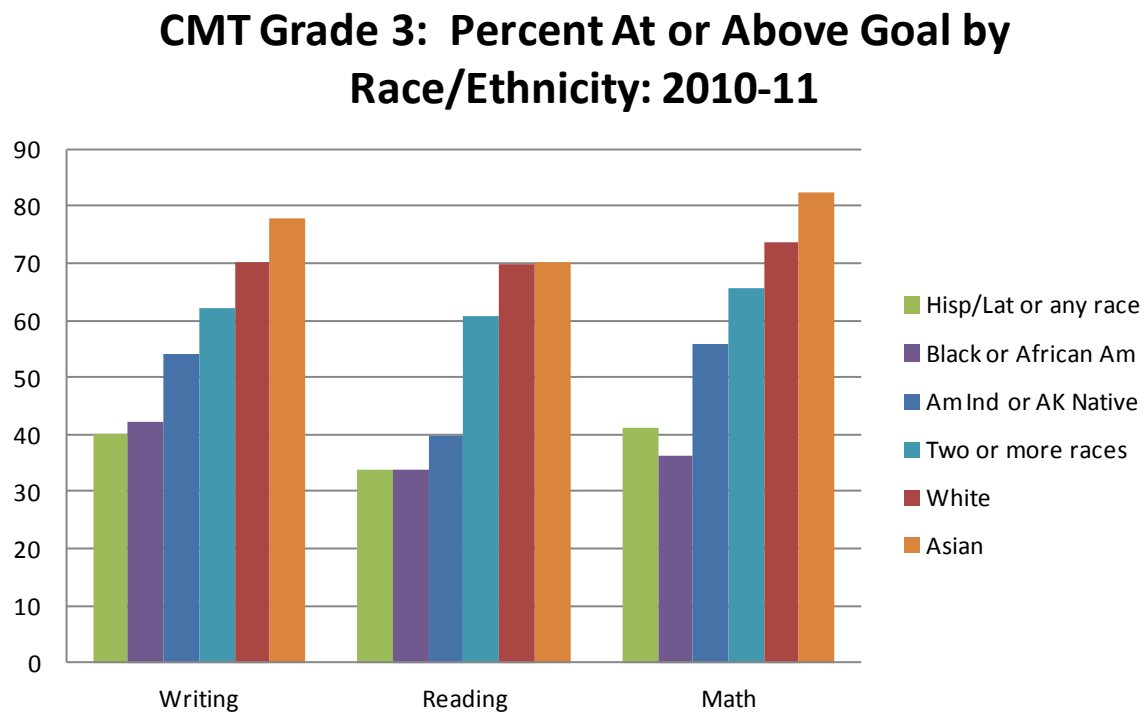
Student Achievement

2011 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. Beginning in 1985, students in Grades 4, 6 and 8 were 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. CMT test scores are reported at five achievement levels: Below Basic, Basic, Proficient, Goal and Advanced. In 2011, 61.1 percent of Grade 3 students scored at or above Goal in writing, 58.3 percent in reading and 63.2 percent in math.

Percent At or Above Goal	Writing	Reading	Math
All Grade 3 Students	61.1	58.3	63.2

Spring 2011 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.

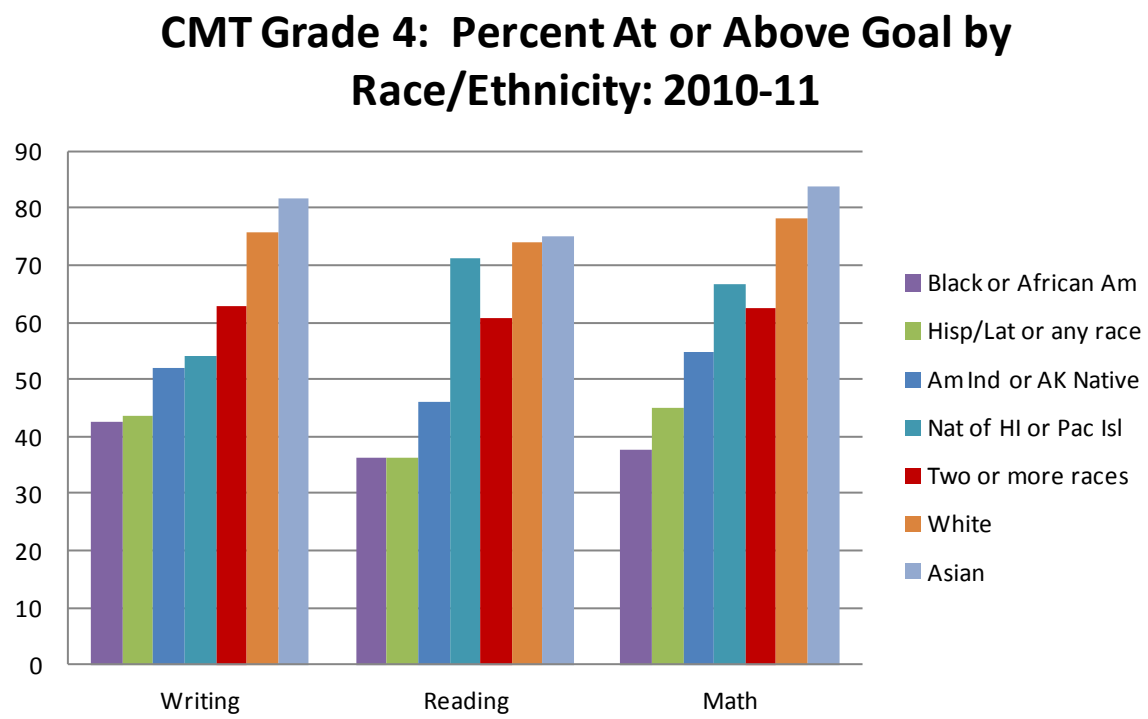


2011 Connecticut Mastery Test
Grade 4

Results from the spring 2011 CMT indicate that, statewide, Grade 4 students performed the highest on the math assessment and the lowest on the reading assessment.

Percent At or Above Goal	Writing	Reading	Math
All Grade 4 Students	65.5	62.5	67.2

Spring 2011 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.

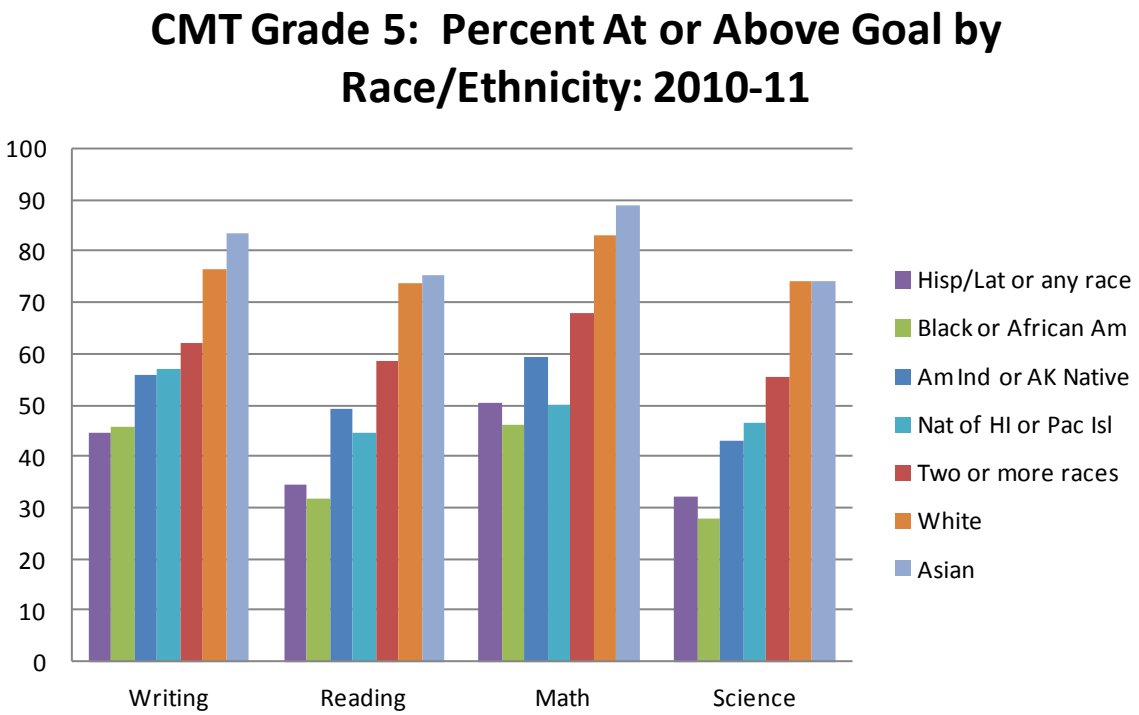


2011 Connecticut Mastery Test
Grade 5

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 2011, more than 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.

