

THE  
CONDITION  
OF EDUCATION  
IN  
CONNECTICUT



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

AUGUST 2007

**CONNECTICUT STATE  
DEPARTMENT OF EDUCATION**

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EDITOR'S NOTE: This publication provides summary data for the 2005-06 school year. Questions about these data should be directed to Raymond Martin at (860) 713-6876.



## 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 progress and setbacks experienced by Connecticut's public school students. This report focuses on the 2005-06 school year and addresses the major issues of that year.

This edition of *The Condition of Education in Connecticut* continues the concise format of the last few years and is organized around these 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?*

In addition to answering new questions, this report focuses on the achievement gap from a different perspective. While there are several ways to examine the gap, one of the most compelling ways is through the lens of racial and ethnic identity. It is for this reason that racial and ethnic identity have been designated as one of the themes of this year's report.

A second theme is that of literacy, which is interwoven throughout. The critical 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 the world. In the pages that follow, emphasis is placed on reading and writing to garner greater attention to these indispensable skills.

Special attention is placed on the three priorities identified by the State Board of Education in its five-year comprehensive plan for 2006-2011. These priorities, detailed in *A Superior Education for Connecticut's 21st Century Learners* (January 2007), are making high-quality preschool education available for all students; creating an environment where the high academic achievement of all students in reading, writing, mathematics and science is the expectation; and achieving meaningful high school reform so all students graduate prepared to participate in the evolving global economy. These priorities will become the focus of future *Condition of Education* reports.

Educating Connecticut's students is the responsibility each and every 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

EDITOR'S NOTE: *The Condition of Education* in Connecticut is one of many sources of information on public education in Connecticut that the Department publishes. We invite everyone to visit our website ([www.sde.ct.gov/sde](http://www.sde.ct.gov/sde)), especially CEDaR (the Department's research and data website). Other reports include *Connecticut's Strategic School Profiles*, *Connecticut Education Facts* and the state's No Child Left Behind report cards.

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WHAT IS THE  
CONTEXT  
FOR EDUCATION  
IN  
CONNECTICUT?

## PROFILING PUBLIC EDUCATION IN CONNECTICUT

### CONNECTICUT STATE DEPARTMENT OF EDUCATION

<b>Commissioner:</b>	Mark K. McQuillan
<b>Address:</b>	P.O. Box 2219, Hartford CT 06145-2219
<b>Phone:</b>	(860) 713-6500
<b>Jurisdiction:</b>	166 local public school districts, 17 regional technical high schools, three endowed and incorporated academies and 14 charter schools

### CONNECTICUT FACTS

- 2000 state population: **3,405,565**
- Total 2005 public school enrollment: **576,722**
- Percent of students enrolled in public schools: **89.2**
- Public school population as a percentage of state population: **16.9**
- Percent of state population that is nonwhite: **18.4**
- Percent of persons 25 and older who are high school graduates: **84.0**
- Percent of persons 25 and older with a bachelor's degree or higher: **31.4**
- Percent of persons 5 and older with a language other than English spoken at home: **18.3**
- Percent of population that is below poverty level (1999): **7.9**

# PROFILING PUBLIC EDUCATION IN CONNECTICUT

## CONNECTICUT’S PUBLIC SCHOOLS BY TYPE

Elementary schools.....	663
Middle/Jr. high schools .....	172
High schools .....	169
Technical high schools.....	17
Nongraded, prekindergarten schools .....	48
<b>Charter schools:</b>	
Elementary schools .....	6
Middle schools .....	4
High schools .....	4
<b>Full-time magnet schools:</b>	
Elementary schools .....	20
Middle schools.....	6
High schools .....	18
<b>Part-time magnet school programs:</b>	
High schools .....	6
<b>Nonpublic schools.....</b>	<b>410</b>
<b>Adult education programs* .....</b>	<b>71</b>

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\* 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.

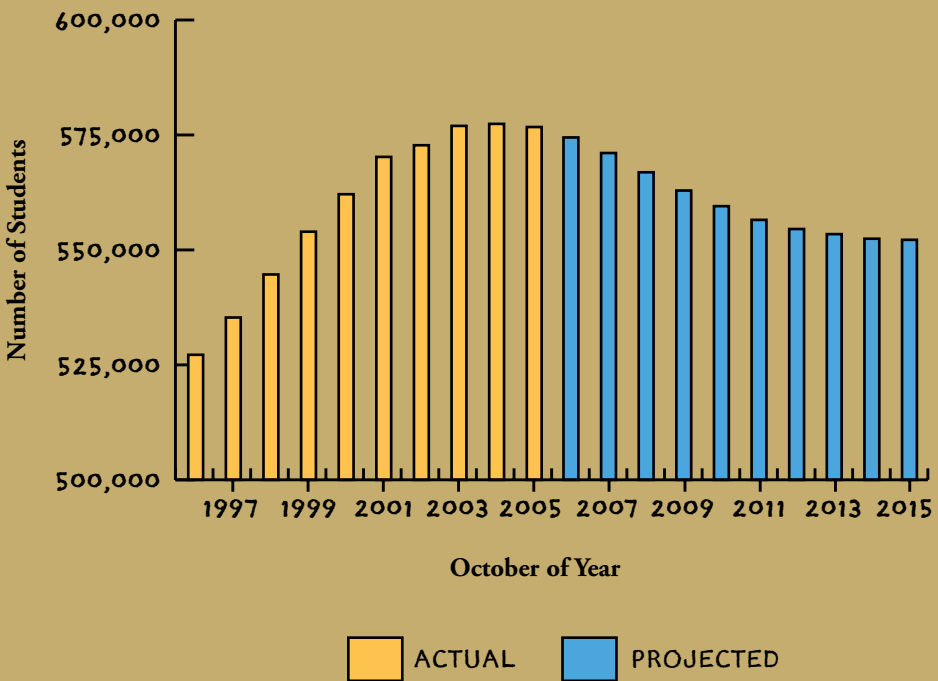


WHO ARE  
CONNECTICUT'S  
STUDENTS?

## PUBLIC SCHOOL ENROLLMENT

In the past 10 years, public school enrollment increased by 9.4 percent to 576,722 students in 2005 from 527,185 in 1996. Enrollment began to decline after the 2004-05 school year. By the 2015-16 school year, enrollment is projected to drop to 552,190.

