

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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This publication provides summary data for the 2007–08 school year unless otherwise noted. Questions about these data should be directed to Raymond Martin at 860-713-6876.

The Condition of Education in Connecticut is one of many sources of information that the Department publishes on public education in Connecticut. We invite everyone to visit our Web site (http://www.sde.ct.gov), especially CEDaR, the Connecticut Education Data and Research site. Other reports include Connecticut's Strategic School Profiles, Special Education Annual Performance Reports and the state's No Child Left Behind report cards.

FOREWORD

The Condition of Education in Connecticut is the Connecticut State Department of Education's yearly status report on public education in the state. Required under Section 10-4(b) of the Connecticut General Statutes, this report serves as an annual touchstone for the state's residents on the achievements and challenges experienced by Connecticut's public school students. This report focuses on the 2007-08 school year and addresses the major issues of that year.

This report is organized around six central questions:

- What is the context for education in Connecticut?
- Who are Connecticut's students?
- Who are Connecticut's teachers?
- What are we teaching our students?
- What resources are we devoting to education?
- How well are we doing?

Besides answering these questions, this report examines education in our state from a specific perspective. While there are many different perspectives to choose from, one of the most salient to education in Connecticut is socioeconomic status. Connecticut has both extreme wealth and stubborn poverty. It is for this reason that socioeconomic status has been designated as one of the themes of this year's report.

A second theme of this report is literacy, which is interwoven throughout. The literacy skills of reading and writing are essential for students to master in order to perform at high levels and to become active and productive citizens in our country and our world. In the pages that follow, emphasis is placed on literacy to focus attention on these indispensable skills.

Attention is also placed on the three priorities identified by the State Board of Education in its five-year comprehensive plan for 2006–11. 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.

Educating Connecticut's students is the responsibility of each and every one of us — parents, citizens, business leaders, legislators and educators. With detailed and accurate information on the state of education in Connecticut, we can work together to take the steps necessary to ensure that all Connecticut students achieve at the highest levels possible.

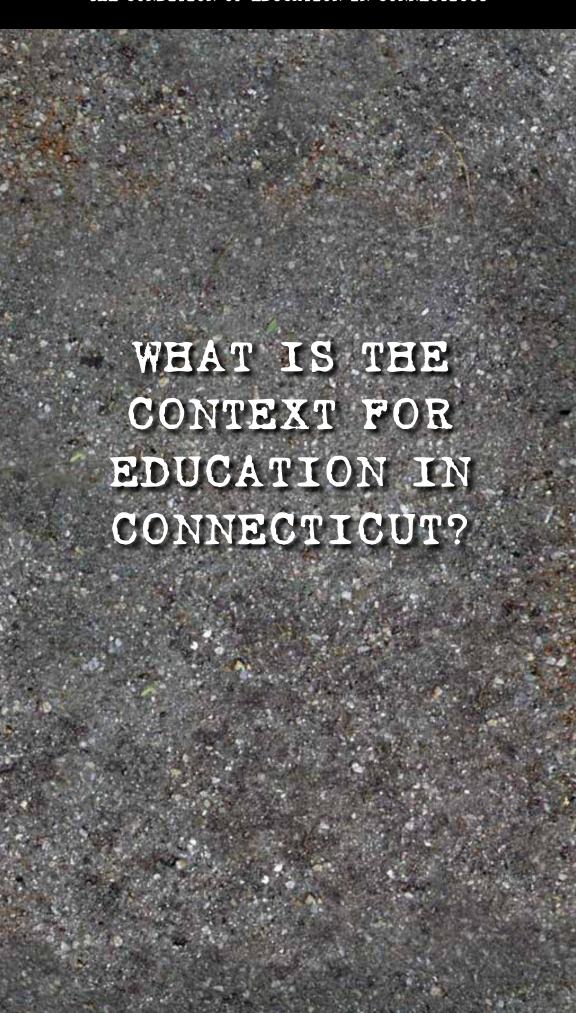
Mark K. McQuillan

Commissioner of Education

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PROFILING PUBLIC EDUCATION IN CONNECTICUT

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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Web site: www.sde.ct.gov

Jurisdiction: 166 local public school districts, 17 technical

high schools, 16 charter schools, five regional educational service centers, and three endowed and incorporated academies

CONNECTICUT FACTS

2000 state population: 3,405,565

Total 2007 public school enrollment: 570,539

Percentage of students enrolled in public schools: 88.6

 Public school population as a percentage of state population: 16.8

Percentage of state population that is nonwhite: 18.4

 Percentage of persons 25 and older who are high school graduates: 84.0

 Percentage of persons 25 and older with a bachelor's degree or higher: 31.4

 Percentage of persons 5 and older with a language other than English spoken at home: 18.3

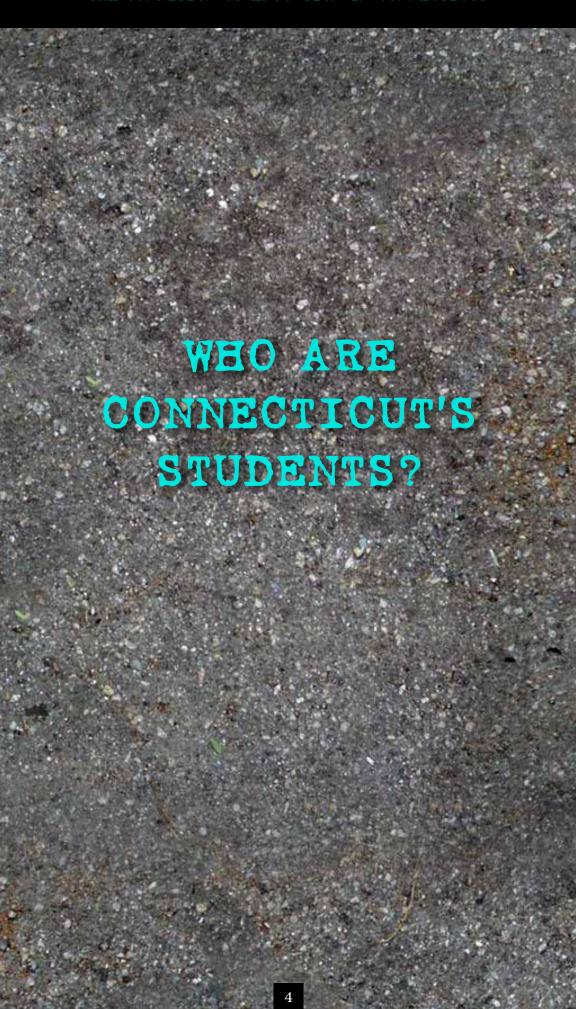
 Percentage of population that is below poverty level (1999): 7.9

PROFILING PUBLIC EDUCATION IN CONNECTICUT

CONNECTICUT'S PUBLIC SCHOOLS BY TYPE

Elementary schools	664
Middle/Junior high schools	173
High schools	173
Technical high schools	17
Nongraded, prekindergarten schools	47
Charter schools:	
Elementary schools	7
Middle schools	5
High schools	4
Full-time magnet schools:	
Elementary schools	22
Middle schools	7
High schools	20
Part-time magnet school programs:	
High schools	6
Regional agricultural science	
and technology centers	19
Nonpublic schools	397
Adult education programs*	71

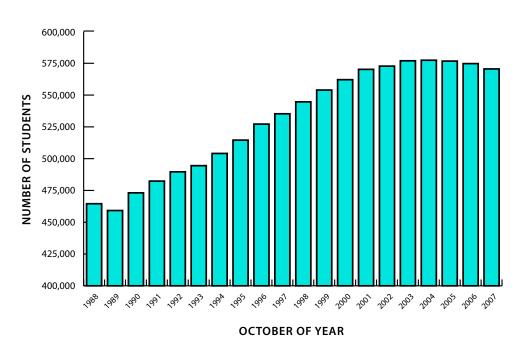
^{*} The Adult Education Programs include 44 local school districts, three regional educational service centers and 16 cooperating eligible entities that serve all 169 cities and towns in Connecticut per state statute. Eight other organizations are funded solely through federal grant initiatives.



PUBLIC SCHOOL ENROLLMENT

In the past 20 years, public school enrollment increased by 22.8 percent, from 464,561 students in 1988 to 570,539 students in 2007. After increasing significantly between 1989 and 2002, enrollment leveled off and, during the last three years, has begun to decline.

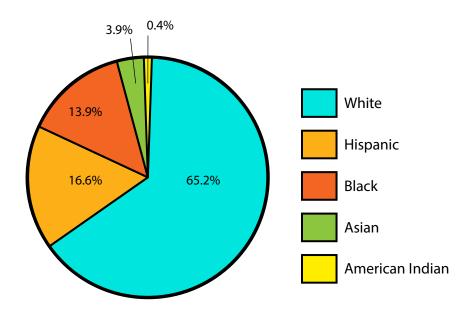
PUBLIC SCHOOL ENROLLMENT 1988 TO 2007



PUBLIC SCHOOL ENROLLMENT BY RACE/ETHNICITY

As the number of Connecticut students increased during the last decade, so has the percentage of students who are racial and/or ethnic minorities. In October 2007, 35 percent of all students represented racial or ethnic minorities, a 6 percentage point increase from October 1998. During this period, the number of Hispanic students grew by more than 40 percent, making them the second largest racial/ethnic group in Connecticut schools. While white students remain in the majority, the number of white students decreased by 4 percent during the last decade.