Percent At or Above Goal	Writing	Reading	Math	Science
All Grade 5 Students	66.8	61.4	72.7	60.2

Spring 2011 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.

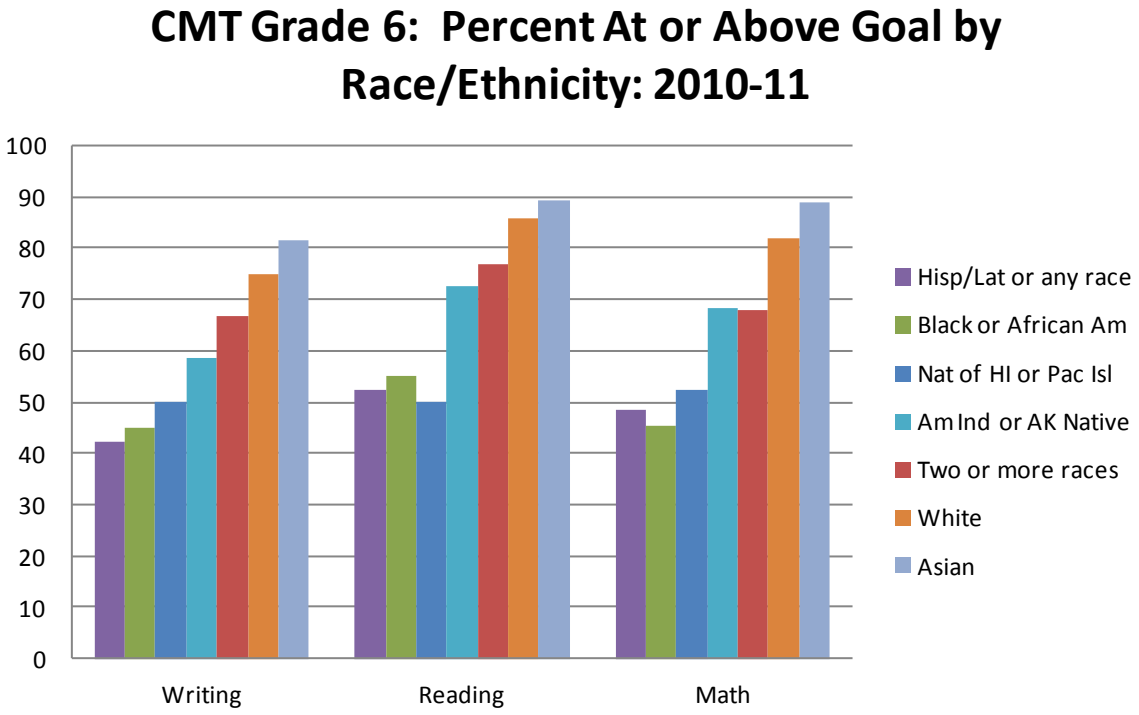


2011 Connecticut Mastery Test
Grade 6

Results from the spring 2011 CMT indicate that, statewide, Grade 6 students performed the highest on the reading assessments, with 76 percent of students scoring at or above Goal.

Percent At or Above Goal	Writing	Reading	Math
All Grade 6 Students	65.3	76	71.6

Spring 2011 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.

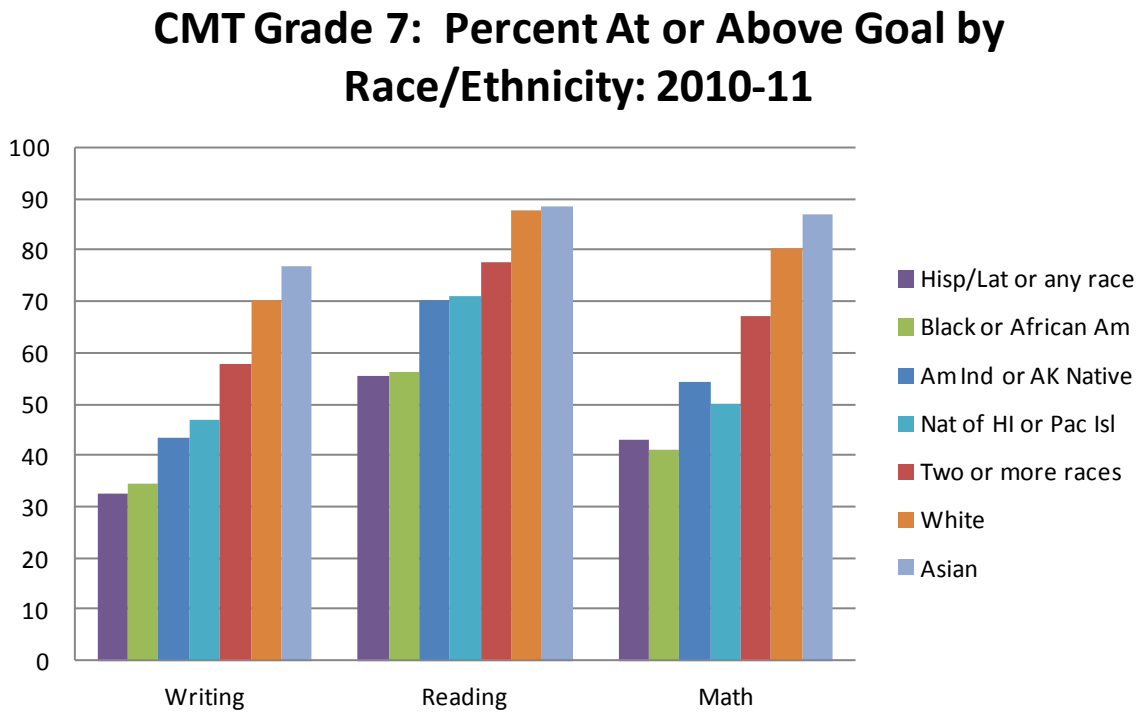


2011 Connecticut Mastery Test
Grade 7

Results from the spring 2011 CMT indicate that, statewide, Grade 7 students performed the highest on the reading assessment, with 77.8 percent of students scoring at or above Goal.

Percent At or Above Goal	Writing	Reading	Math
All Grade 7 Students	58.9	77.8	68.7

Spring 2011 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. The gap between minority students and their non-minority peers was sizable on all three assessments.