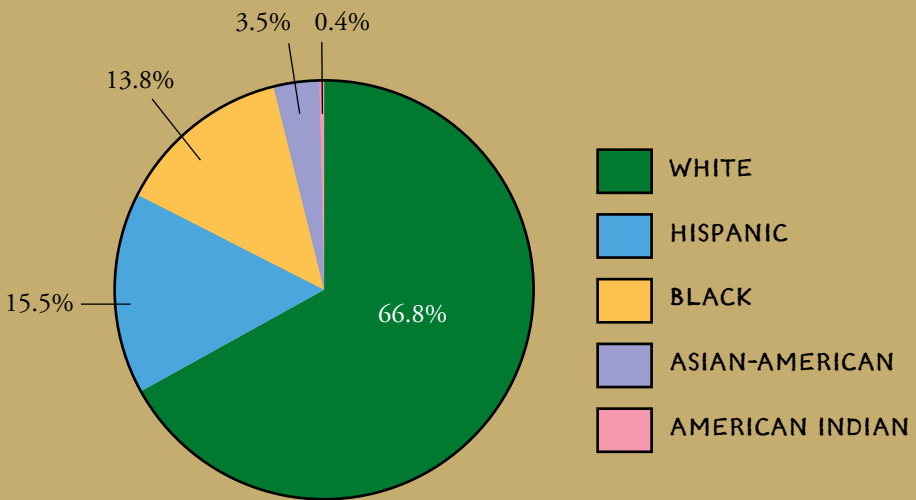
**Public School Enrollment  
1996 to 2015**



## PUBLIC SCHOOL ENROLLMENT BY RACE/ETHNICITY

As the number of Connecticut students increased over the last 10 years, so has the percentage of students who are racial/ethnic minorities. In 2005-06, 33.2 percent of all students represented racial or ethnic minorities, a 4.8 percentage point increase from 1996-97. Over 50 percent of the enrollment gain between 1996-97 and 2005-06 was due to an increase in the Hispanic population.

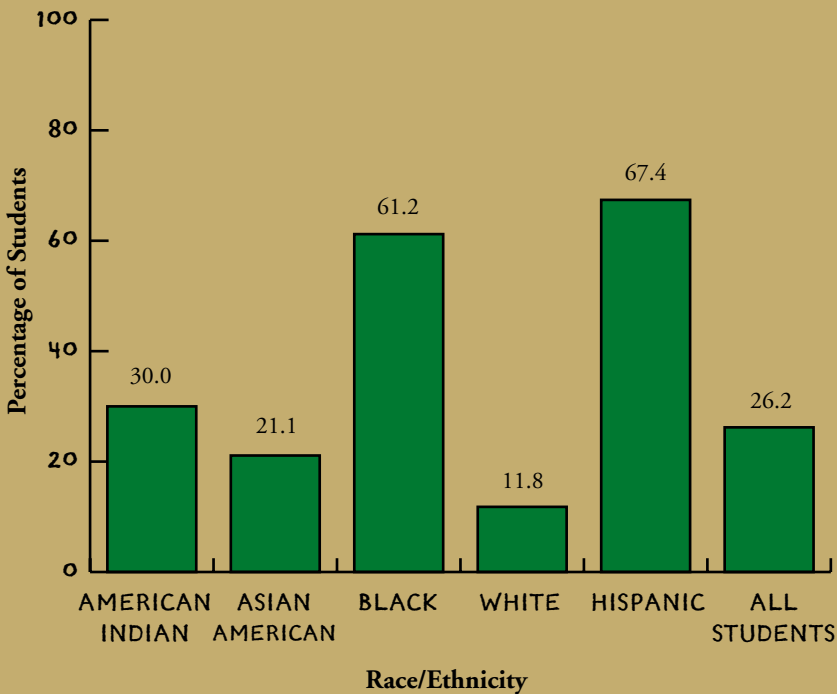
**Public School Enrollment  
by Racial/Ethnic Group**



## ECONOMIC NEED

In October 2005, 26.2 percent of all Connecticut students were eligible to receive free or reduced-price meals. This means that approximately one in four Connecticut students came from families poor enough to qualify students for free or reduced-price meals. This is an area of significant disparity in the state. While white students represent over two thirds of the students in the state, they represent less than 30 percent of the students who meet the school lunch program eligibility guidelines.\* In October 2005, there were more black students and more Hispanic students eligible for free or reduced-price meals than white students, even though there were approximately 300,000 more white students in the state than black and Hispanic students combined.

**Percentage of Students Eligible for Free or Reduced-Price Meals by Racial/Ethnic Group**



\* In 2005-06, a family of four needed to earn less than \$25,155 for a child to receive free meals, and less than \$35,798 to receive reduced-price meals. The Connecticut State Department of Education uses eligibility for free and reduced-price meals as its poverty indicator.

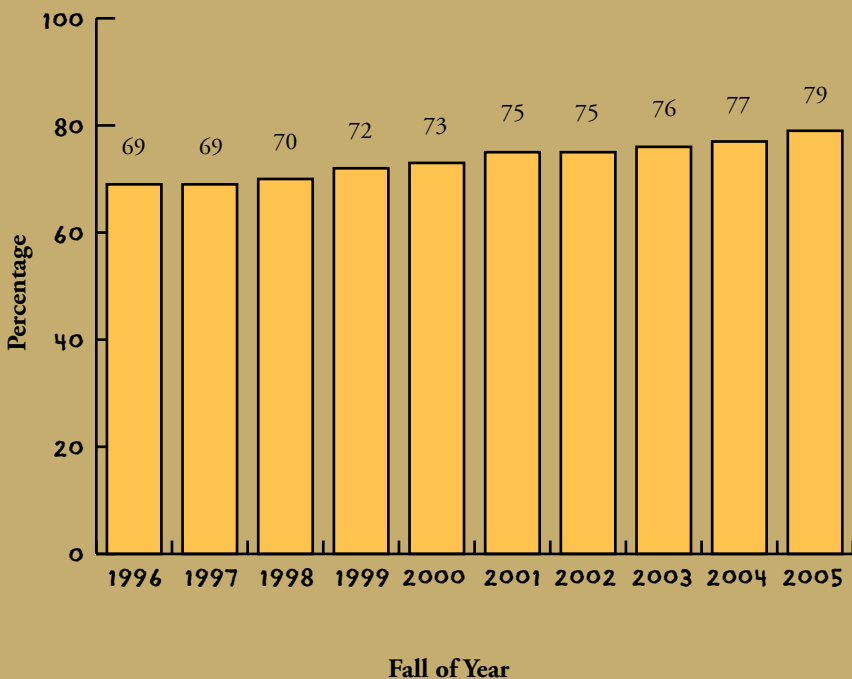


## KINDERGARTEN STUDENTS WITH PREKINDERGARTEN EXPERIENCE

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 of 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.