PUBLIC SCHOOL ENROLLMENT BY RACIAL/ETHNIC GROUP

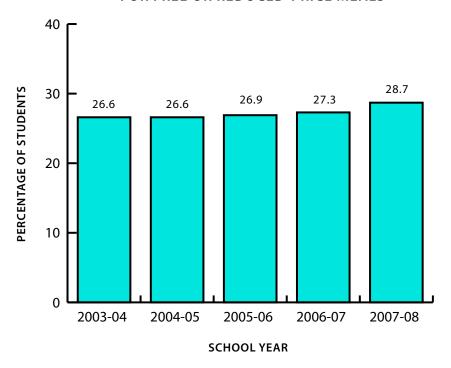


ECONOMIC NEED

One of the focuses of this report is socioeconomic status and how it affects education in Connecticut. The Connecticut State Department of Education uses eligibility for free and reduced-price meals under the National School Lunch Program as its poverty indicator. Federal nutrition program eligibility is based on household size and income*.

In October 2007, 28.7 percent of all Connecticut students were eligible to receive free and reduced-price meals. This means that more than 1 in 4 of Connecticut students came from families poor enough to qualify for free and reduced-price meals. During the last five years, Connecticut has seen the percentage of students eligible for free and reduced-price meals increase by 2.1 percentage points. This increase translates to approximately 10,300 newly eligible students — more students than are in any of Connecticut's districts except the seven largest districts.

PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS

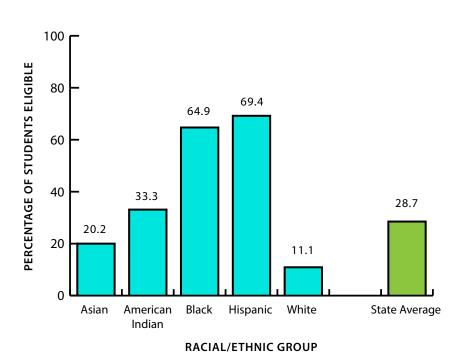


^{*} In 2007–08, a family of four needed to earn less than \$26,845 for a child to receive free meals, and less than \$38,203 to receive reduced-price meals.

ECONOMIC NEED BY RACIAL/ETHNIC GROUP

While economic need exists throughout Connecticut, the greatest percentages of students eligible for free and reduced-price meals were in the state's Hispanic and black student populations. In both these groups, approximately 2 out of 3 students met the income eligibility requirements of the National School Lunch Program (see page 7 for more information on these requirements). This is in contrast to the proportion of white students that met the eligibility criteria, roughly 1 out of 10.

PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS BY RACIAL/ETHNIC GROUP, 2007–08

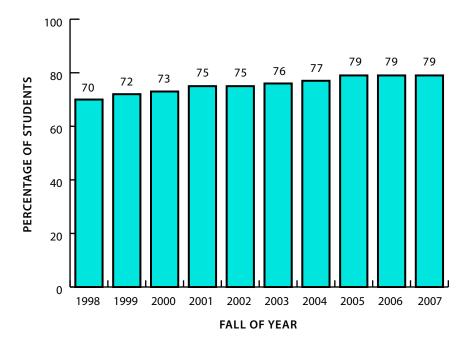


KINDERGARTEN STUDENTS WITH PREKINDERGARTEN EXPERIENCE

The Connecticut State Board of Education believes that a "high-quality preschool education plays a significant role in the development of competent learners,"* and the Board 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 public school kindergarten curriculum. The Board believes that a high-quality preschool education is essential to each child's future success both in school and as an adult.

After increasing by 9 percentage points from 1998 to 2005, the percentage of kindergartners with prekindergarten experience has remained stable at 79 percent for the last three years. The high rate of kindergartners with a prekindergarten experience means that the vast majority of kindergartners enter kindergarten having some preparation for school. There is room for improvement, however. In 2007–08, more than 8,000 students entered kindergarten without prekindergarten educational experience.

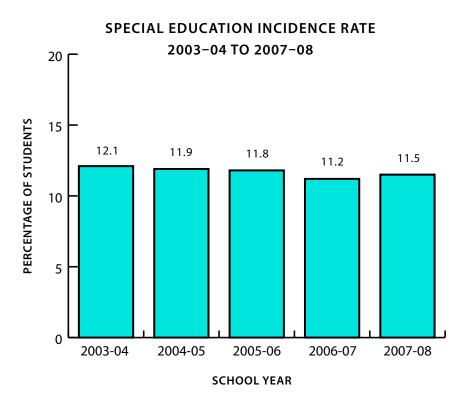
PERCENTAGE OF KINDERGARTEN STUDENTS WHO ATTENDED PRESCHOOL, NURSERY SCHOOL OR HEAD START



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

SPECIAL EDUCATION

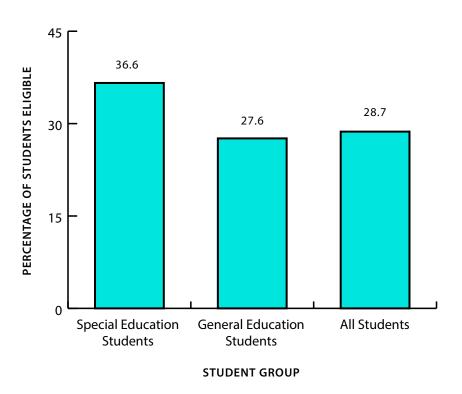
In 2007–08, more than 65,000 Connecticut public school students required special education services. This represents 11.5 percent of the total enrollment in Connecticut public schools. After decreasing for 10 years in a row, the special education incidence rate increased slightly in 2007–08 to 11.5 percent.



SPECIAL EDUCATION

While only 11.5 percent of the student population were special education students in 2007–08, they represented 15.3 percent of the students eligible for free and reduced-price meals. This discrepancy indicates that special education students were more likely to be eligible for free and reduced-price meals than their nondisabled classmates. Overall, 36.6 percent of special education students were eligible to receive free and reduced price-meals. This means that in 2007–08 more than 1 out of 3 special education students dealt with the negative effects of poverty, as well as overcoming their disabilities.

FREE AND REDUCED-PRICE MEAL ELIGIBILITY: SPECIAL AND REGULAR EDUCATION STUDENTS OCTOBER 2007



ENGLISH LANGUAGE LEARNERS

In 2007–08, 1 in 20 of Connecticut's public school students was an English language learner. These 29,855 students spoke 129 different languages, ranging from Spanish and Chinese to the Bikol language of the Philippines and the Fon language of Western Africa. While most districts only had to accommodate a few languages, 34 districts provided instruction for students speaking 20 or more different languages and three districts had student populations where more than 40 different languages were spoken.

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 a specific language other than English are required to offer a program of bilingual instruction to those students.

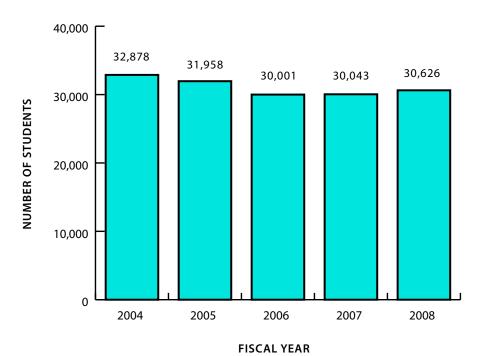
ENGLISH LANGUAGE LEARNERS: LANGUAGE SPOKEN AT HOME				
	Student	Districts R	epresented	
Primary Home Language	Count	Number	Percentage	
Spanish	21,333	126	64.6	
Portuguese	1,149	64	32.8	
Chinese	679	101	51.8	
Polish	650	74	37.9	
Creole-Haitian	582	23	11.8	
Albanian	493	59	30.3	
Vietnamese	378	55	28.2	
Arabic	361	58	29.7	
Urdu	330	63	32.3	
Russian	313	77	39.5	
Serbo-Croation	291	29	14.9	
French	281	55	28.2	
Gujarati	220	50	25.6	
Korean	203	52	26.7	
Japanese	186	22	11.3	
Turkish	176	36	18.5	
Bengali	166	33	16.9	
Lao	104	33	16.9	
Somali	100	7	3.6	
Other (110) languages	1,860	119	58.8	
Total	29,855	148	75.9	

CONNECTICUT'S ADULT LEARNERS*

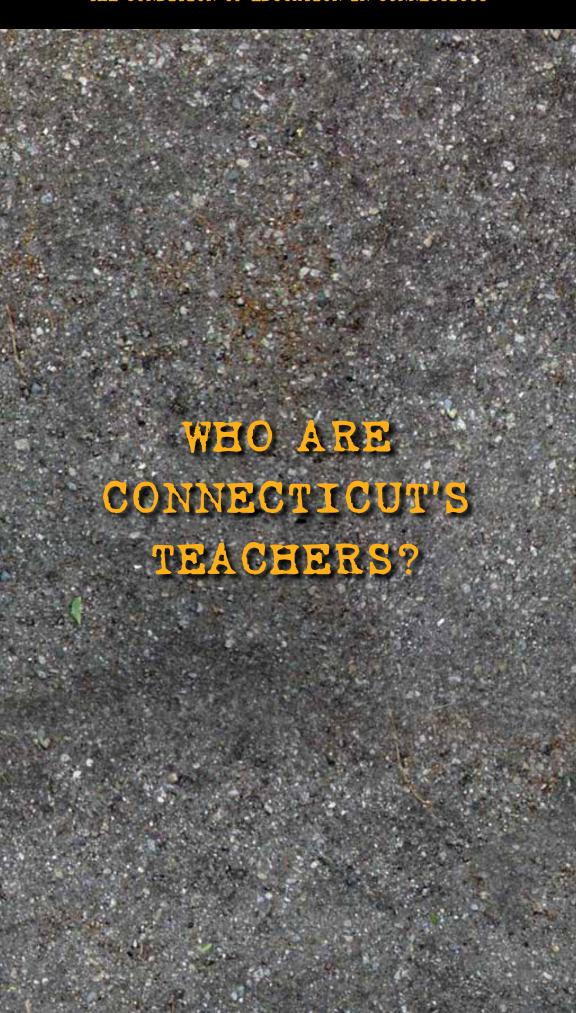
Connecticut's adult education programs are designed to assist citizens in obtaining the knowledge and skills necessary for employment, self-sufficiency and citizenship; become full partners in the educational development of their own children; and complete their secondary school education.