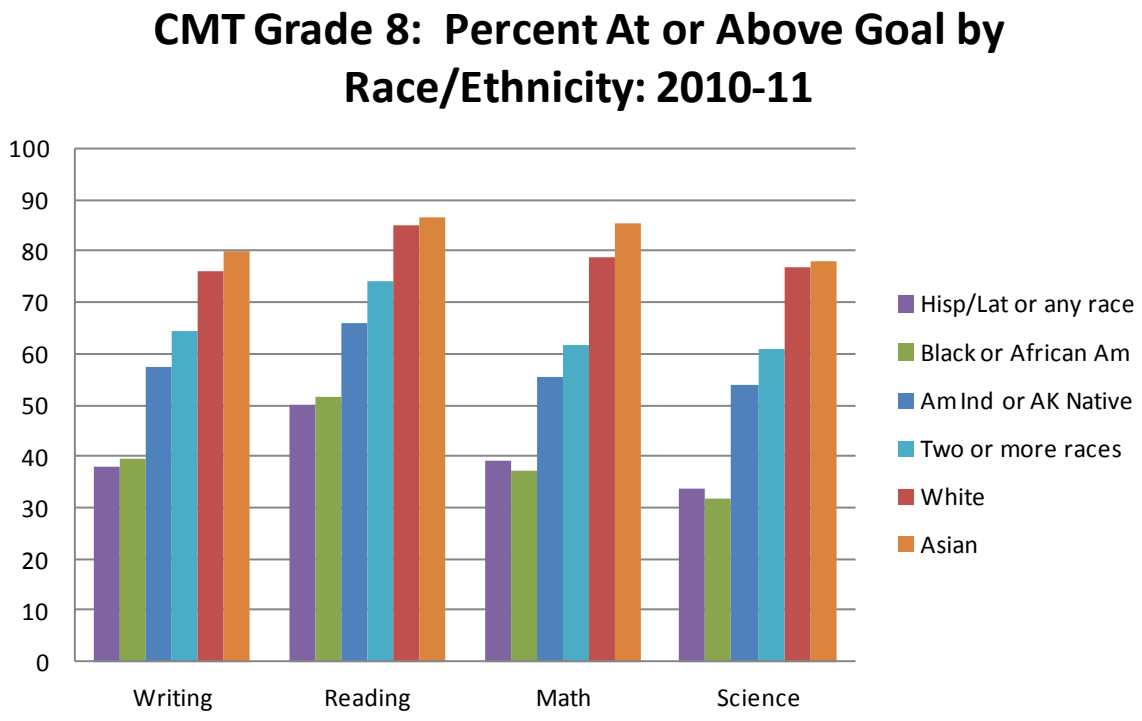


2011 Connecticut Mastery Test
Grade 8

As mentioned earlier, Connecticut schools assessed Grade 8 students in science for the first time in the spring of 2008. On this initial assessment, more than 58 percent of the state's students scored at or above Goal. In 2011, more than 63 percent scored at or above Goal in science. Statewide, Grade 8 students performed the highest on the reading assessment with 74.7 percent of students scoring at or above Goal.

Percent At or Above Goal	Writing	Reading	Math	Science
All Grade 8 Students	64.8	74.7	66.8	63.3

Spring 2011 CMT results for Grade 8 indicate that, on average, White and Asian students outperformed students from other races/ethnicities on all four assessments. While the gap between minority students and their nonminority peers was sizable on all four assessments, it was largest in science.



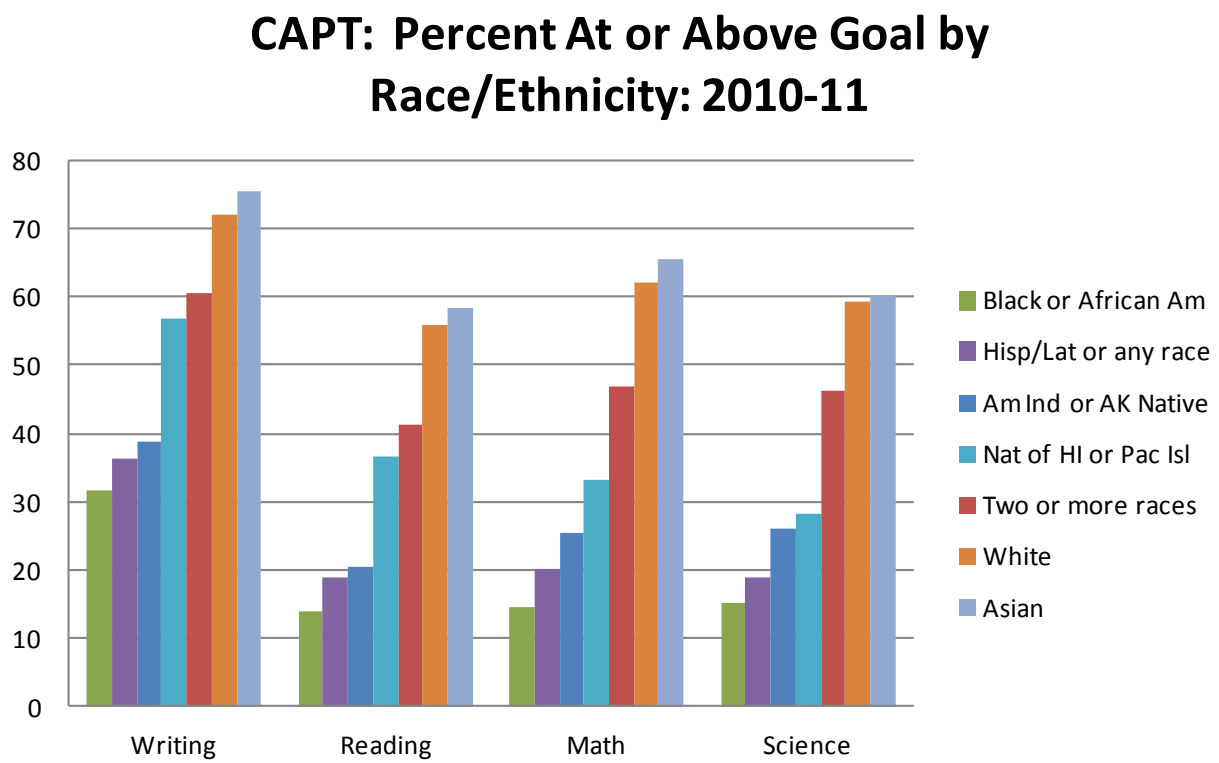
2011 Connecticut Academic Performance Test

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.

In 2010-11, Grade 10 students scored the highest on the writing assessment with 61.3 percent of students scoring at or above Goal. This strength in writing was witnessed in all racial/ethnic categories. The weakest subject, overall, was reading with only 44.8 percent of Grade 10 students reaching the Goal level.

Percent At or Above Goal	Writing	Reading	Math	Science
All Grade 10 Students	61.3	44.8	49.6	47.2

As in the CMT, Black, Hispanic and Native American students lagged behind their peers on all four assessments of the CAPT.



2011 National Assessment of Educational Progress (NAEP) Reading And Mathematics Assessments

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.

Most NAEP indicators show flat trends for Connecticut students. The only sign of progress is reported in Grade 8 reading where there is a modest upward trend in the overall average scale score and no meaningful change in the percent of students scoring at or above the Proficient level when comparing 2011 performance to the 2009 results.

Furthermore, Connecticut's students have not shown the level of progress that other states have achieved. In mathematics, the 2011 results overall show no improvement compared to performance in 2009 in Grades 4 or 8. While Connecticut students traditionally have outperformed the national average for NAEP, the 2011 results show that the average Grade 4 mathematics scale score in Connecticut was not significantly different from the national public school average of 240. In reading, Connecticut's fourth grade scores have remained flat for several years.

Connecticut NAEP Mathematics and Reading Performance 2003-2011

	GRADE 4		GRADE 8	
YEAR	AVG. SCALE SCORE	PERCENT OF STUDENTS AT/ABOVE PROFICIENT	AVG. SCALE SCORE	PERCENT OF STUDENTS AT/ABOVE PROFICIENT
MATHEMATICS				
2003	241	41*	284*	35
2005	242	42	281*	35
2007	243	45	282*	35
2009	245	46	289	40
2011	242	45	287	38
READING				
2003	228	43	267*	37*
2005	226	38	264*	34*
2007	227	41	267*	37*
2009	229	42	272*	43
2011	227	42	275	45

** indicates a statistically significant difference when compared to performance in 2011.*

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

2011 National Assessment of Educational Progress (NAEP) Reading and Mathematics Student Subgroup Performance

The subgroup data underlying the Connecticut statewide scores provide continuing evidence of wide disparities in student performance—a truly troubling achievement gap. Connecticut is among the top 10 states with the largest achievement gaps based on every subgroup comparison; in many cases Connecticut ranks first.

The performance trend table included below shows limited changes in subgroup performance in mathematics and no improvement in Grade 4 reading for any subgroup. Even with the small improvements reported in the Grade 8 reading results, none of the large performance differences between subgroups has narrowed in recent years.

Connecticut Student Subgroup Performance Trends on NAEP 2007-2011[1]

	MATHEMATICS		READING	
	Grade 4	Grade 8	Grade 4	Grade 8
Male	=	↑	=	↑
Female	=	=	=	↑
White	=	↑	=	↑
Black	=	=	=	=
Hispanic	=	=	=	↑
Asian/Pacific Islander	=	=	=	=
Economically Disadvantaged	=	↑	=	↑
Students with Disabilities	=	↑	=	↑
English Language Learners	=	=	=	=

[1] All reported changes (↑) in performance are based on average scale scores and have been tested for statistical significance.