Over the last decade, the percentage of kindergartners who entered kindergarten with a prekindergarten experience increased by 10 percentage points to 79 percent in 2005-06. This means that approximately 3,000 more children entered kindergarten with a prekindergarten experience in 2005-06 than in 1996-97.

### Percentage of Kindergarten Students Who Attended Preschool, Nursery School or Head Start



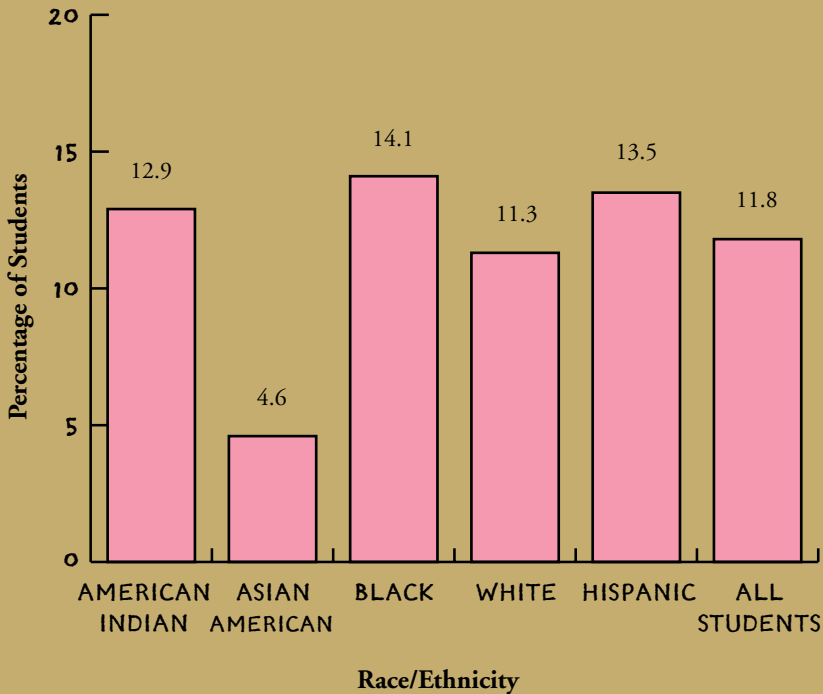
\* From “A Superior Education for Connecticut’s 21st Century Learners: Five-Year Comprehensive Plan for Education 2006-2011” January 2007.

## SPECIAL EDUCATION

In 2005-06, 11.8 percent of Connecticut's public school students required special education services. While almost two-thirds of those students were white, white students were still less likely than black and Hispanic students to be identified as needing special education services.

The U.S. Department of Education's Office of Special Education Programs requires states to monitor the disproportionate identification of students with disabilities by race/ethnicity. The Connecticut State Department of Education monitors this issue by comparing race/ethnicity prevalence rates within disability subgroups to the expected proportions found within the overall student population. Large variation in proportions may indicate potential identification problems.

**Special Education Prevalence Rates  
by Race/Ethnicity**



## ENGLISH LANGUAGE LEARNERS

In 2005-06, 5.3 percent of Connecticut's public school students were English language learners. These 29,552 students spoke 126 different languages, ranging from Spanish and French to Amharic, the official language of Ethiopia, and the Visayan language of the Philippines. While most districts only had to accommodate a few languages, 33 districts had to provide instruction for students speaking over 20 different languages and three districts had student populations where over 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 are required to offer a program of bilingual instruction to those students.

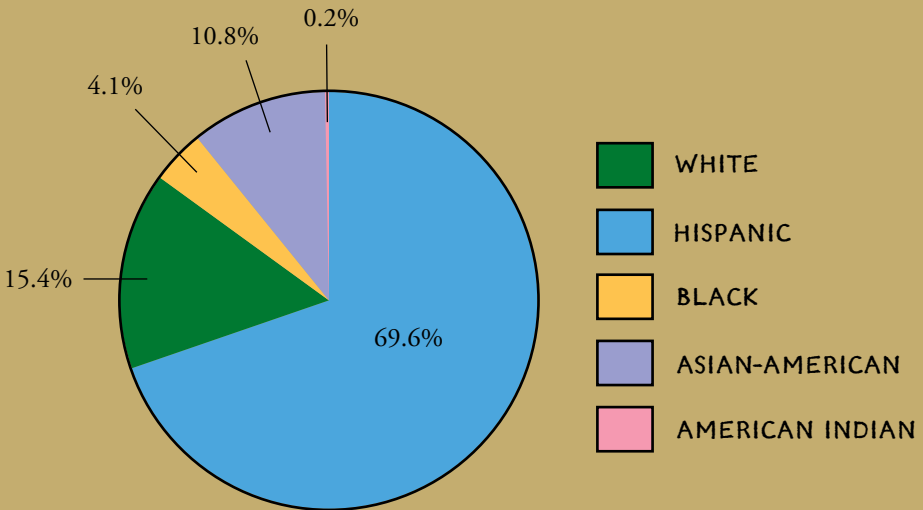
ENGLISH LANGUAGE LEARNERS: ENGLISH SPOKEN AT HOME			
Primary Home Language	Student Count	Districts Represented	
		Number	Percentage
Spanish	20,638	125	66.1
Portuguese	1,252	64	33.9
Polish	819	66	34.9
Chinese	673	98	51.9
Albanian	584	57	30.2
Creole-Haitian	578	24	12.7
Vietnamese	430	64	33.9
Serbo-Croatian	429	37	19.6
Arabic	368	62	32.8
Urdu	360	66	34.9
Russian	296	75	39.7
French	289	47	24.9
Korean	277	57	30.2
Japanese	201	20	10.6
Gujarati	193	48	25.4
Turkish	153	41	21.7
Bengali	142	38	20.1
Lao	117	35	18.5
Khmer (Cambodian)	99	21	11.1
Kurdish	88	7	3.7
Other (106) languages	1,566	109	57.7
<b>Total</b>	<b>29,552</b>	<b>146</b>	<b>77.2</b>

## ENGLISH LANGUAGE LEARNERS AND RACIAL/ETHNIC IDENTITY

In 2005-06, over 20,000 of Connecticut's 29,552 English language learners were Hispanic. This group of Hispanic students represented almost one-quarter of all Hispanic students in the state.