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 the 2008 fiscal year, adult education programs served 30,626 Connecticut adult learners. This total represented a 7 percent decrease from the 2004 fiscal year, but an increase from the 2006 and 2007 fiscal years.

ADULT EDUCATION ENROLLMENT



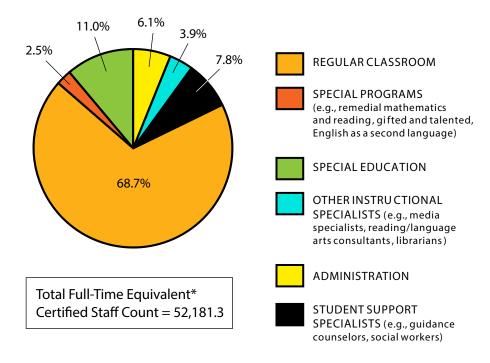
^{*} For more information on adult education, please see page 30.



CERTIFIED STAFF MEMBERS

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

2007-08 CERTIFIED STAFF MEMBERS BY TYPE

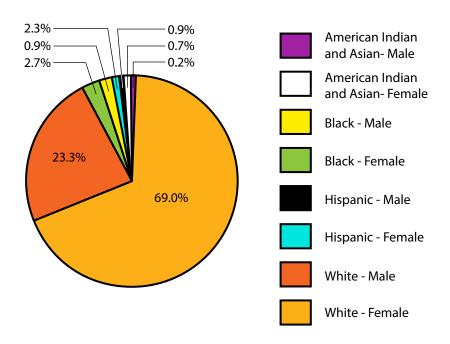


^{*} Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required of a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a .4 FTE (2 days/5 days=.4 of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

DEMOGRAPHICS OF CERTIFIED STAFF MEMBERS

While Connecticut's student population is somewhat diverse, with 35 percent of students drawn from racial or ethnic minorities, Connecticut's teaching force is quite homogeneous. White females represent approximately one-third of the state's student population but more than two-thirds of the state's teaching force. During the last decade, the disparity between the student population and teaching force has grown. During the 1998–99 school year, 67.1 percent of the teaching force was made up of white females. By 2007–08, that figure had grown by 1.9 percentage points to 69 percent.

CONNECTICUT'S CERTIFIED STAFF BY GENDER AND RACE/ETHNICITY

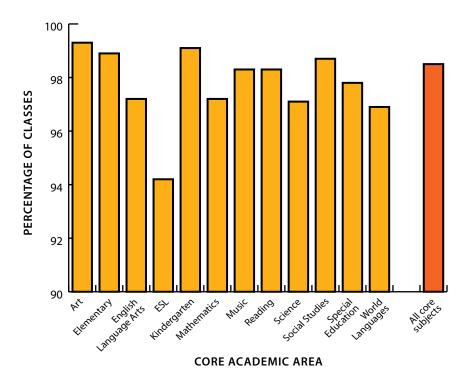


HIGHLY QUALIFIED TEACHERS

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

In 2007–08, 98.5 percent of classes in Connecticut were taught by "highly qualified" teachers. This figure has remained relatively stable during the last several years.

PERCENTAGE OF CORE ACADEMIC CLASSES TAUGHT BY TEACHERS DEEMED TO BE "HIGHLY QUALIFIED" UNDER NCLB



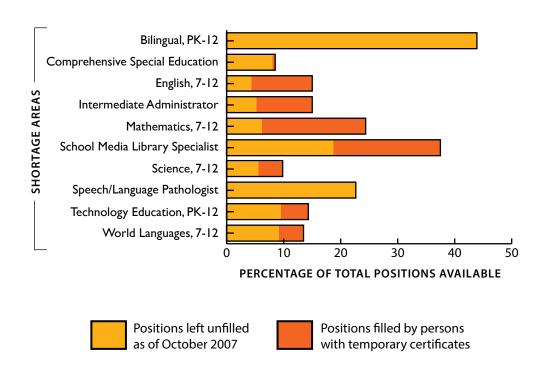
^{*} A teacher who teaches more than one subject may be considered "highly qualified" for one of the subjects, but "not highly qualified" in another subject, depending on his or her certification.

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 2007–08 school year, Connecticut's public school districts had 5,349 full- and part-time certified staff positions to fill, the most since the fall of 2000. By October 1, 2007, all but 451 of these positions had been filled. This means that school districts filled 91.6 percent of their positions.

More than one-third 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.

2007-08 CERTIFIED STAFF SHORTAGE AREAS

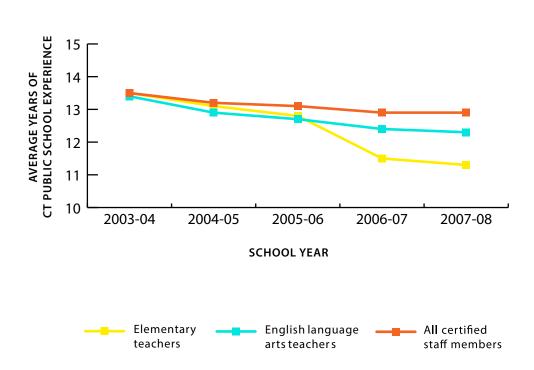


^{*} Temporary certificates include Durational Shortage Area Permits, which allow persons who have received a certain level of college credit in a subject, but are not certified in Connecticut, to teach in that subject; and Temporary Authorization for Minor Assignment, where, under certain circumstances,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

STAFFING QUALITY INDICATORS

While the overall quality of Connecticut's teaching force remains high, the state has seen a slight reduction in the teaching force's level of experience. This decrease is more pronounced for middle and high school English language arts and elementary teachers, the primary providers of English instruction at the elementary level. Since the 2003–04 school year, the average number of years of experience for English language arts teachers has dropped by more than one year, and dropped by more than two years for elementary teachers.

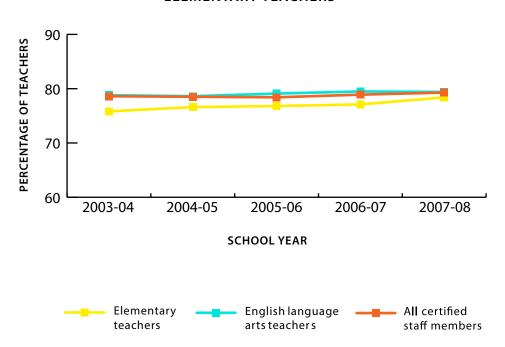
AVERAGE YEARS OF EXPERIENCE: ALL CERTIFIED STAFF, ENGLISH LANGUAGE ARTS AND ELEMENTARY TEACHERS



STAFFING QUALITY INDICATORS

Content knowledge, often acquired through advanced degrees, is a second indicator of teacher quality. The percentage of all certified staff members with master's degrees has increased slightly from 78.6 percent in 2003–04 to 79.3 percent in 2007–08, and the percentage of elementary teachers with master's degrees or higher has increased from 75.8 percent in 2003–04 to 78.4 percent in 2007–08. During the same period, the percentage of English language arts teachers who have earned master's degrees or higher has remained relatively stable.

PERCENTAGE OF STAFF MEMBERS WITH MASTER'S DEGREES OR HIGHER: ENGLISH LANGUAGE ARTS AND ELEMENTARY TEACHERS

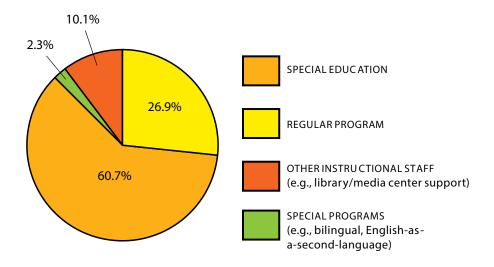


PARAPROFESSIONAL INSTRUCTIONAL STAFF

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 works with special education students, assisting some of the state's most academically challenged students.

In 2007–08, the 14,536.9 full-time equivalent (FTE)* paraprofessional instructional staff members represented 36.4 percent of the total noncertified school staff members in the state. The other 25,441.9 FTE noncertified staff members provided nursing, security, administrative support, maintenance and other services.

2007-08 PARAPROFESSIONAL INSTRUCTIONAL STAFF



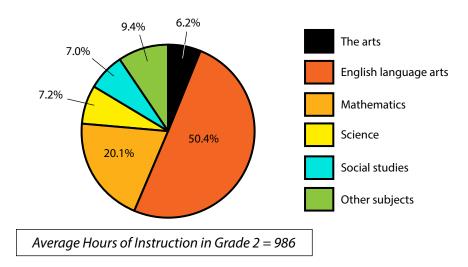
^{*} Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required of a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a .40 FTE (2 days/5 days=.4 of full time or .4 FTE).