The performance gaps between race/ethnicity subgroups range from 28 to 35 NAEP scale score points. Achievement differences based on eligibility for free- or reduced- price meals, an indicator of family income, similarly range from 27 to 35 points .

In 2011, students who were economically disadvantaged represented approximately 38 percent of Grade 4 students. This percentage is higher than all previous NAEP administrations, which range from approximately one-quarter of students in 1996 up to 30 percent of students in 2009. In mathematics, Connecticut's economically disadvantaged students score below the national public average for their peer group both in terms of average scale score and the percent at or above proficient at both grades.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

2011 National Assessment of Educational Progress (NAEP) Grade 8 Science Performance and Achievement Gaps

The results for Connecticut students in the 2011 Grade 8 Science component of the National Assessment of Educational Progress reveal that achievement in science has not shown any signs of improvement since results were last reported in 2009. Although Connecticut's overall performance remains higher than the national public average, other states are showing gains. In 2009, eight states earned an average scale score higher than Connecticut. The 2011 results show that 15 states now outperform Connecticut.

NAEP 2009-2011 Science Grade 8 Performance: Connecticut and National Public Schools

	Year	Average Scale Score	Percent of Students At/Above Proficient
Connecticut	2009	155	35
	2011	155	35
National Public	2009	149*	29*
	2011	151*	31*

** indicates a statistically significant difference when compared to Connecticut performance.*

With regard to student subgroup performance, NAEP results clearly show considerable disparities in student achievement across our state. Gaps in performance based on race/ethnicity and eligibility for free or reduced-price lunch exceed 30 scale score points in every case. Connecticut's achievement gaps continue to be among the largest reported for any state.

2011 NAEP Science: Selected Grade 8 Achievement Gaps

Subgroup Comparison	Size of selected gaps in scale score points		
	Connecticut 2011	National Public 2011	Range Across States
White-Black	37	35	14-45
White-Hispanic	36	27*	11-45
NSLP[1]	36	27*	13-36

** Indicates a statistically significant difference when compared to Connecticut's performance difference in 2011.*

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

SAT Reasoning Test †

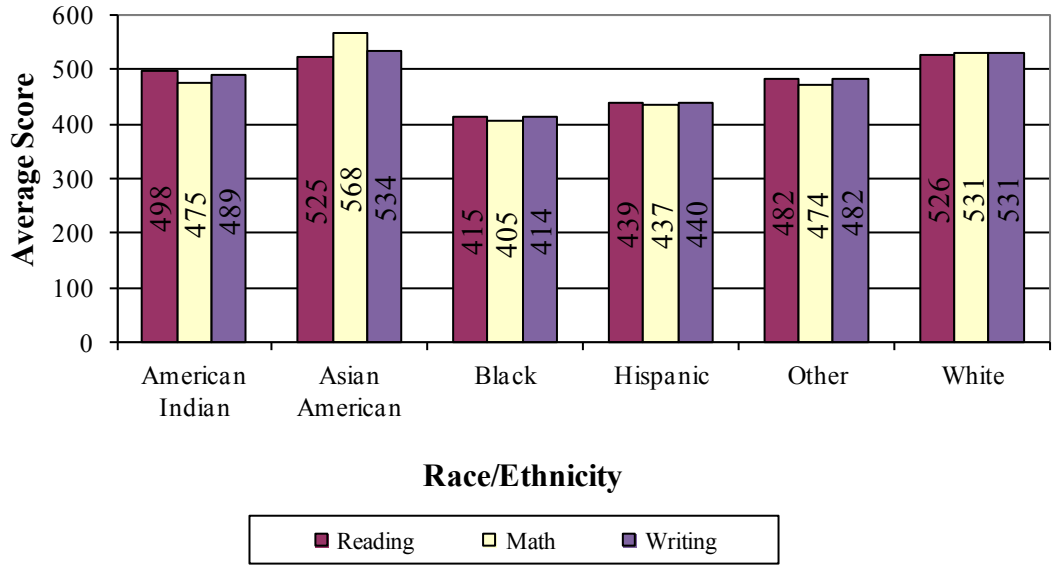
The SAT is one of the nation's most commonly used college readiness assessments. Beginning with the 2006 administration of the SAT, the test was divided into three sections, with the addition of a writing assessment to the existing mathematics and critical reading (formerly verbal) assessments. All three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

From the 2011 Connecticut public high school class, 29,803 graduating seniors took the SAT, an increase of 10.9 percent from the prior year, matching the percentage increase nationwide. Connecticut's participation growth outpaced the national average in all racial-ethnic categories except Asian students.

In 2011, Connecticut's average reading score fell by two points in the past year to 502, still well above the national public school average score of 494. Connecticut's average math score fell by four points in the past year to 505, below the national public school average score of 506. Connecticut's average writing score fell by two points in the past year to 506, still well above the national public school average score of 483.

The average SAT math scores were highest for Asian graduates at 568, followed by 531 for White, 475 for American Indian, 437 for Hispanic and 405 for Black graduates.

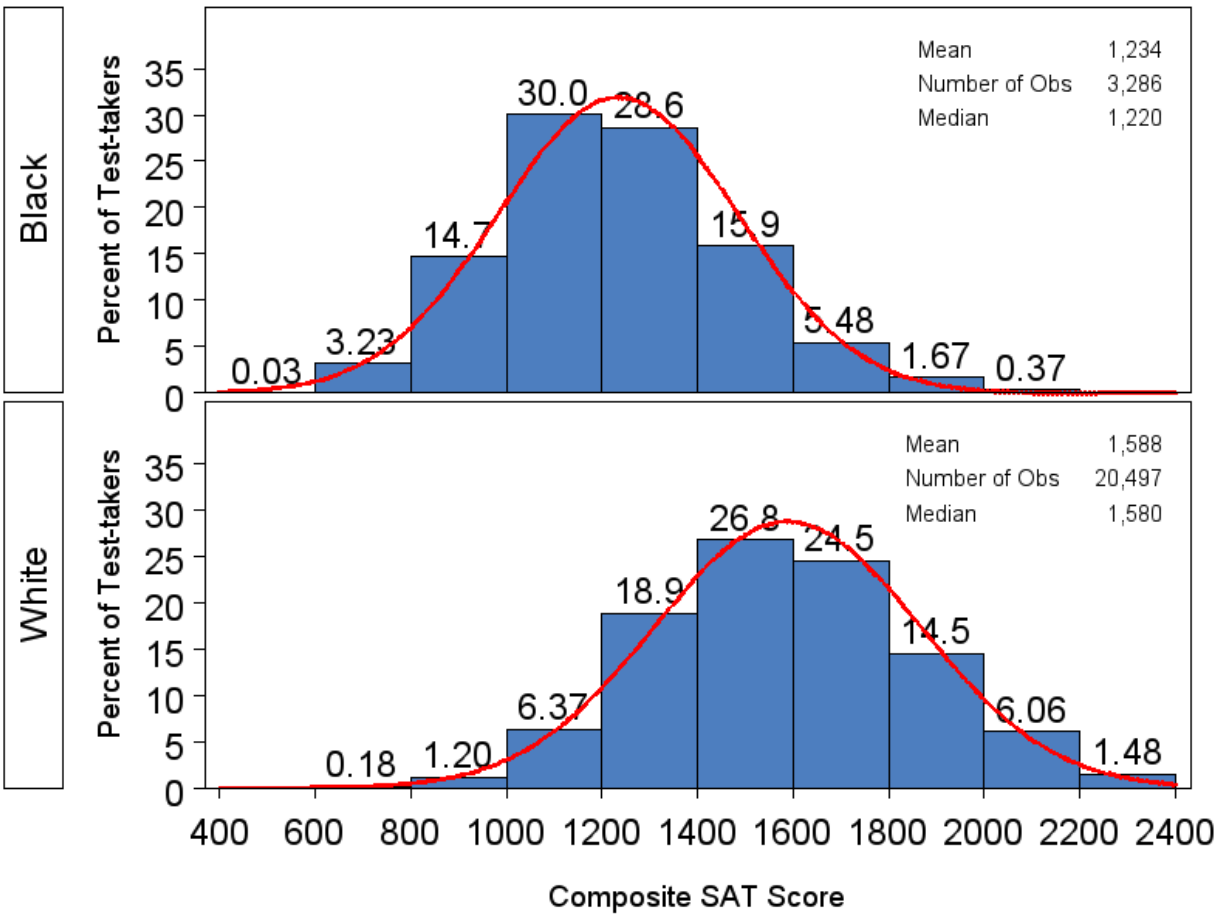
SAT Reasoning Test Average Score by Race/Ethnicity: Class of 2011



† The source for these data is the College Board.