While over two-thirds of Connecticut's English language learners were Hispanic in 2005-06, there were also significant numbers of both white and Asian-American students facing the challenges of learning English. In fact, 16 percent of all Asian-American students and over 4,500 white students were identified as being among Connecticut's English language learners.

**English Language Learners  
by Racial/Ethnic Group**

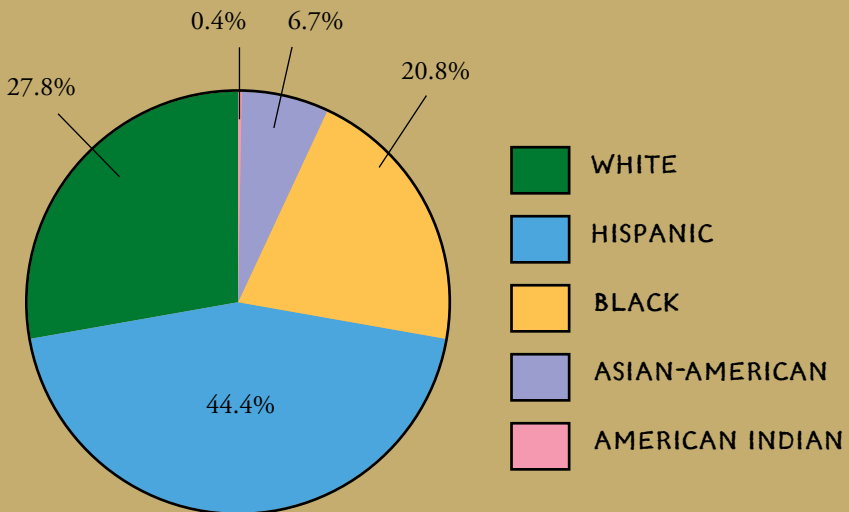


## CONNECTICUT'S ADULT LEARNERS\*

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

Connecticut state statutes require that adult education services be provided by local school districts free of charge to any adult, 16 years of age or older, who is no longer enrolled in a public elementary or secondary school program. In the 2005-06 fiscal year, adult education programs served 30,001 Connecticut adult learners. This total represented an 11 percent decrease from the 2003-04 fiscal year.

### Adult Education Enrollment by Racial/Ethnic Group



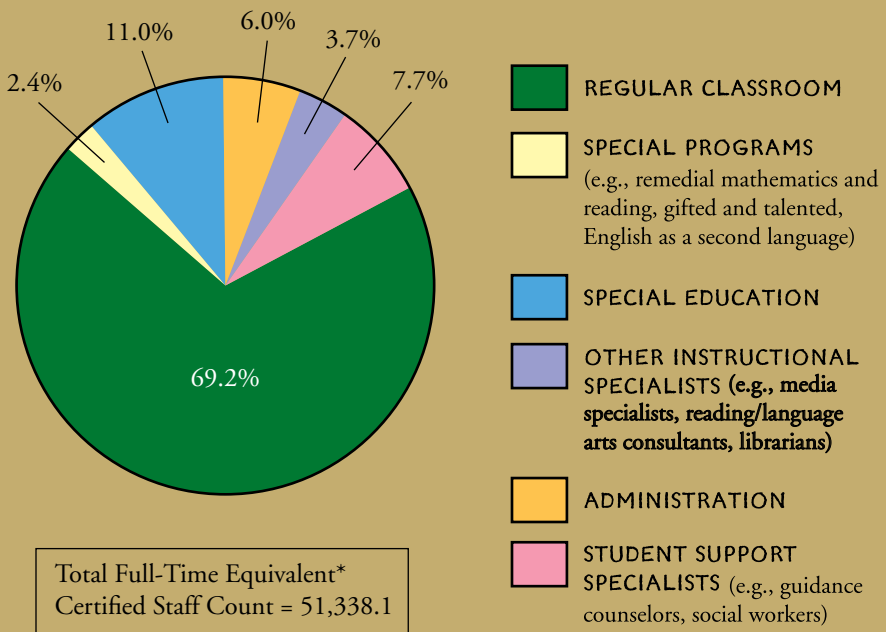
\* For more information on adult education, please see page 29.

WHO ARE  
CONNECTICUT'S  
TEACHERS?

## CERTIFIED STAFF MEMBERS

After dropping slightly in 2003-04, the total number of full-time equivalent\* certified staff members working in Connecticut's public schools increased from 2003-04 to 2005-06 by 861 to a total of 51,338. Only half of this increase was seen in the ranks of regular classroom teachers. The balance of the growth between 2003-04 and 2005-06 was in the special education, special programs and student support specialist areas.

### 2005-06 Certified Staff Members by Type

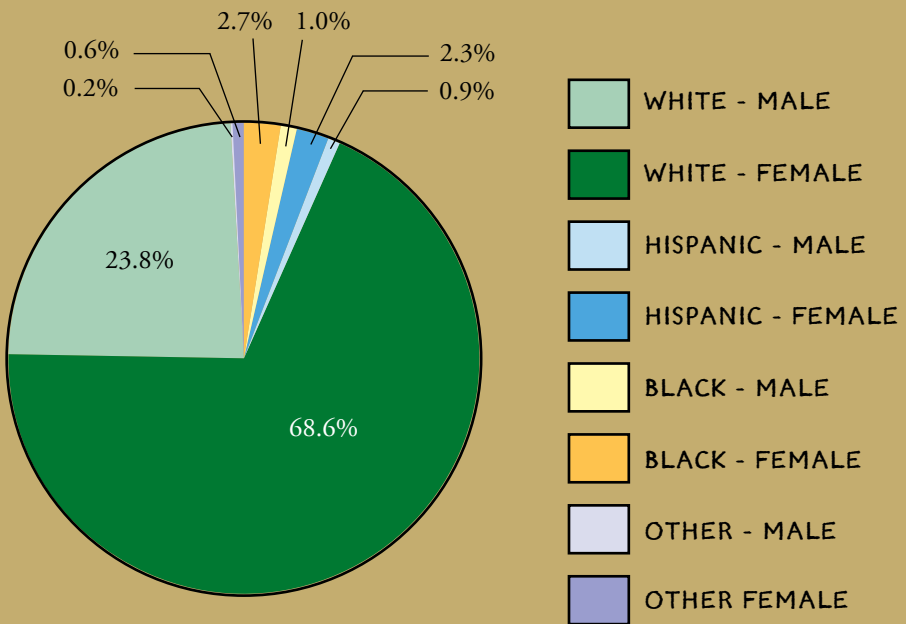


\* Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required for a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a .40 FTE (2 days/5 days=.4 of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