INSTRUCTIONAL TIME BY SUBJECT FOR ELEMENTARY STUDENTS

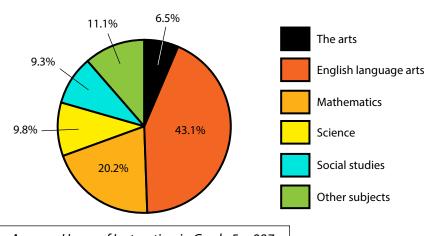
During the 2007–08 school year, Connecticut's public elementary schools devoted, on average, 495 hours (or roughly two hours and 45 minutes per day) to English language arts instruction in Grade 2, a 2.8 percent drop in hours from 1998–99. English language arts represents the largest portion of all Grade 2 instruction with 50.4 percent of Grade 2 time devoted to English language arts in 2007–08, compared to 52.4 percent in 1998–99.

PERCENTAGE OF HOURS OF INSTRUCTION BY SUBJECT: GRADE 2



In Grade 5, the average number of hours devoted to English language arts was 425 (or approximately two hours and 20 minutes per day). The 425 hours devoted to English language arts in 2007–08 represents an increase of 1.6 percent from the 1998–99 school year.

PERCENTAGE OF HOURS OF INSTRUCTION BY SUBJECT: GRADE 5



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. One hundred seventy-four, or 94.1 percent, of the 185 high schools that graduated students** in the spring of 2008 required their graduates to complete more than the state minimum 20 credits. Furthermore, most high schools had additional subject-specific requirements that exceeded the state mandates. For example, 68.6 percent of the high schools required more than the state-required two credits in science. The table below details the state subject requirements and the number of high schools that require more than the state minimum number of credits in specific subjects.

Besides schools requiring more credits than state law requires, many Connecticut high school graduates exceeded the requirements set by state statutes and local requirements. In fact, even though only eight high schools required more than the state-mandated three credits in mathematics, 65 percent of the class of 2008 graduated with four or more credits in the subject. While only 24 schools required any course work in world languages, 60 percent of the graduates earned three or more credits in a language.

CREDITS REQUIRED FOR GRADUATION BY SUBJECT					
Subject	State Requirement*	Number of High Schools that Require Credits Beyond the State Minimum			
English	4	4			
Mathematics	3	8			
Social studies	3	26			
Science	2	127			
Art or vocational ed.	1	58			
Physical education	1	74			
Health	0	148			
World languages	0	24			
Other specific req.	0	57			
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 2008 and, therefore, did not submit data on credits required for graduation.

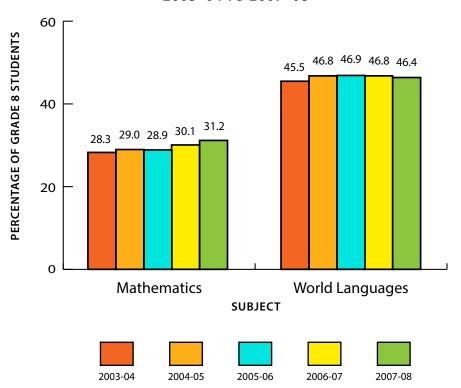
HIGH SCHOOL-LEVEL COURSES TAKEN IN GRADE 8

Since the 2003–04 school year, Connecticut has seen a slight increase in the percentage of Grade 8 students taking high school-level mathematics courses. While the percentage of Grade 8 students taking high school-level world languages courses was higher in 2007–08 than 2003–04, the percentage was the lowest in any year since 2003–04. Taking high school-level courses in Grade 8 can prepare students to take more rigorous courses in high school and provide them with greater opportunities in the future.

Algebra is the high school-level mathematics course most often taken in Grade 8, but offerings also can include integrated mathematics and geometry. By successfully completing these courses in Grade 8, students are able to take more advanced mathematics, such as calculus and statistics, before they graduate from high school.

The most common world languages offered at the middle school level include the traditional languages of Spanish, French and Latin. Some Connecticut middle schools, however, offer instruction in other languages, such as Chinese, Japanese, German and Italian.

PERCENTAGE OF GRADE 8 STUDENTS TAKING HIGH SCHOOL-LEVEL COURSES 2003-04 TO 2007-08



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. Since 2001, high school student enrollment in college credit courses has risen by 55.5 percent, from 33,027 in 2001–02 to 51,357 in 2007–08.

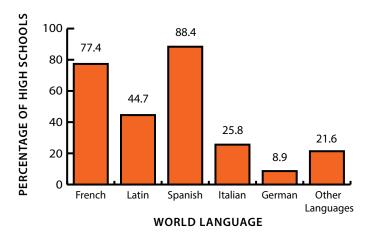
HIGH SCHOOL COURSES FOR COLLEGE CREDIT					
	Enrollment in College Credit Courses	Percentage of High Schools Granting Credit for:			
		Advanced Placement Courses	Other Courses for College Credit		
The arts	1,047	39.4	10.2		
English	9,095	76.7	43.7		
World languages	3,177	55.6	22.7		
Mathematics	6,263	73.5	43.8		
Science	9,008	69.0	44.3		
History and social sciences	12,814	76.2	30.0		
Other	9,953	49.0	60.5		

^{*} For more information on the Advanced Placement program, please see page 54.

HIGH SCHOOL INSTRUCTION IN THE ARTS AND WORLD LANGUAGES

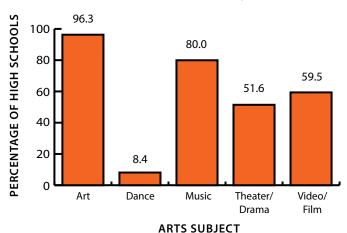
One indicator of the breadth of a high school's educational program is the availability of elective courses. State statutes do not include a graduation requirement for world languages (see page 24 for more on graduation requirements); yet 89 percent of Connecticut's high schools offered at least one world language course in 2007–08. Most of those schools that did not offer instruction in a world language were either alternative schools or technical high schools. In those schools that did have world language instruction, instruction was offered in 13 world languages, including Arabic, Chinese, Russian, Japanese and others.

PERCENTAGE OF HIGH SCHOOLS OFFERING INSTRUCTION IN SELECTED WORLD LANGUAGES, 2007–08



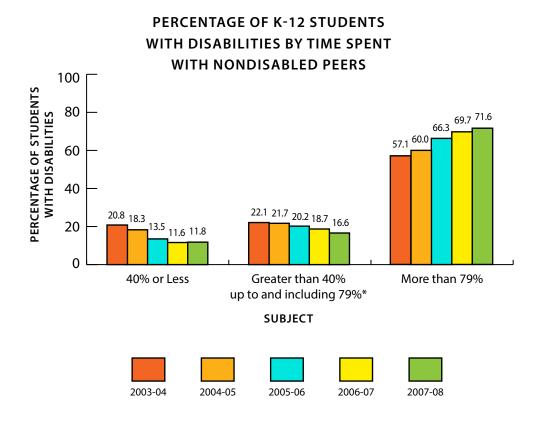
There is a state graduation requirement of one credit in either the arts or vocational education. In 2007-08, 97 percent of high schools offered at least one course in the arts. One-quarter of all Connecticut high school students were enrolled in art and 1 in 5 were enrolled in music.

PERCENTAGE OF HIGH SCHOOLS OFFERING COURSES IN THE ARTS, 2007–08



TIME STUDENTS WITH DISABILITIES SPEND 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 79.1 percent or more of their time with nondisabled peers by 14.5 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 20.8 percent in 2003-04 to 11.8 percent in 2007-08.



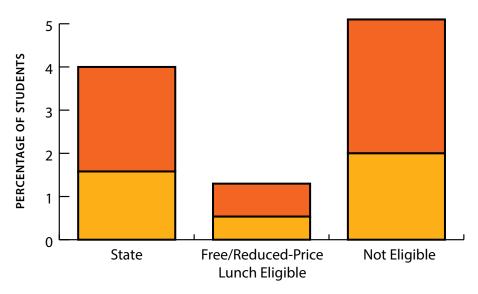
^{*} The category "Greater than 40 percent and up to and including 79 percent" includes students in nonpublic placements.

GIFTED AND TALENTED

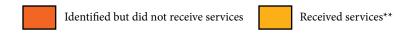
In 2007-08, 4 percent of Connecticut public school students were identified as being gifted and/or talented. These students are defined as having "extraordinary learning ability or outstanding talent in the creative arts."* Students who were eligible for free or reduced-price meals were far less likely to be identified as gifted or talented than their noneligible peers.

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 2007–08, more than 60 percent of gifted and talented students received some type of additional services.

2007-08 PERCENTAGE OF STUDENTS IDENTIFIED AS GIFTED AND/OR TALENTED, BY FREE/REDUCED-PRICE LUNCH ELIGIBILITY AND BY SERVICES RECEIVED







^{*} Connecticut General Statutes Section 10-76a (5)

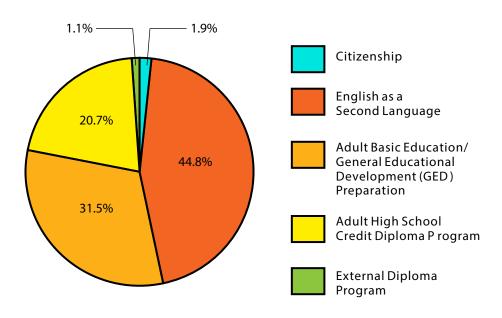
^{**} This category includes students identified as being both gifted and talented but only receiving services related to one of the two identifications. This group represents less than 2 percent of the overall gifted and talented population.