SAT Reasoning Test – Composite Score† by Race/Ethnicity

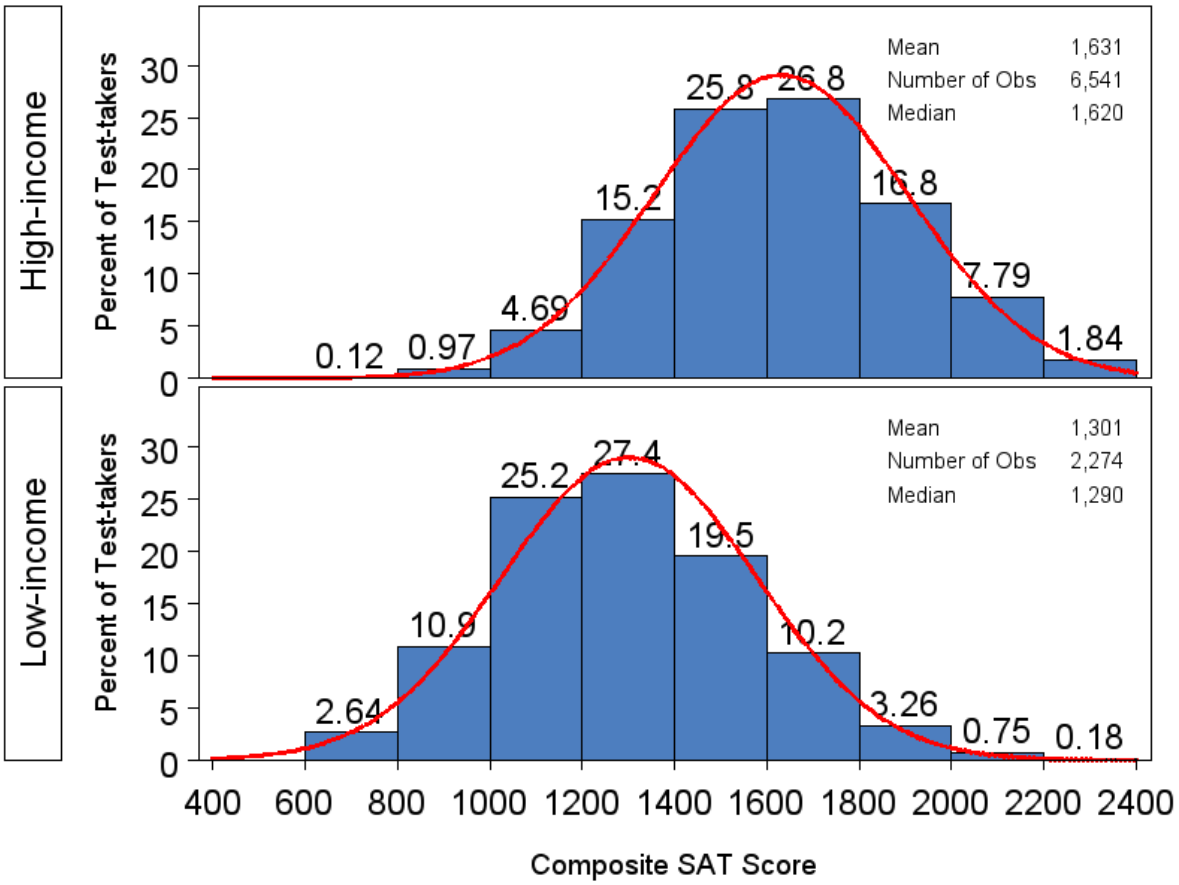
Along with test results, the College Board provides survey data from test takers on variables such as income, race, high school rank, grade point average, etc. The charts below provide a glimpse into the distribution of composite scores for students who self-reported their race/ethnicity. While self-reporting can impart some bias to the results, the difference in mean and median scores between Black and White students is sufficiently large to be suggestive of a strong relationship between race/ethnicity and SAT scores. The difference between the two means is 354 points. The distribution also points out that there is a subset of Black students who outperform many of their White peers.



† The source for these data is the College Board.

SAT Reasoning Test – Composite Score by Income Level†

Along with test results, the College Board provides survey data from test takers on variables such as income, race, high school rank, grade point average, etc. The charts below provide a glimpse into the distribution of composite scores for students who self-reported their household income range. While self-reporting can impart some bias in the results, the difference in mean and median scores between high- and low-income students is sufficiently large to be suggestive of a strong relationship between income and SAT scores. Low-income means less than $40,000 while high-income means greater than $100,000. The difference between the two means is 330 points. The distribution also points out that there is a subset of low-income students who outperform many of their high-income peers.

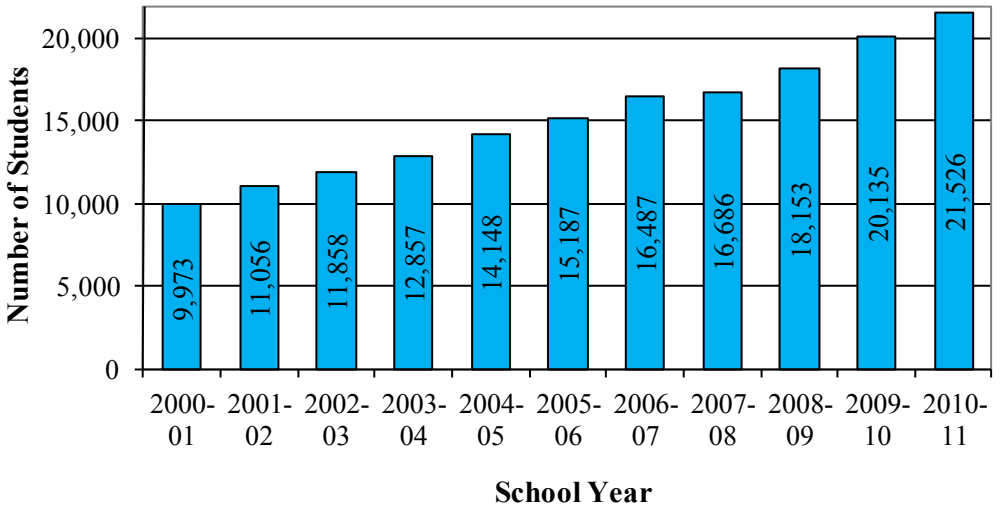


† The source for these data is the College Board.

Advanced Placement

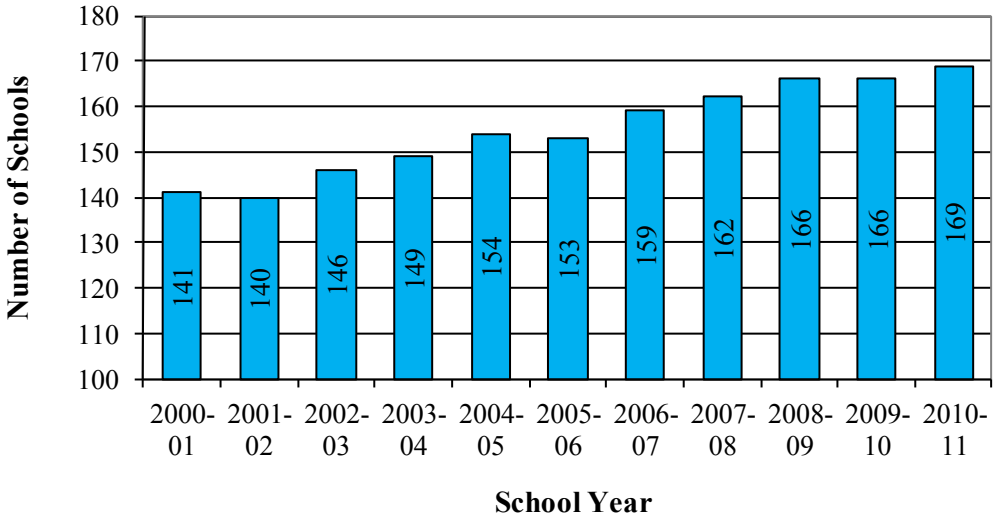
The Advanced Placement (AP) program is a rigorous high school program of college-level courses and examinations. Connecticut AP exam participation increased by 6.9 percent last year and is up 116 percent over the last decade.