## DEMOGRAPHICS OF CERTIFIED STAFF MEMBERS

While Connecticut’s student population is somewhat diverse, with 33.2 percent of students drawn from racial or ethnic minority groups, Connecticut’s teaching force is quite homogeneous. White females represent approximately one-third of the state’s student population but over two-thirds of the state’s teaching force. Over the last decade, this disparity between the student population and teaching force has grown. During the 1996-97 school year, 66.4 percent of the teaching force was made up of white women. By 2005-06, that figure had grown by 2.2 percentage points to 68.6 percent.

**Connecticut’s Certified Staff  
by Gender and Race/Ethnicity**

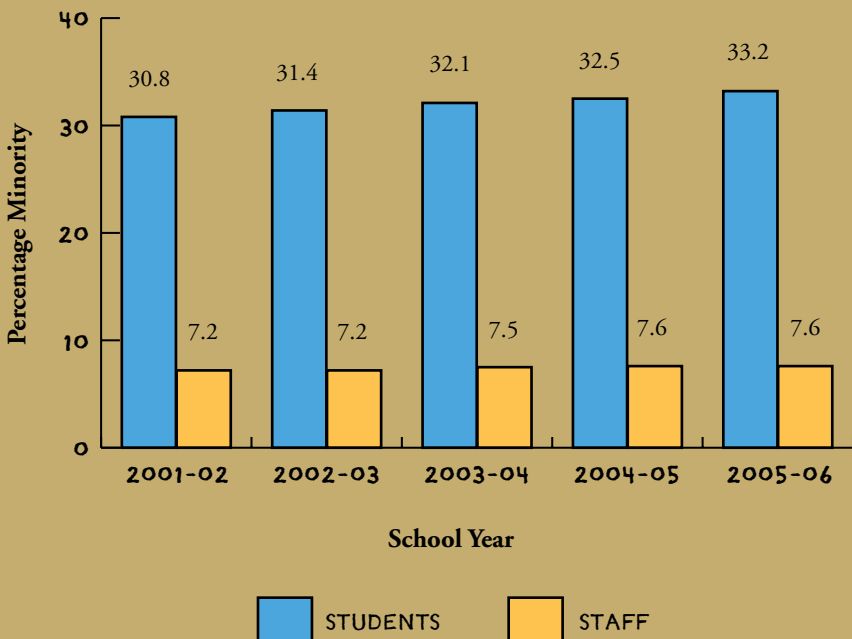




## MINORITY STUDENTS AND MINORITY STAFF MEMBERS

In 2005-06, Connecticut continued to have a teaching force that did not reflect the diversity of its student body. While one-third of the state's students were minority, only 7.6 percent of all certified staff members were members of a racial or ethnic minority. The fact that Connecticut's certified staff population does not contain the same diversity as the student population highlights the need for accelerated recruitment of minority candidates into teacher preparation programs.

**Minority Students and Certified Staff Members as a Percentage of All Students and Certified Staff Members, 2001-02 to 2005-06**

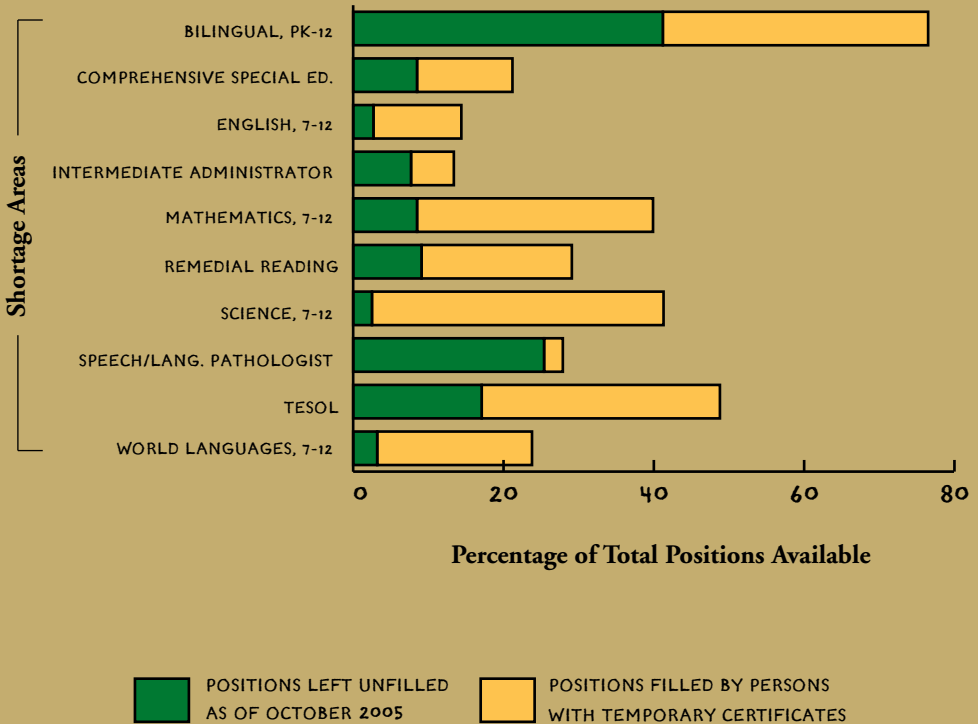


## TEACHER SHORTAGES

Before the start of each school year, districts work to fill vacancies caused by retirements, transfers and people leaving the profession. For the 2005-06 school year, Connecticut’s public school districts had 5,538 full- and part-time certified staff positions to fill. By October 1, 2005, all but 390 of these positions had been filled. This means that school districts filled 93 percent of their positions, the second highest fill-rate in the last 15 years that data were collected.

Almost half of the positions that were 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 percentage of positions filled by persons with temporary certificates\* or those left unfilled.