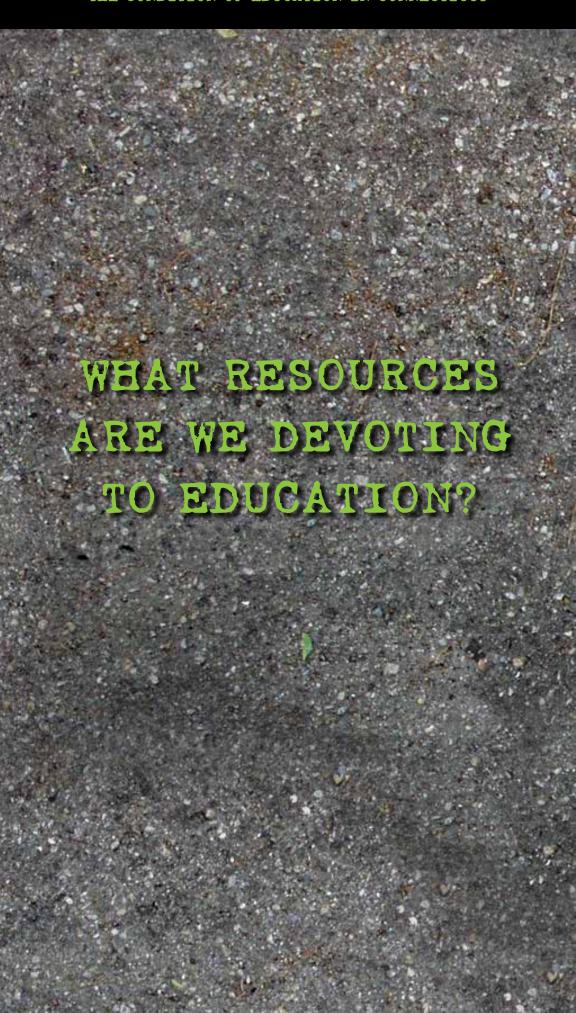
ADULT EDUCATION PROGRAMS

Connecticut's adult learners participated in a variety of programs. A majority of the programs were focused on high school completion. These programs resulted in almost 5,300 adults receiving some form of adult high school credit diploma, which will provide them with an opportunity to participate more fully in Connecticut's work force.

The next largest group of adult education programs in Connecticut were those in English as a second language. These programs helped 13,700 non-English speaking adults become more fluent in English.

ADULT EDUCATION PROGRAMS BY TYPE

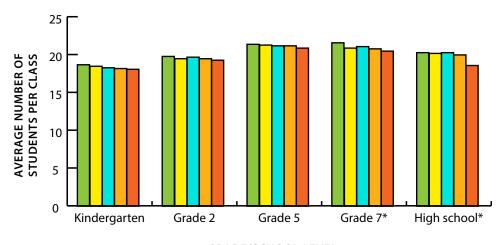




AVERAGE CLASS SIZE

The largest single resource that school districts devote to education is teachers. Average class size is one way to measure this resource over time. During the last five years, average class sizes have remained relatively stable. Average class size for kindergarten has been between 18 and 19; Grade 2 average class size has remained between 19.3 and 19.8; and Grade 5 average class size has hovered around 21.2. Only in Grade 7 and high school was there notable improvement in average class size*, dropping from 21.7 to 20.5 for Grade 7 and decreasing from 20.3 in 2003–04 to 18.6 in 2007–08 for high school.

AVERAGE CLASS SIZE OF SELECTED GRADES AND HIGH SCHOOL 2003-04 TO 2007-08







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

FAMILY LITERACY, EVEN START AND FAMILY RESOURCE CENTERS

Family Literacy, Even Start and Connecticut's Family Resource Centers are three programs linking families and schools in ways that expand the learning process to include parents and the wider community. Family Literacy programs work to expand, strengthen and coordinate family literacy services in the state. They were designed to promote the literacy of parents and children as a learning team. Even Start is a comprehensive program that integrates early childhood education with education for parents to create literate home environments. Family Resource Centers establish within communities 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.

The number of Family Literacy Centers and estimated number of families served remained stable in 2007–08 after declining in 2006–07. While the Even Start program has the same number of centers in 2007–08 as it did in 2006–07, the program saw a reduction in the number of families served in 2007–08. This reduction continued a pattern of decline in program participation that began in 2004–05. In 2007–08, the number of individuals served by Family Resource Centers rose by more than 2,800 people. Due to a change in how the program tracks clients, comparisons to years before 2006–07 are not possible so it is impossible to tell if the increase in individuals served is a trend or a one-year phenomenon.

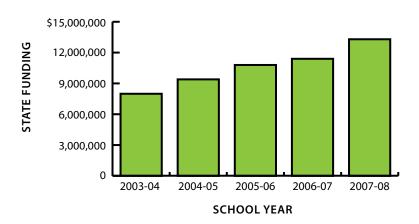
	FAMILY LITERACY		EVEN START		FAMILY RESOURCE CENTERS	
	Number of Centers	Estimated # of Families Served	Number of Centers	Number of Families Served	Number of Centers	Number of Individuals Served*
2003-04	12	300	9	217	61	N/A
2004–05	12	300	9	197	62	N/A
2005–06	12	300	8	189	62	N/A
2006–07	11	275	6	149	62	17,451
2007-08	11	275	6	137	62	20,262

^{*} Prior to 2006–07, the state collected data on the number of families served, not the number of individuals.

OPEN CHOICE AND INTERDISTRICT MAGNET SCHOOL FUNDING

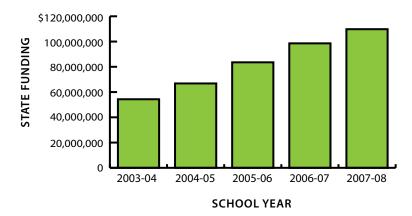
The Open Choice Program provides urban students with an opportunity to attend public schools in nearby suburban school districts on a space-available basis in the Bridgeport, Hartford, New Haven and New London regions. This program works to improve academic achievement; reduce racial, ethnic and economic isolation; and provide a choice of educational programs to students in the program regions. Participation in Open Choice has risen from 1,583 in 2003–04, to 1,774 in 2007-08. During the same period, state funding for the Open Choice program increased from \$8,000,000 to \$13,300,000.

STATE FUNDING FOR THE OPEN CHOICE PROGRAM



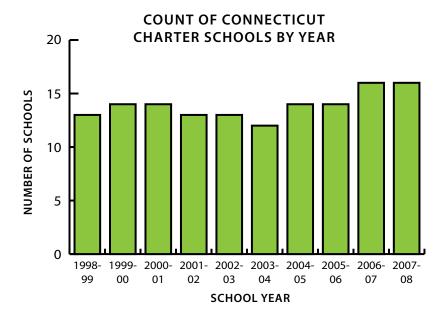
Interdistrict magnet schools are another mechanism the Department uses to improve the diversity in Connecticut's schools. Interdistrict magnet schools receive state support for building construction and operations. Since 2003–04, student participation in magnet schools has risen by more than 8,600 students to almost 20,000 in 2007–08. State spending on magnet schools increased by more than 100 percent in that period, from \$54,400,000 in 2003–04 to \$109,800,000 in 2007–08.

STATE FUNDING FOR INTERDISTRICT MAGNET SCHOOLS

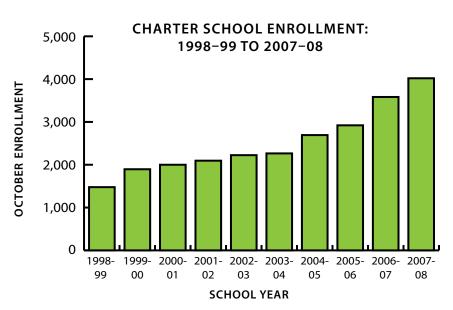


CHARTER SCHOOLS

Charter schools are another vehicle that Connecticut employs to meet the diverse needs of its students. They operate outside the traditional school district structure. These schools are funded by the state and are given operational latitude to create innovative opportunities to improve student learning. Since 1998–99, the state has increased the number of charter schools by two schools.



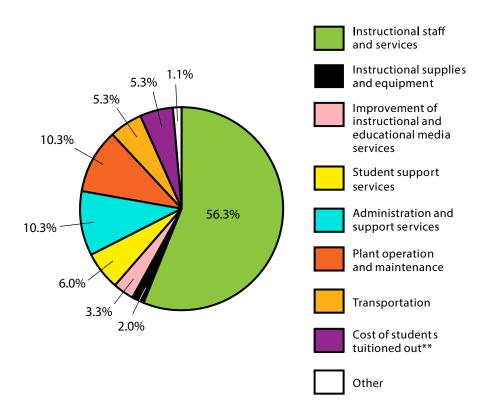
While the number of charter schools did not increase in the 2007–08 school year, the charter school enrollment has continued to rise — increasing by more than 12 percent. During the last 10 years, enrollment in Connecticut's charter schools has increased by more than 170 percent, from 1,477 in 1998–99, to 4,020 in 2007–08.



2007-08 EXPENDITURE DATA*

The state of Connecticut spends billions of dollars each year to educate the state's students. These funds pay for everything from teachers' salaries and benefits to computers and textbooks, and from school buses to heat and electricity for school buildings. In 2007–08, the state's overall school expenditures (excluding investments in land, buildings and debt) totaled \$7,326,963,913, an increase of 4.75 percent from 2006–07. Instructional staff and services represented a majority of the total expenditures: 56.34 cents out of every education dollar was devoted to this area.