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 2010-11, 169 schools offered AP exams, up from 141 schools a decade earlier. Of the 38,029 AP exams offered, Connecticut public students scored three or higher on 70.4 percent.

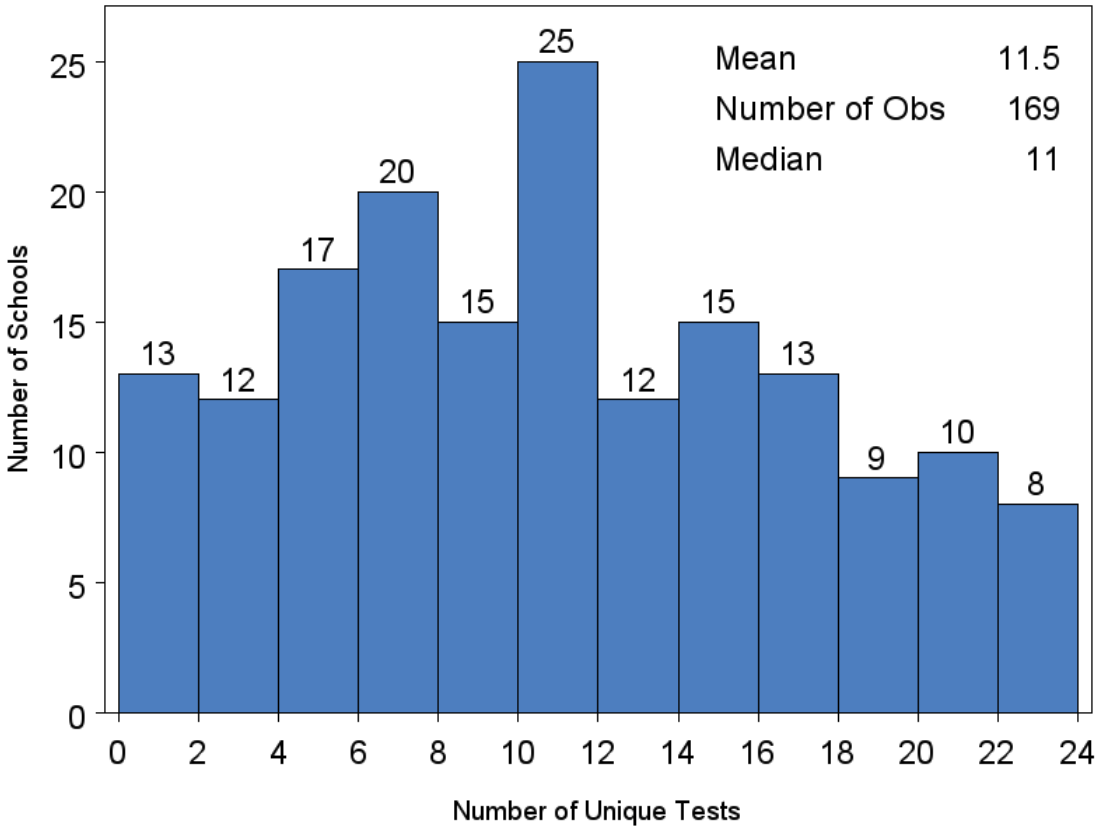
Number of Schools Offering AP Exams



Number of Unique Advanced Placement Opportunities †

On average, Connecticut public high schools offered 11.5 unique AP subjects for testing in the 2010-11 school year. However, AP course offerings varied considerably across schools. Twenty-five schools offered fewer than five different tests, while 18 schools offered more than 20.

Number of Unique Advanced Placement Tests Offered: By School, 2011



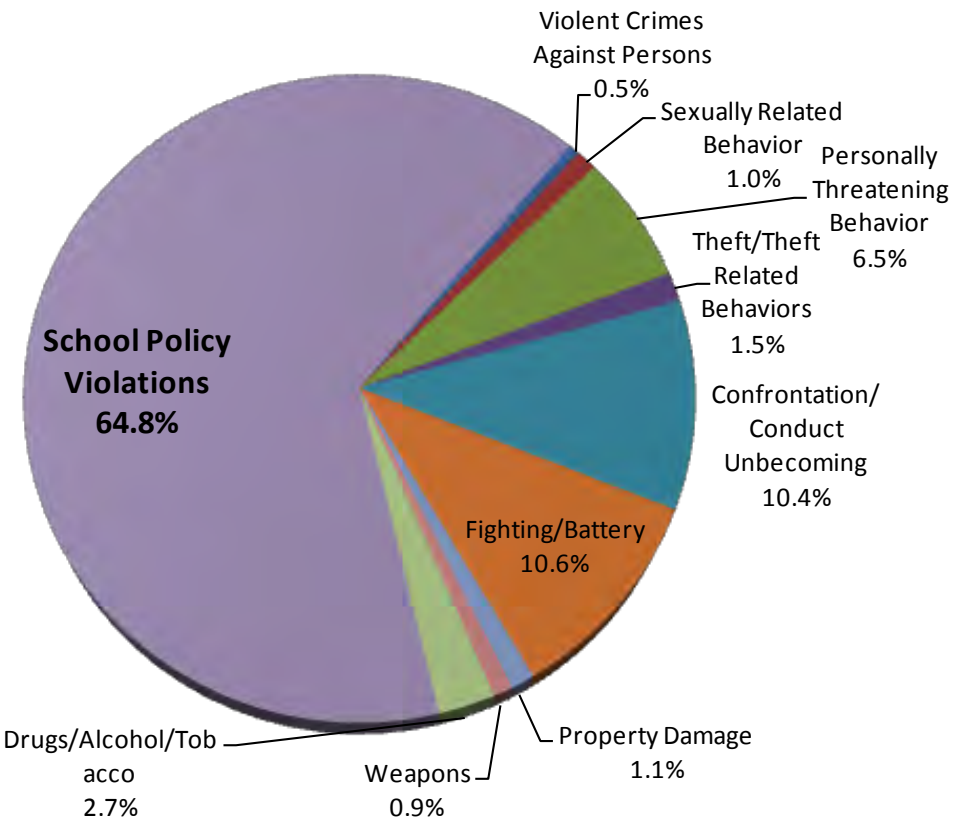
† The source for these data is the College Board.

School Discipline

To perform at their best, students need a safe learning environment. In order to assess this attribute of school climate, CSDE monitors the number and type of disciplinary incidents occurring in the state's schools. In 2010-11, there were a total of 132,994 disciplinary offenses; of these, approximately 65 percent were school policy violations. Nearly two-thirds of school policy violations involved insubordination/ disrespect, skipping class, disruptive behavior, failure to attend detention or in-school suspensions, or obscene language/profanity.

The large number of total incidents (both serious and policy offenses) involved only about nine percent of Connecticut's students.

