Table 3

Per Pupil Expenditure Summary

Disparity	NCEP 2004-05	NCEP 2005-06	NCEP 2006-07	RPENS 2004-05	RPENS 2005-06	RPENS 2006-07
95th Percentile Town	$13,877	$14,686	$15,920	$11,088	$11,464	$12,332
Median Town	$10,223	$10,849	$11,475	$7,678	$8,073	$8,587
5th Percentile Town	$8,706	$9,347	$9,754	$6,427	$6,547	$7,171
95:5 Percentile Ratio	1.59	1.57	1.63	1.73	1.75	1.72
Wealthiest Quintile	$11,855	$12,714	$13,059	$9,202	$9,758	$10,186
Poorest Quintile	$11,615	$12,249	$12,929	$6,208	$6,496	$7,143
Wealthiest:Poorest Quintile Ratio	1.02	1.04	1.01	1.48	1.50	1.43

The table above displays for 2004-05 through unaudited 2006-07 both the traditional Net Current Expenditure Per Pupil (NCEP) and the MER-related Regular Program Expenditures Per Need Student (RPENS). As noted below, these measures of spending have very different statutory definitions that account in part for the different pattern in the wealthiest/poorest ratios.

The median town represents the middle town when ranked from lowest to highest. For the purpose of this analysis, the 95th percentile town represents the 9th highest-spending town, and the 5th percentile town represents the 9th lowest-spending town. A 95:5 ratio is a common measure of how great a disparity exists between low- and high-spending towns. The higher the ratio, the greater the disparity that exists between the two points of measurement. From 2004-05 through 2006-07, median NCEP increased by 12.2 percent, while RPENS increased by 11.8 percent. During this same period, the 95:5 ratio for NCEP increased from 1.59 to 1.63. The 95:5 ratio for RPENS decreased from 1.73 to 1.72. The NCEP figures suggest a widening of the gap between the very highest spending towns and the lowest spending towns. The RPENS figures suggest a slight decrease in the gap between the very highest spending towns and the lowest spending towns.

For the purpose of this analysis, the quintiles represent five equal groupings of resident students based on town wealth as defined in the Education Cost Sharing (ECS) grant. While each quintile contains 20 percent of the resident students in the state, the number of districts may vary among quintiles. Rather than focusing on single-town values as the 95:5 ratio does, the quintile figures focus on significant numbers of students from more than a dozen communities at opposite ends of the wealth spectrum. For 2006-07, the ratio for NCEP was at 1.01, which indicates that the wealthiest group of towns were spending on a per pupil basis more than the poorest group. The NCEP ratio between the 95th and 5th percentile town has increased compared to previous years. Although the gap between the highest- and lowest-spending towns remains fairly wide, the supplemental federal and state aid that is targeted primarily to the group of poorer communities has raised their per pupil spending on average to a level that is closer the level of the state's most affluent communities. This is particularly true for some of the larger urban communities, which educate the majority of the state's students in the poorest quintile. The same pattern does not hold for RPENS, primarily because state and federal funds and locally supported special education are discounted from regular program expenditures and the unit of measure in RPENS is weighted need students. Using weighted need students and not counting supplemental state and federal grants has a greater impact on RPENS in the neediest towns because of the relative concentration of student weighting, supplemental state and federal aid and special education in those towns.

Resident Student-Based Quintiles
for Table 3 Data
Grouped by ECS Town Wealth

Group 1 - Poorest

015 BRIDGEPORT	080 MERIDEN	093 NEW HAVEN	104 NORWICH	151 WATERBURY
064 HARTFORD	089 NEW BRITAIN	095 NEW LONDON	109 PLAINFIELD	163 WINDHAM