2007-08 EXPENDITURES*



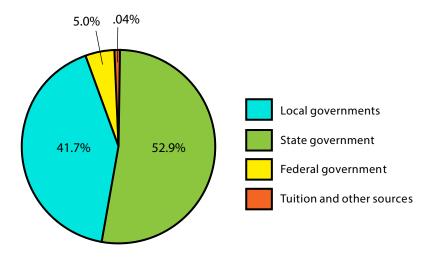
^{*} These data are preliminary and are subject to change. Please note that the percentages do not sum to 100 percent due to rounding.

^{**} Approximately \$192 million of the cost of students tuitioned out was sent to other Connecticut public school districts and, therefore, is also included under the various expenditure categories.

2007-08 REVENUE SOURCES

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

2007-08 SCHOOL DISTRICT REVENUE BY SOURCE*



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

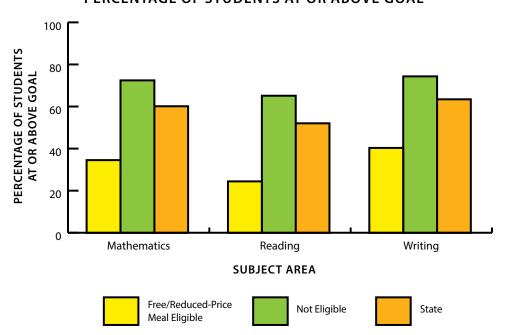


GRADE 3

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 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. For all grades assessed, CMT test scores are reported at five achievement levels: Below Basic, Basic, Proficient, Goal and Advanced. While the percentage of students scoring at or above proficiency is used to meet the NCLB standards, Connecticut continues to use the higher standard of Goal or above as its standard for achievement.

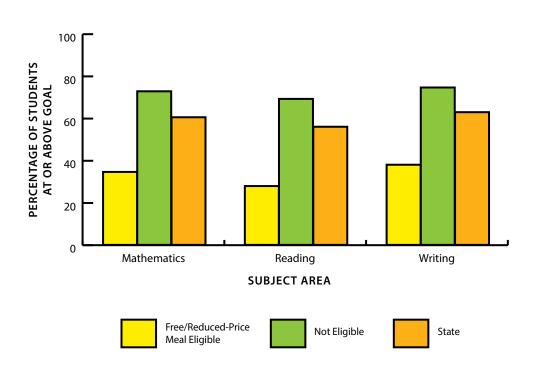
Spring 2008 CMT results for Grade 3 indicate that students not eligible for free and reduced-price meals outperformed those students who were eligible on all three assessments: mathematics, reading and writing. While the gap between eligible students and their noneligible peers was sizable on all three assessments, it was largest in mathematics.

CONNECTICUT MASTERY TEST — GRADE 3 PERCENTAGE OF STUDENTS AT OR ABOVE GOAL



Results from the spring 2008 CMT indicate that, statewide, Grade 4 students performed the highest on the writing assessment and the lowest on the reading assessment with those students not eligible for free and reduced-price meals outperforming their peers in all three assessment areas. Similar to the results reported for this year's Grade 3 students, the gap between those students eligible for free and reduced-price meals and those not eligible was very large with no difference smaller than 35 percentage points and the gap in reading exceeded 41 percentage points.

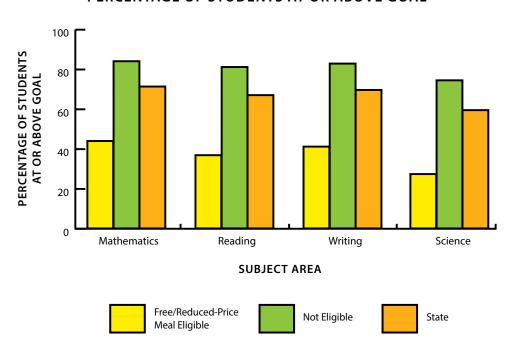
CONNECTICUT MASTERY TEST — GRADE 4 PERCENTAGE OF STUDENTS AT OR ABOVE GOAL



In spring 2008, schools assessed students in Grades 5 and 8 in science for the first time. In this first year, more than 55 percent of Connecticut's Grade 5 students scored at or above Goal. However, there was a 44 percentage point gap in science performance between students eligible for free and reduced-price meals and noneligible students, with the noneligible students scoring above the state average and the eligible students scoring well below.

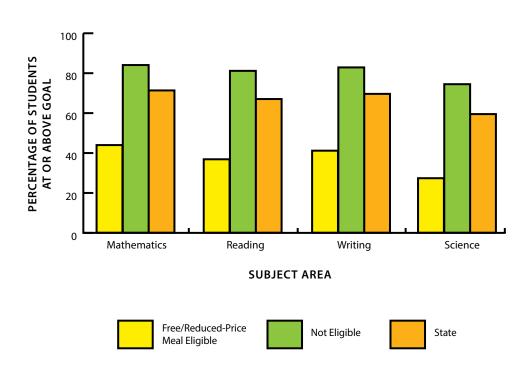
Overall, Grade 5 students scored highest on the mathematics assessment, which is a change from the prior two years when, statewide, the Grade 5 students scored highest on the writing assessment. During this period, both reading and mathematics saw increases in the percentage of students at or above the Goal level, while writing saw a slight decrease from 65 percent at or above Goal in 2006 down to 64.6 percent in 2008.

CONNECTICUT MASTERY TEST — GRADE 5 PERCENTAGE OF STUDENTS AT OR ABOVE GOAL



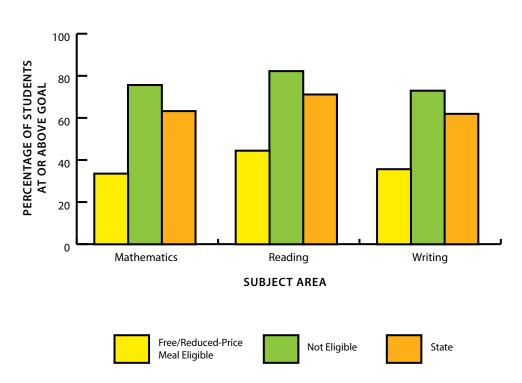
The Grade 6 CMT continued to show a large gap between the performance of those students who are eligible for free and reduced meals and those who are not. More than 70 percent of the noneligible students were at or above Goal in all three assessment areas, with almost 80 percent of the students at or above Goal in mathematics and reading. In contrast, less than 40 percent of the eligible students met Goal on each of the three assessments. The largest gap between eligible and noneligible students was on the reading assessment, where the gap exceeded 41 percentage points.

CONNECTICUT MASTERY TEST — GRADE 6 PERCENTAGE OF STUDENTS AT OR ABOVE GOAL



While Grade 7 students performed well overall, students eligible for free and reduced-price meals continued to lag behind their noneligible peers. The largest achievement gap was on the mathematics assessment where almost 76 percent of the noneligible students were at or above Goal, compared to less than 34 percent of the eligible students. On the reading and writing assessments, the achievement gaps were smaller, but still significant at 37.8 and 37.3 percentage point differences, respectively.

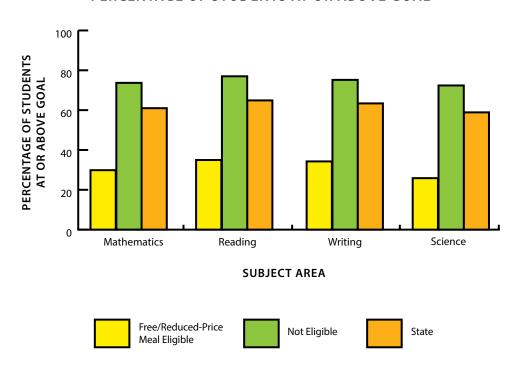
CONNECTICUT MASTERY TEST — GRADE 7 PERCENTAGE OF STUDENTS AT OR ABOVE GOAL



As mentioned earlier, Connecticut schools assessed Grade 8 students in science for the first time in the spring of 2008. In this initial assessment, more than 58 percent of the state's students scored at or above Goal. While overall achievement was strong on this initial assessment, there was a 46.5 point achievement gap between students eligible for free and reduced-price meals and noneligible students, with the noneligible students significantly outperforming their eligible peers.

The achievement gap seen between students eligible for free and reduced-price meals students and their noneligible classmates on the science assessment was evident on the other assessments as well, though the gaps were slightly smaller. On all four assessments, more than 70 percent of students who were not eligible for free and reduced-price meals scored at or above the Goal level. By comparison, students eligible for free and reduced-price meals scored highest on the reading assessment, with 35 percent of students scoring at or above Goal.

CONNECTICUT MASTERY TEST — GRADE 8 PERCENTAGE OF STUDENTS AT OR ABOVE GOAL

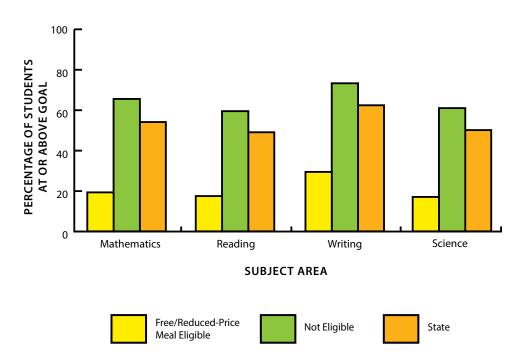


2008 CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT)

Grade 10 students take the Connecticut Academic Performance Test (CAPT) in the spring of each year. This test assesses student performance in mathematics, science, reading and writing. Spring 2008 marked the second administration for the third generation of the CAPT. 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 on 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.