Disciplinary Incident Counts by Type: 2010-11

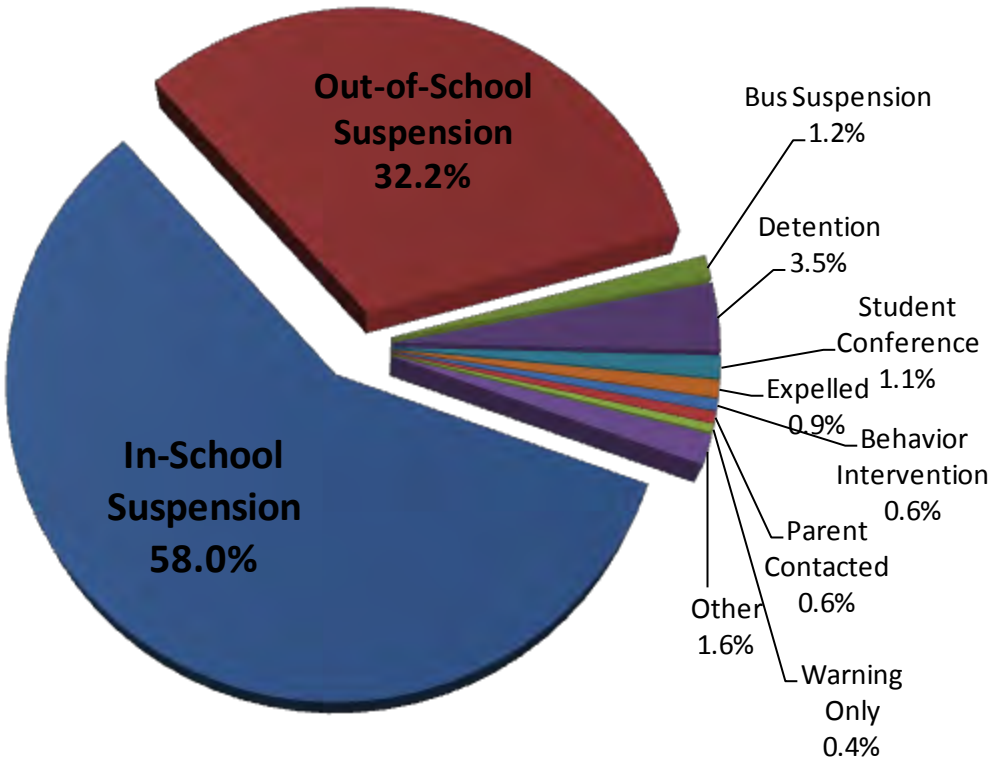


School Discipline

CDSE collects disciplinary incident count by sanction type as well as incident category. In 2010-11, there were a total of 132,994 disciplinary offenses; of these, approximately 91 percent were considered serious enough to warrant a suspension or expulsion while 3.5 percent warranted some form of detention. Districts are required to report all offenses that result in an in-school suspension, out-of-school suspension, expulsion or bus suspension. In addition, all "serious" offenses and incidents involving alcohol, drugs, or weapons must be reported regardless of the types of sanction imposed.

In 2010-11, there was an increase from the prior year in in-school suspensions and a decrease in out-of-school suspensions and expulsions. The change is partly due to new guidelines, revised in December 2010, which recommended that students should remain in school when they are suspended in order to foster academic learning.

Disciplinary Incident Counts by Type of Sanction: 2010-11

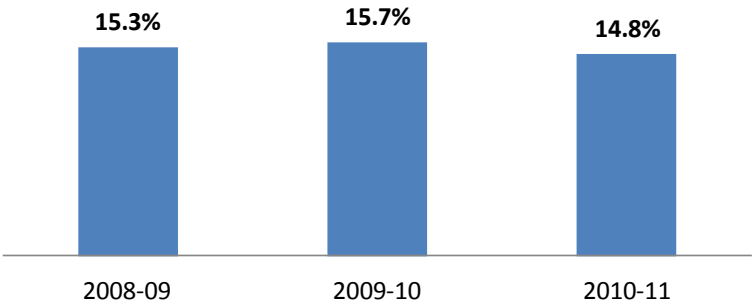


Chronic Absenteeism

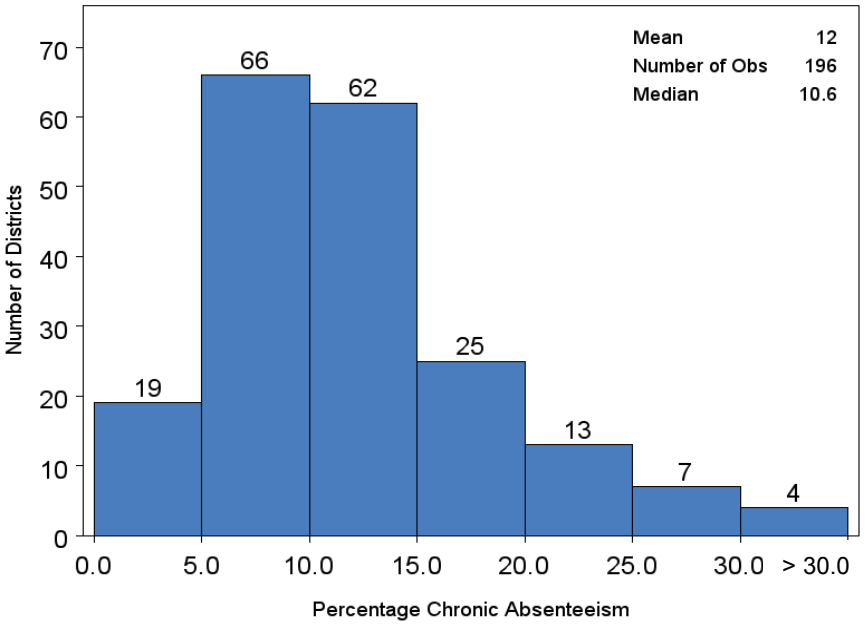
Chronic absenteeism is defined as missing ten percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences. Several research studies have highlighted the association of chronic absenteeism to student academic achievement and high school graduation. Factors that contribute to chronic absence include inadequate healthcare, high family mobility, low maternal education, food insecurity, ineffective parent engagement, and high levels of community violence.

Connecticut's chronic absenteeism rate for students in Grades K-12 was 15.3 percent in 2008-09, 15.7 percent in 2009-10, and 14.8 percent in 2010-11. These percentages translate to approximately 80,000 students each year. There is considerable variation among districts, as well as factors such as race/ethnicity, free/reduced lunch eligibility, special education status, and ELL status.