**2005-06 Certified Staffing Shortage Areas**

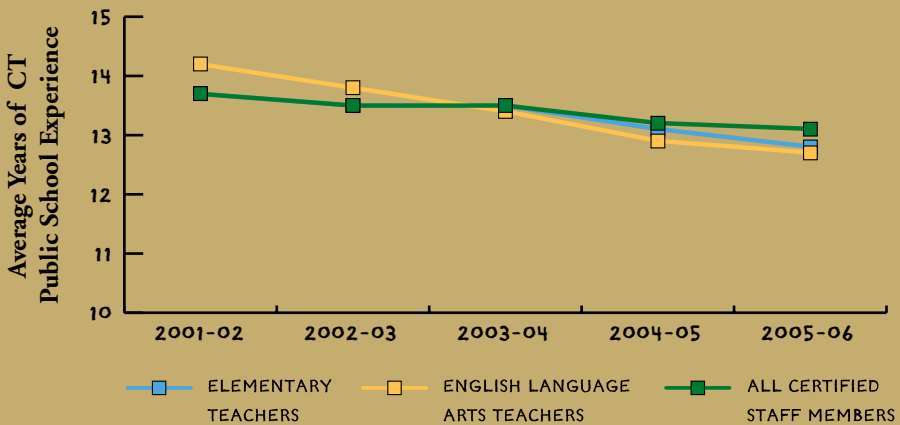


\* Temporary certificates include Durational Shortage Area Permits, which allow persons who have received a certain level of college credit in a subject, but are not certified in Connecticut, to teach in that subject; and Temporary Authorization for Minor Assignment, where under certain circumstances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

## STAFFING QUALITY INDICATORS

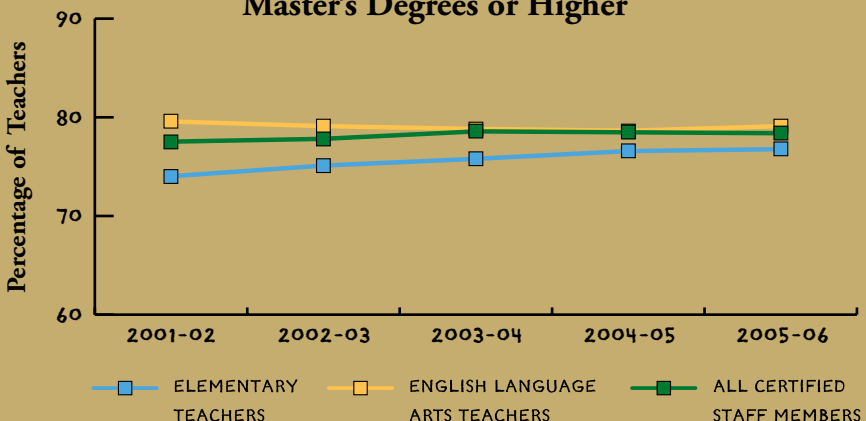
While the overall quality of Connecticut's teaching force remains high, the state has seen a slight reduction in the level of experience of the teaching force. The decrease is more pronounced for English language arts and elementary teachers. Since the 2001-02 school year, the average number of years of experience for English language arts teachers in Connecticut public schools has dropped from 14.2 to 12.7 years and for elementary teachers from 13.7 to 12.8 years.

**Average Years of Experience: All Certified Staff, English Language Arts Teachers and Elementary Teachers**



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 from 77.5 percent in 2001-02 to 78.4 percent in 2005-06, and the percentage of elementary teachers with master's degrees or higher has increased from 74.0 percent in 2001-02 to 76.8 percent in 2005-06. Over the same period, the percentage of English language arts teachers who have earned master's or higher degrees has dropped slightly from 79.6 percent in 2001-02 to 79.1 percent in 2005-06.

**Percentage of Staff Members with Master's Degrees or Higher**

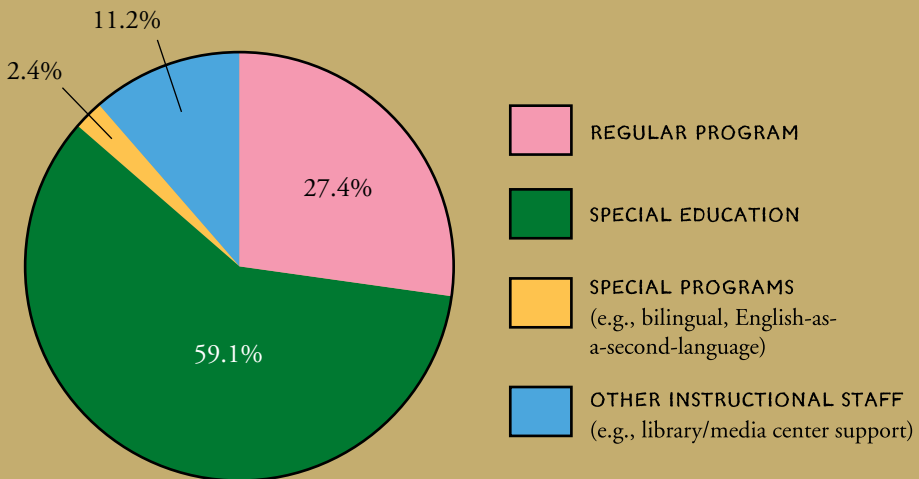


## PARAPROFESSIONAL INSTRUCTIONAL STAFF

Paraprofessional instructional staff members play important 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 2005-06, the 13,706 full-time equivalent (FTE)\* paraprofessional instructional staff members represented 35.5 percent of the total noncertified school staff members in the state. The other 24,883 FTE noncertified staff members provided nursing, security, administrative support, maintenance and other services.

### 2005-06 Paraprofessional Instructional Staff



Total Full-Time Equivalent\* Paraprofessional Instructional Staff = 13,705.6

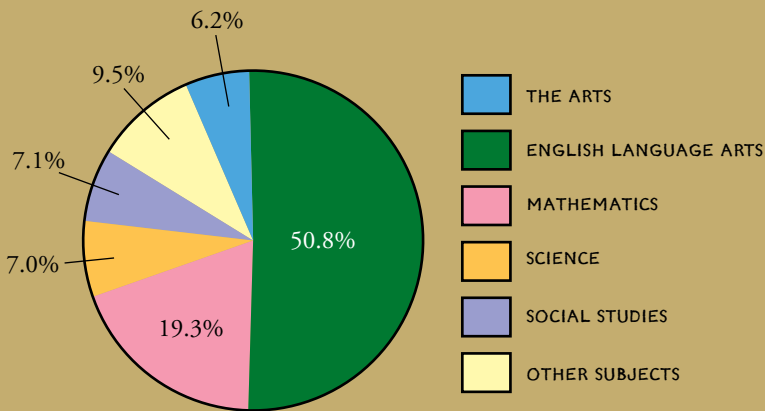
\* Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required of a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a .40 FTE (2 days/5 days=.4 of full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

WHAT ARE WE  
TEACHING  
OUR  
STUDENTS?