As on the Connecticut Mastery Test, students eligible for free and reducedprice meals lagged behind their noneligible peers on all four assessments of the CAPT. Overall, Grade 10 students scored the highest on the writing assessment with 57.9 percent of students scoring at or above Goal. This strength in writing was seen in both eligible and noneligible students. The weakest subject overall was reading with only 45.5 percent of Grade 10 students achieving the Goal level. The reading assessment also saw the smallest achievement gap of the four CAPT assessments with a gap of 39 percentage points.

2007 CONNECTICUT ACADEMIC PERFORMANCE TEST PERCENTAGE OF STUDENTS AT OR ABOVE GOAL



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 2007-08 school year, approximately 41 percent of Connecticut's schools failed to achieve AYP. While the number of schools failing to achieve AYP decreased between 2005–06 to 2006–07, it rose sharply in 2007–08 due, in part, to an increase in the standard used to determine AYP. This increase in the standard meant that a higher percentage of students had to meet proficiency for a school to make AYP in 2007–08 than it did in 2006–07. The number of districts failing to achieve AYP has also increased to 44, 12 more than in 2006–07. The state, as a whole, continued to fail to make AYP because it had subgroups of students that did not meet the achievement standards in both reading and mathematics.

2007-08 PERCENTAGE OF SCHOOLS AND DISTRICTS FAILING TO MAKE ADEQUATE YEARLY PROGRESS (AYP)

	Elementary/ Middle Schools	High Schools	District Level
Whole school/district mathematics and reading achievement	21.0%	16.5%	10.5%
Whole school/district mathematics academic achievement only	0.4%	8.8%	0.0%
Whole school/district reading academic achievement only	9.7%	2.7%	1.8%
Subgroup only mathematics and reading academic achievement	8.2%	3.8%	12.3%

0.1%

3.4%

2.2%

0.5%

0.0%

1.2%

Subgroup only mathematics

Subgroup only reading academic

academic achievement

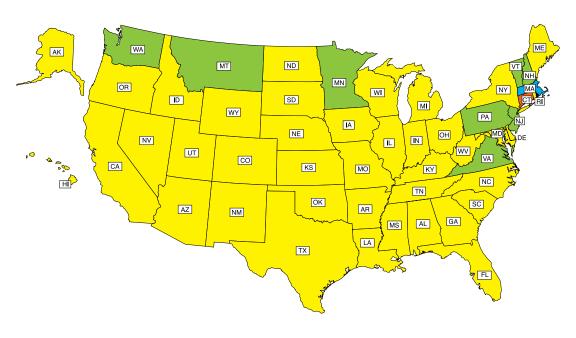
achievement

GRADE 4 READING Percent At Or Above Proficient All students

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

On the spring 2007 assessment of reading, 41 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 41 states and its performance was statistically equal to eight other states. Only Massachusetts performed significantly higher than Connecticut.



Focal state/jurisdiction (Connecticut)

Has a higher percentage at or above proficient than focal state/jurisdiction

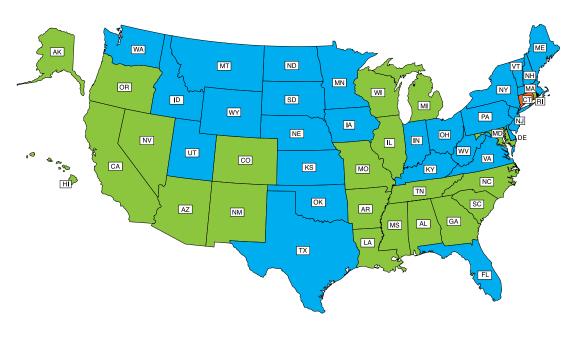
Is not significantly different from the focal state/jurisdiction

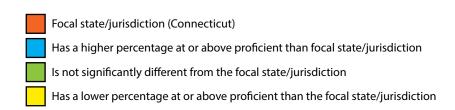
Has a lower percentage at or above proficient than the focal state/jurisdiction

GRADE 4 READING Percent At Or Above Proficient Students Eligible for Free and Reduced-Price meals

On the spring 2007 assessment of reading, only 13 percent of Connecticut Grade 4 students eligible for free and reduced-price meals scored at or above the Proficient level. This figure is less than the nation's score of 17 percent at or above Proficient.

Connecticut did not outperform any state, but its performance was statistically equal to 22 other states. Twenty-seven states performed better than Connecticut.

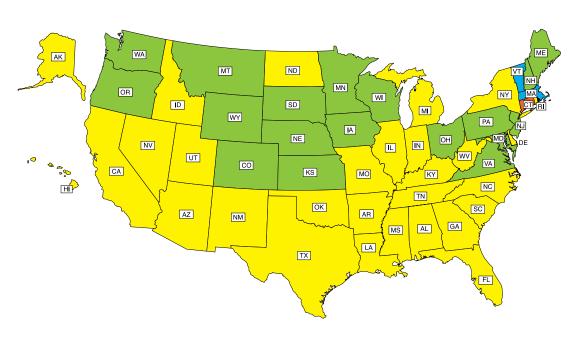




GRADE 8 READING Percent At Or Above Proficient All students

On the spring 2007 Grade 8 NAEP reading assessment, 37 percent of Connecticut's students reached the Proficient level or above, 8 percentage points higher than the national figure of 29 percent.

On a state-by-state level, Connecticut outperformed 29 states. Only Massachusetts and Vermont scored higher than Connecticut. Connecticut's performance was comparable to the remaining states.



Focal state/jurisdiction (Connecticut)

Has a higher percentage at or above proficient than focal state/jurisdiction

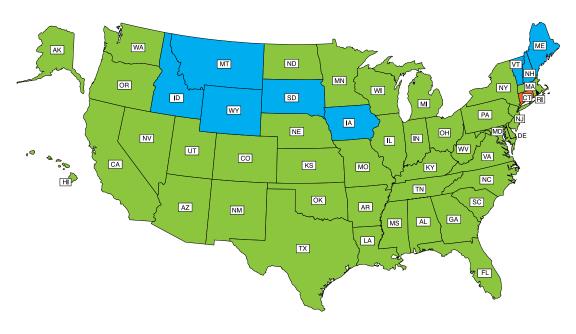
Is not significantly different from the focal state/jurisdiction

Has a lower percentage at or above proficient than the focal state/jurisdiction

GRADE 8 READING Percent At Or Above Proficient Students Eligible for Free and Reduced-Price meals

On the spring 2007 Grade 8 NAEP reading assessment, 14 percent of Connecticut students eligible for free and reduced-price meals reached the Proficient level or above; this was 1 percentage point lower than the national figure of 15 percent. Due to the way the test is administered, this difference is not considered statistically significant.

Connecticut was outperformed by eight states: Maine, New Hampshire, Vermont, Iowa, South Dakota, Wyoming, Montana and Idaho. Connecticut's performance was comparable to the remaining states.



Focal state/jurisdiction (Connecticut)

Has a higher percentage at or above proficient than focal state/jurisdiction

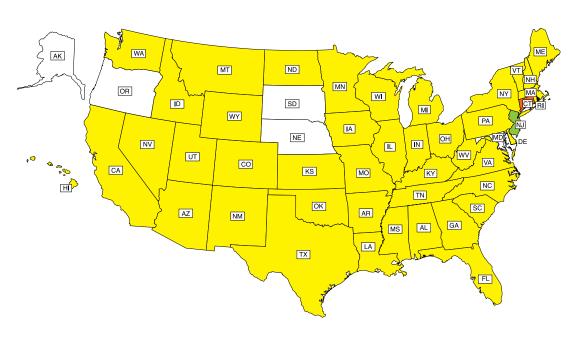
Is not significantly different from the focal state/jurisdiction

Has a lower percentage at or above proficient than the focal state/jurisdiction

GRADE 8 WRITING Percent At Or Above Proficient All students

On the spring 2007 Grade 8 NAEP writing assessment, 53 percent of Connecticut's students reached the Proficient level or above. This figured compared favorably to the national figure of 31 percent.

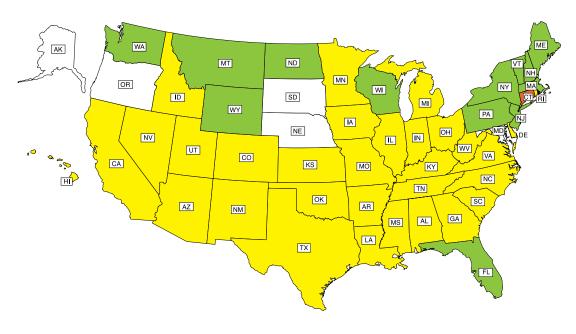
Connecticut outperformed 43 other states. Only New Jersey performed at a level that was comparable to Connecticut's level. The remaining five states either did not participate in the assessment or did not meet the minimum level of participation.

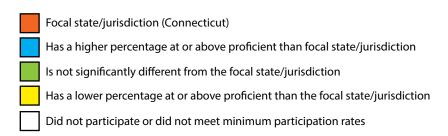


GRADE 8 WRITING Percent At Or Above Proficient Students Eligible for Free and Reduced-Price meals

On the spring 2007 NAEP writing assessment, 28 percent of Connecticut Grade 8 students eligible for free and reduced-price meals reached the Proficient level or above, 11 percentage points higher than the national figure of 17 percent.

On a state-by-state basis, Connecticut outperformed 31 states and no state outperformed it. Connecticut's performance was comparable to 13 states. The remaining five states either did not participate in the assessment or did not meet the minimum level of participation.