Percent of Students Chronically Absent: 2008-09 to 2010-11

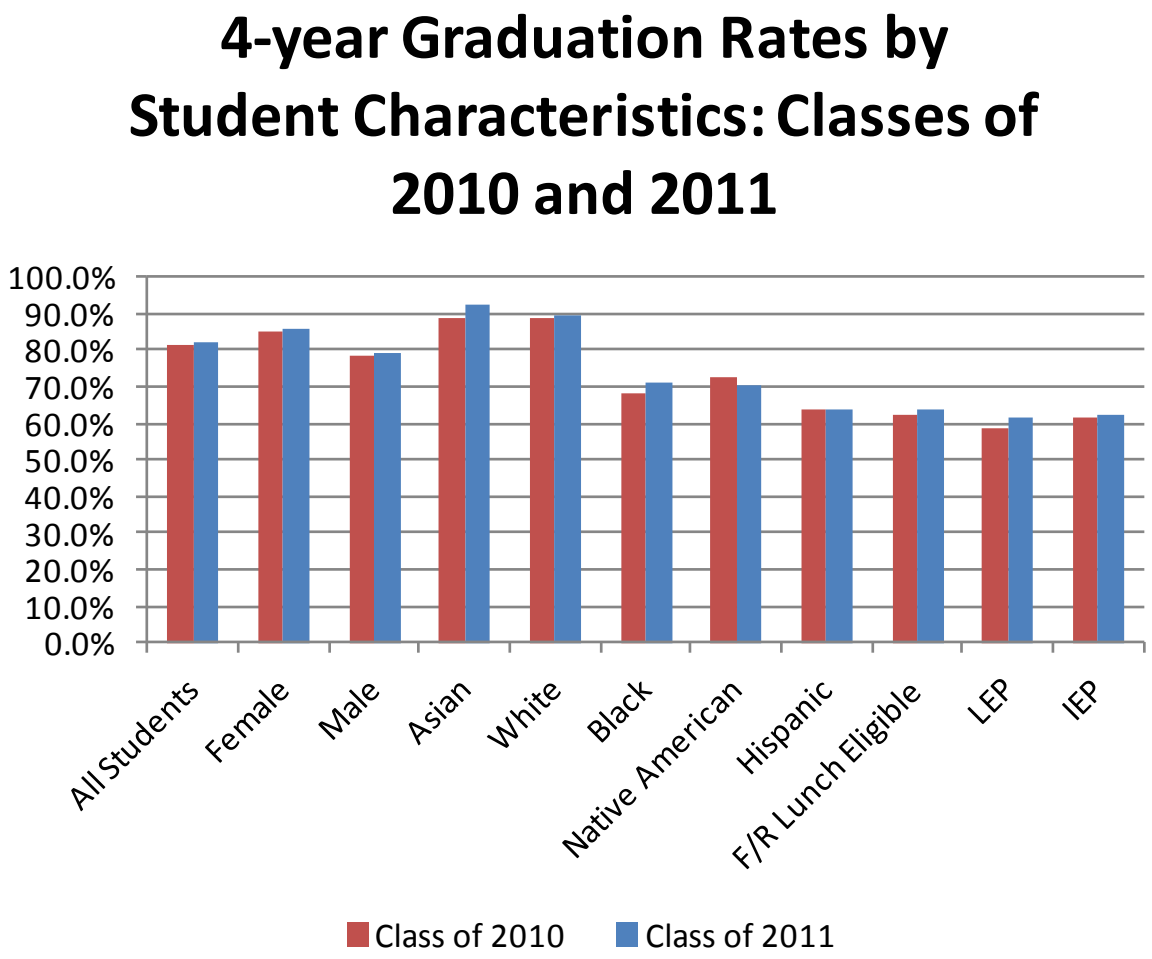


Distribution of Chronic Absenteeism by District: 2010-11



Graduation Rates

Overall, Connecticut's four-year graduation rate increased from 81.6 percent for the class of 2010 to 82.5 percent for the class of 2011. The graduation rate is the number of graduates divided by the first-time freshman enrollment count four years earlier adjusted for transfers. Graduation rates vary significantly across race/ethnicity, gender, poverty status, language proficiency, and disability status.

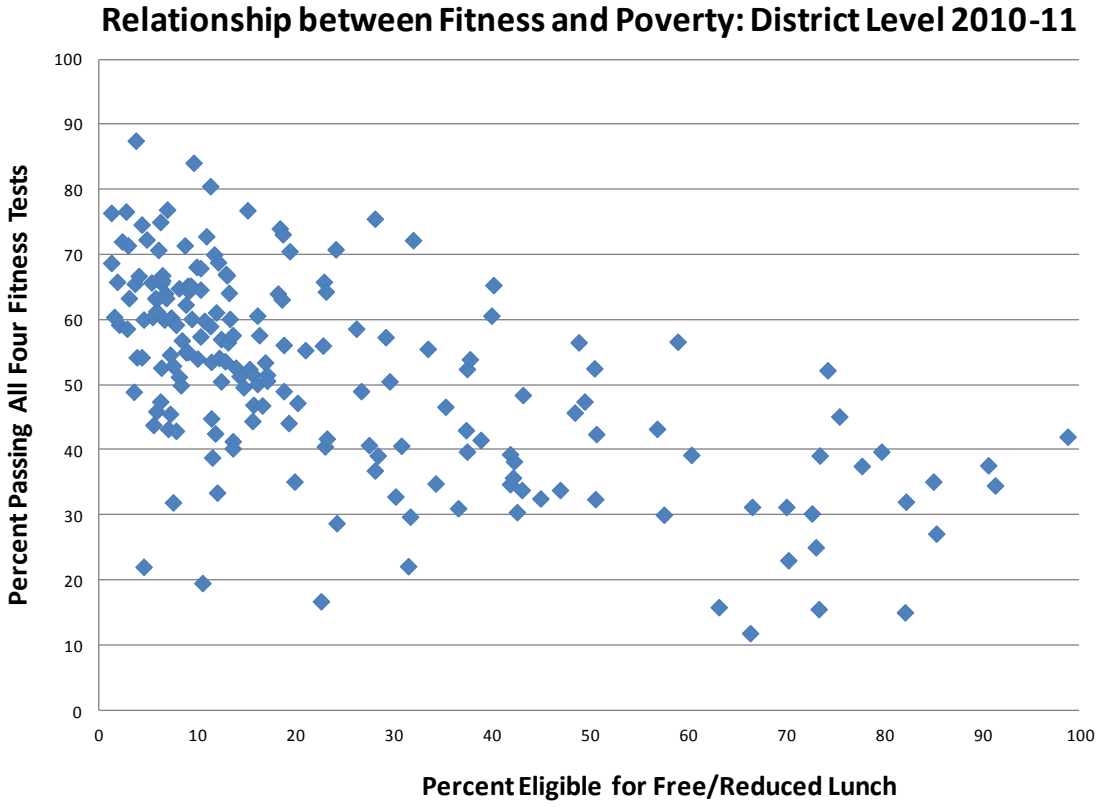


Source: CSDE data and calculations

Connecticut Physical Fitness Assessment

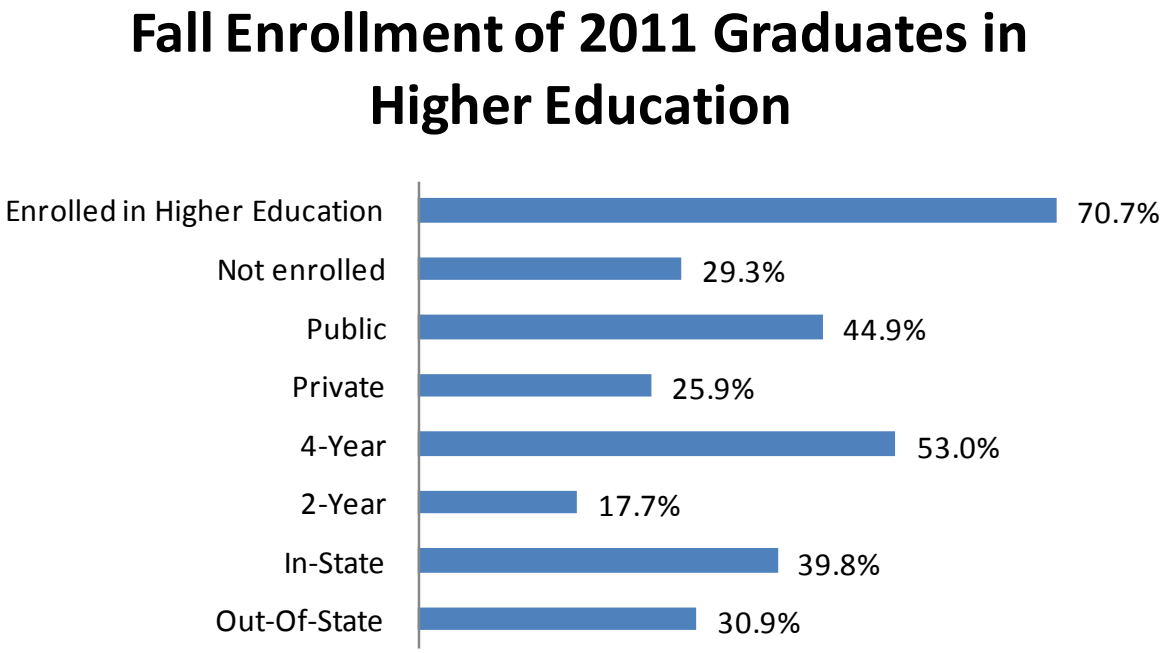
The Connecticut Physical Fitness Assessment program (CPFA) includes a variety of health-related physical fitness tests designed to assess muscle strength, muscular endurance, flexibility and cardiovascular fitness. Criterion-referenced standards associated with good health are used rather than the previously 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 2010-11, just over half of the students in the various grades tested passed all four components of the test. This statistic varied widely across districts.



College Enrollment of Connecticut Public High School Graduates

In the spring of 2011, Connecticut public high schools graduated more than 37,000 students. More than half (53 percent) of these graduates immediately enrolled in a four-year college or university. An additional 18 percent of the graduates continued their education at two-year colleges. 40 percent enrolled in in-state institutions while 31 percent went out-of-state. In all, 71 percent of the graduates of 2011 immediately enrolled in higher education.



Source: National Student Clearinghouse Student Tracker reports and CSDE calculations.

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