## INSTRUCTIONAL TIME BY SUBJECT FOR ELEMENTARY STUDENTS

During the 2005-06 school year, Connecticut’s public elementary schools devoted, on average, 500 hours (or roughly two hours and 45 minutes per day) to English language arts instruction in Grade 2. While the 500 hours devoted to English language arts instruction is greater than any other subject taught at Grade 2, this is 10 hours less than schools devoted to English language arts instruction in 1996-97.

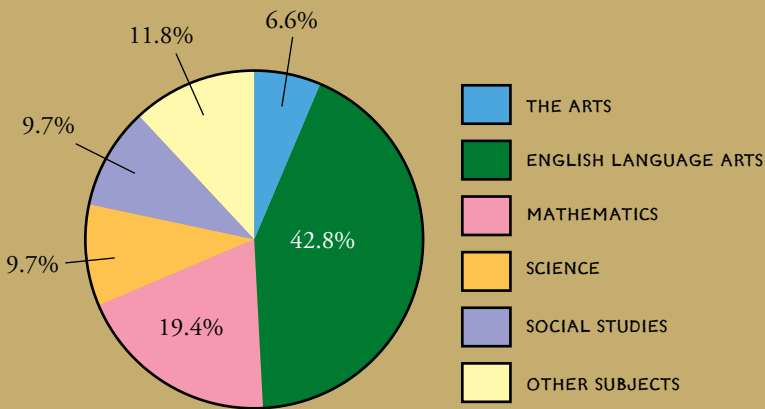
### Grade 2 Percentage of Hours of Instruction by Subject



*Average Hours of Instruction in Grade 2 = 985*

In Grade 5, an average of 75 fewer hours of instruction were devoted to English language arts than in Grade 2. The 425 hours devoted to English language arts in 2005-06 represents an increase of 15 hours from 1996-97 and is 60 percent of the total increase in instructional time from 1996-97 to 2005-06.

### Grade 5 Percentage of Hours of Instruction by Subject



*Average Hours of Instruction in Grade 5 = 991*

## HIGH SCHOOL CREDITS REQUIRED FOR GRADUATION

Connecticut law requires that high school students complete at least 20 credits\* of course work and receive a minimum number of credits in specific subjects to graduate. In 2005-06, 165 of the 180 high schools that graduated students\*\* 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, 63 percent of the high schools required more than the state-required two credits in science. The table below details the state subject requirements and the number of high schools that require more than the state minimum number of credits in specific subjects.

Many Connecticut high school graduates exceed the requirements set by state statutes and local requirements. In fact, even though only six high schools required more than the state-mandated three credits in mathematics, 63 percent of the Class of 2005 graduated with four or more credits in the subject. While only 15 schools required any course work in world languages, 58 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	6
Social studies	3	23
Science	2	113
World languages	0	15
Art or vocational ed.	1	62
Physical education	1	74
Health	0	119
Other specific req.	0	71
Community service	0	8

\* 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 2005 and, therefore, did not submit data on credits required for graduation. Many of these schools were new magnet schools that had not yet added Grade 12.

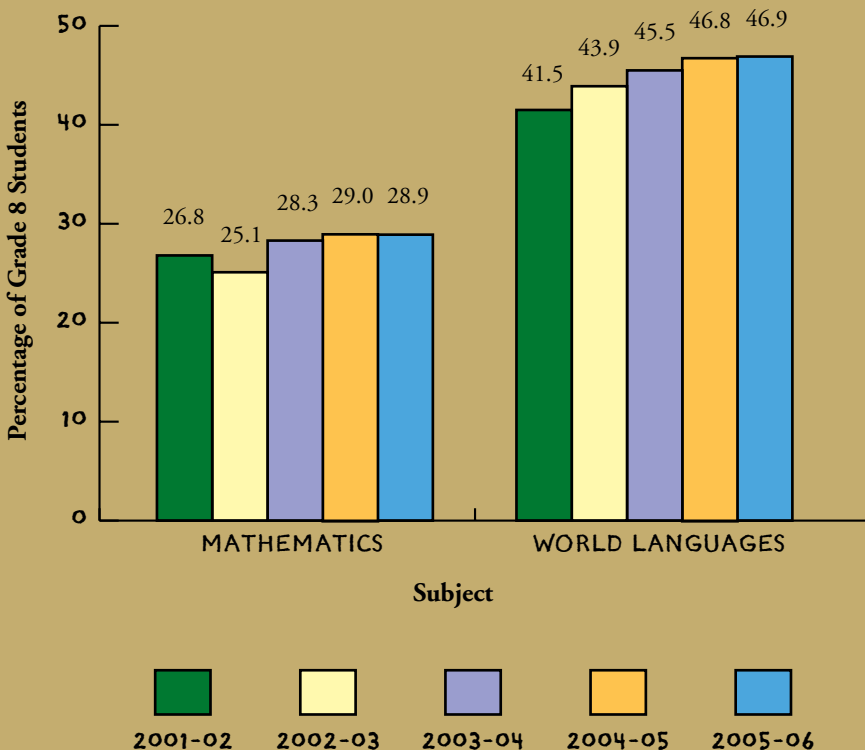
## HIGH-SCHOOL-LEVEL COURSES TAKEN IN GRADE 8

Since the 2001-02 school year, Connecticut has seen a slight increase in the percentage of Grade 8 students taking high-school-level mathematics and world languages courses. 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 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 when they reach high school.

World languages offered at the middle school level include the traditional languages of Spanish, French and Latin. Other less-traditional languages taught at Connecticut middle schools include Chinese, Japanese, German and Italian.

**Percentage of Grade 8 Students Taking  
High-School-Level Courses, 2001-02 to 2005-06**





## 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, International Baccalaureate and Tech Prep). Many of these courses offer students an opportunity to earn both high school and college credit. Since 2000, high school student enrollment in college credit courses has risen by 35 percent, from 30,415 in 2000-01 to 41,144 in 2004-05.