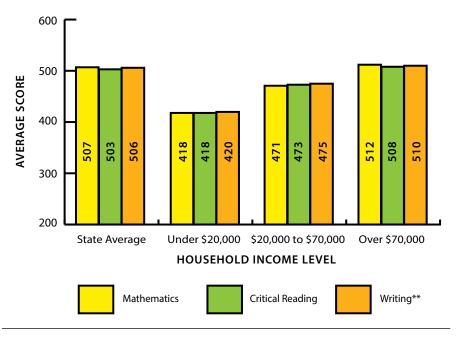
SAT I REASONING TEST

The SAT I Reasoning Test 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.

In the spring of 2008, Connecticut high school students scored slightly higher than the prior year on all three portions of the SAT. They averaged a score of 503 on the critical reading assessment, up from 502 in the spring of 2007. The scores on the writing assessment increased more, rising from 503 in 2007 to 506 in 2008. On the mathematics assessment, scored increased from 504 in 2007 to 507 in 2008.

As on the CMT and CAPT assessments, there were marked differences in the achievement of Connecticut's richest and poorest students on the SAT. As the chart below indicates, there was a direct relationship between income and performance on the SAT. Students reporting family incomes greater than \$70,000 per year scored a combined 274 points more than those reporting household incomes of less than \$20,000 and 111 points higher than students reporting household incomes between \$20,000 and \$70,000.

SAT I REASONING TEST: RESULTS BY INCOME LEVEL*

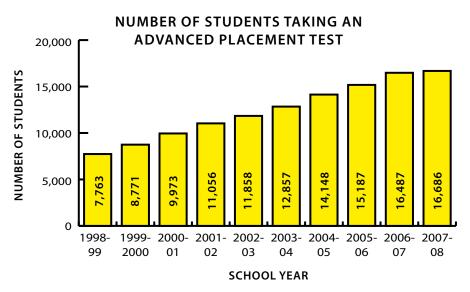


^{*} Income data represent voluntary, self-reported data submitted by students. Those who chose not to report their household incomes scored an average 514 on the mathematics assessment, an average of 508 on the critical reading assessment and an average of 514 on the writing assessment. The source for these data is the College Board.

^{**} The SAT writing test did not exist before 2006.

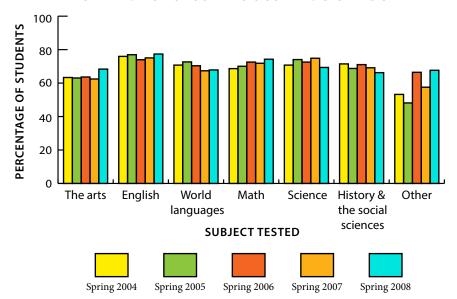
ADVANCED PLACEMENT

The Advanced Placement (AP) program is a rigorous high school program of college-level courses and examinations. Connecticut AP exam participation has increased by 115 percent in the last decade. During the same period, total high school enrollment increased by 21 percent.



With the increased number of students taking AP exams, the percentage of students scoring 3 or more has remained relatively stable in most subject areas during the last five years, with courses in the "Other" category (e.g., computer sciences) being the one exception. 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.

ADVANCED PLACEMENT EXAMINATIONS PERCENTAGE OF STUDENTS SCORING 3 OR ABOVE

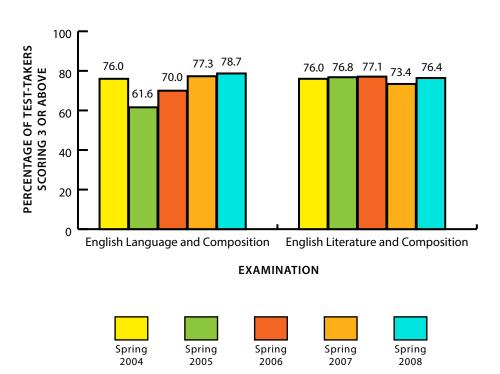


ADVANCED PLACEMENT EXAMINATION IN ENGLISH

During the last five years, Connecticut students have consistently performed at high levels on the two Advanced Placement examinations in English. On the English Language and Composition exam, 70 percent or more of Connecticut's test takers received a score of 3 or higher in four of the last five years. The English Language and Composition exam assesses students on their ability to read, comprehend and write about complex texts.

On the English Literature and Composition exam, the percentage of Connecticut students scoring 3 or more has remained stable in a narrow band between 73.4 and 77.1 percent. The English Literature and Composition exam requires students read, comprehend and write about texts, but focuses more on well-known pieces of literature and established authors.

ADVANCED PLACEMENT ENGLISH EXAMINATIONS PERCENTAGE OF STUDENTS SCORING 3 OR ABOVE

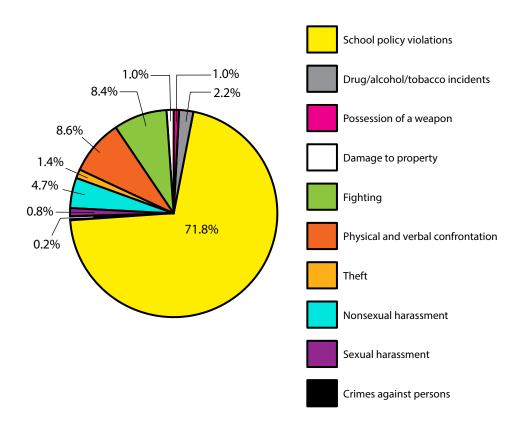


SCHOOL DISCIPLINE*

To perform at their best, students need a safe learning environment. One of the ways school climate is tracked in Connecticut is by monitoring the number and type of disciplinary incidents occurring in the state's schools. In 2007–08, there were more than 140,000 disciplinary offenses that were considered serious offenses or were sufficient to warrant a suspension or expulsion.

This large number of total incidents (both serious and policy offenses) involved 11 percent of Connecticut's students. This means that almost 9 out of 10 students were not involved in either serious or policy offenses.

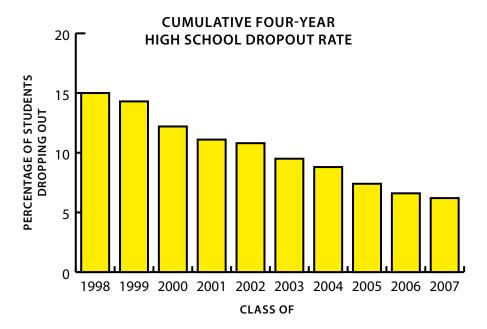
DISCIPLINARY OFFENSES, 2007-08



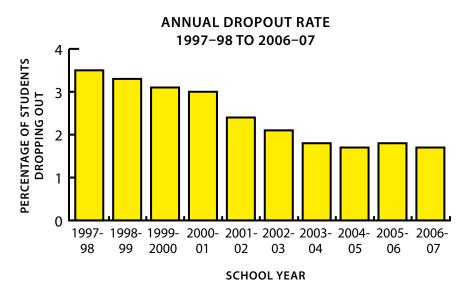
^{*} These data have not been audited and are considered preliminary and subject to change.

DROPOUT RATES

Since the class of 1998, Connecticut's cumulative four-year percentage of high school dropouts (the percentage of students of a class of students who drop out between Grade 9 and graduation) has been consistently declining. During this period, the cumulative dropout rate decreased from 15 percent for the class of 1998 to 6.2 percent for the class of 2007.



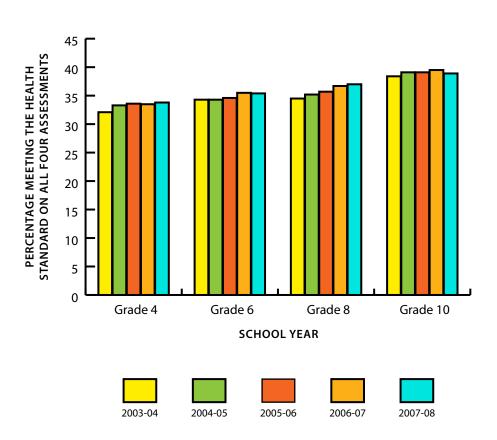
After declining between 1997–98 and 2002–03, the annual dropout rate (the percentage of students that drop out in a single year) has remained relatively stable during the last four years. In 2006–07, the rate tied for the lowest it has been in the last 10 years.



CONNECTICUT PHYSICAL FITNESS ASSESSMENT

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

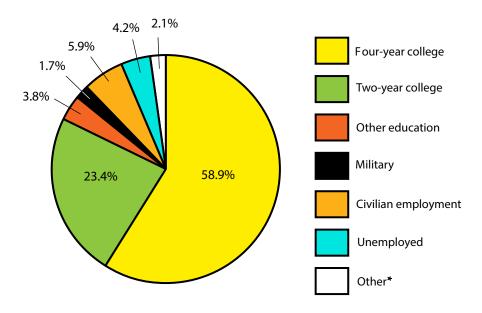
PERCENTAGE PASSING ALL FOUR PHYSICAL FITNESS ASSESSMENTS BY GRADE, 2003-04 TO 2007-08



ACTIVITIES OF SPRING 2008 CONNECTICUT PUBLIC HIGH SCHOOL GRADUATES

In the spring of 2008, 38,097 students graduated with diplomas from Connecticut public high schools. More than half these graduates attended a four-year college or university. An additional 27 percent of the graduates continued their education at two-year colleges or other educational institutions. Of the graduates who did not further their education, 3 out of 4 were engaged in civilian employment. In all, more than 93 percent of the 2008 graduates were either furthering their education or engaged in military or civilian employment.

ACTIVITIES OF SPRING 2008 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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