Group 2

001 ANDOVER	037 DERBY	073 LISBON	114 PRESTON	146 VERNON
002 ANSONIA	039 EASTFORD	077 MANCHESTER	116 PUTNAM	147 VOLUNTOWN
003 ASHFORD	043 EAST HARTFORD	078 MANSFIELD	123 SCOTLAND	156 WEST HAVEN
006 BEACON FALLS	044 EAST HAVEN	080 MERIDEN	124 SEYMOUR	160 WILLINGTON
017 BRISTOL	049 ENFIELD	086 MONTVILLE	133 SPRAGUE	162 WINCHESTER
019 BROOKLYN	058 GRISWOLD	088 NAUGATUCK	134 STAFFORD	166 WOLCOTT
022 CANTERBURY	063 HAMPTON	100 NORTH CANAAN	136 STERLING	169 WOODSTOCK
024 CHAPLIN	069 KILLINGLY	110 PLAINVILLE	140 THOMASTON	
028 COLCHESTER	071 LEBANON	111 PLYMOUTH	141 THOMPSON	
032 COVENTRY	072 LEDYARD	112 POMFRET	143 TORRINGTON	

Group 3

005 BARKHAMSTED	042 EAST HAMPTON	066 HARWINTON	113 PORTLAND	142 TOLLAND
012 BOLTON	047 EAST WINDSOR	067 HEBRON	115 PROSPECT	148 WALLINGFORD
013 BOZRAH	048 ELLINGTON	077 MANCHESTER	121 SALEM	153 WATERTOWN
023 CANTON	053 FRANKLIN	082 MIDDLEFIELD	129 SOMERS	159 WETHERSFIELD
030 COLUMBIA	056 GRANBY	083 MIDDLETOWN	131 SOUTHINGTON	164 WINDSOR
034 DANBURY	059 GROTON	092 NEW HARTFORD	132 SOUTH WINDSOR	165 WINDSOR LOCKS
038 DURHAM	062 HAMDEN	094 NEWINGTON	138 STRATFORD	
041 EAST HADDAM	065 HARTLAND	099 NORTH BRANFORD	139 SUFFIELD	

Group 4

007 BERLIN	025 CHESHIRE	061 HADDAM	091 NEW FAIRFIELD	119 ROCKY HILL
008 BETHANY	027 CLINTON	070 KILLINGWORTH	096 NEW MILFORD	126 SHELTON
009 BETHEL	029 COLEBROOK	074 LITCHFIELD	097 NEWTOWN	128 SIMSBURY
010 BETHLEHEM	033 CROMWELL	079 MARLBOROUGH	098 NORFOLK	130 SOUTHBURY
011 BLOOMFIELD	036 DEEP RIVER	081 MIDDLEBURY	101 NORTH HAVEN	137 STONINGTON
020 BURLINGTON	040 EAST GRANBY	084 MILFORD	102 NORTH STONINGTON	145 UNION
021 CANAAN	045 EAST LYME	085 MONROE	103 NORWALK	152 WATERFORD
023 CANTON	054 GLASTONBURY	087 MORRIS	108 OXFORD	155 WEST HARTFORD

Group 5 - Wealthiest

004 AVON	050 ESSEX	076 MADISON	120 ROXBURY	154 WESTBROOK
014 BRANFORD	051 FAIRFIELD	090 NEW CANAAN	122 SALISBURY	157 WESTON
016 BRIDGEWATER	052 FARMINGTON	097 NEWTOWN	125 SHARON	158 WESTPORT
018 BROOKFIELD	055 GOSHEN	105 OLD LYME	127 SHERMAN	161 WILTON
026 CHESTER	057 GREENWICH	106 OLD SAYBROOK	135 STAMFORD	167 WOODBRIDGE
031 CORNWALL	060 GUILFORD	107 ORANGE	144 TRUMBULL	214 WOODBURY
035 DARIEN	068 KENT	117 REDDING	149 WARREN	
046 EASTON	075 LYME	118 RIDGEFIELD	150 WASHINGTON	

In order to achieve equal resident student quintile groupings, some towns' students are split between two quintile groups.