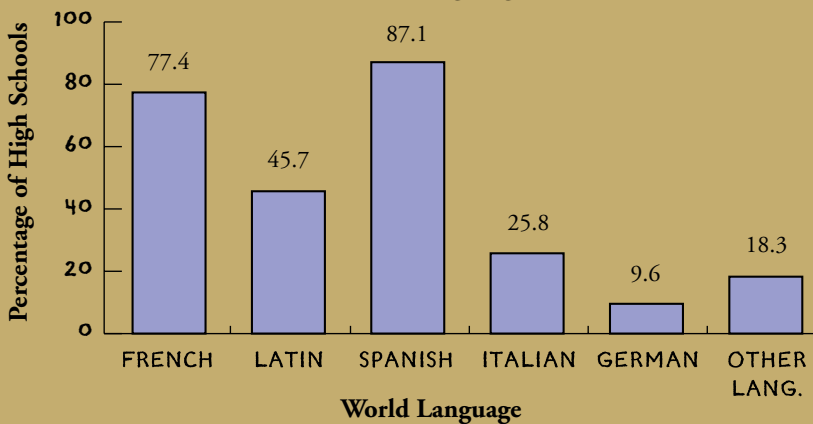
HIGH SCHOOL COURSES FOR COLLEGE CREDIT, 2004-05			
	Enrollment in College Credit Courses	Percentage of High Schools Offering	
		Advanced Placement Courses	Other Courses for College Credit
The arts	1,000	40.6	12.8
English	7,061	72.2	41.7
World languages	2,824	57.2	19.4
Mathematics	7,265	76.1	40.6
Science	7,288	67.8	33.3
History and social sciences	9,906	75.0	25.0
Other	5,800	38.9	60.6

\* For more on the Advanced Placement program, please see page 53.

## INSTRUCTION IN THE ARTS AND WORLD LANGUAGES

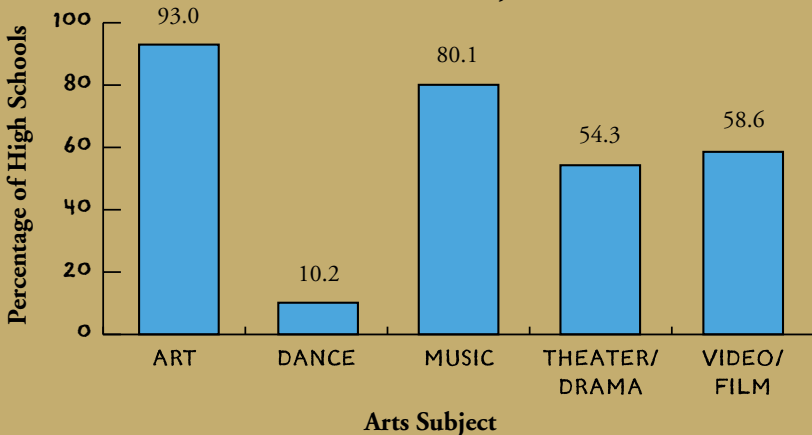
One indicator of the breadth of a high school's educational program is the availability of elective courses. State statutes do not include a graduation requirement for world languages, yet 87 percent of Connecticut's high schools offered at least Spanish in 2005-06. Connecticut high schools offered instruction in 13 world languages, including Polish, Portuguese, Russian, Japanese and others. Two languages that are of special interest for the state and nation are Chinese and Arabic. While instruction in both languages has seen some minor growth over the last few years, there is an urgent need to expand opportunities for study in these languages.

**Percentage of High Schools Offering Instruction in Selected World Languages, 2005-06**



There is a state graduation requirement of one credit in either the arts or vocational education (see page 23 for more on credits and graduation requirements). In 2005-06, over 95 percent of high schools offered at least one course in the arts. Thirty-four percent of all Connecticut high school students were enrolled in art and 27 percent in music.

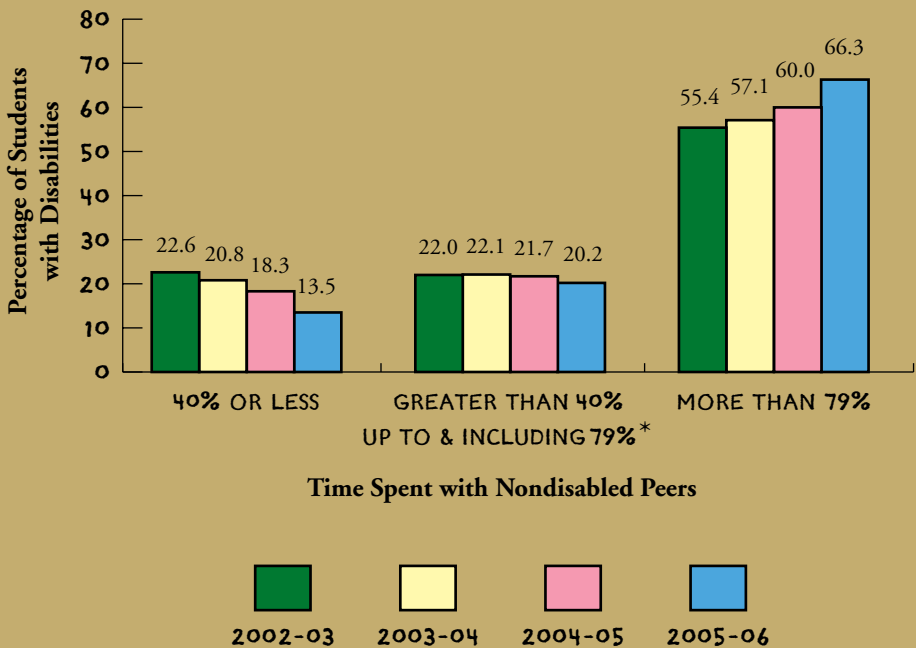
**Percentage of High Schools Offering Courses in the Arts, 2005-06**



## 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 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 the 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. Over the last four 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 over 10 percentage points. Over the same period, the percentage of students who spent 40 percent or less of their time with nondisabled peers has decreased from 22.6 percent in 2002-03 to 13.5 percent in 2005-06

**Percentage of Students with Disabilities by Time Spent with Nondisabled Peers**



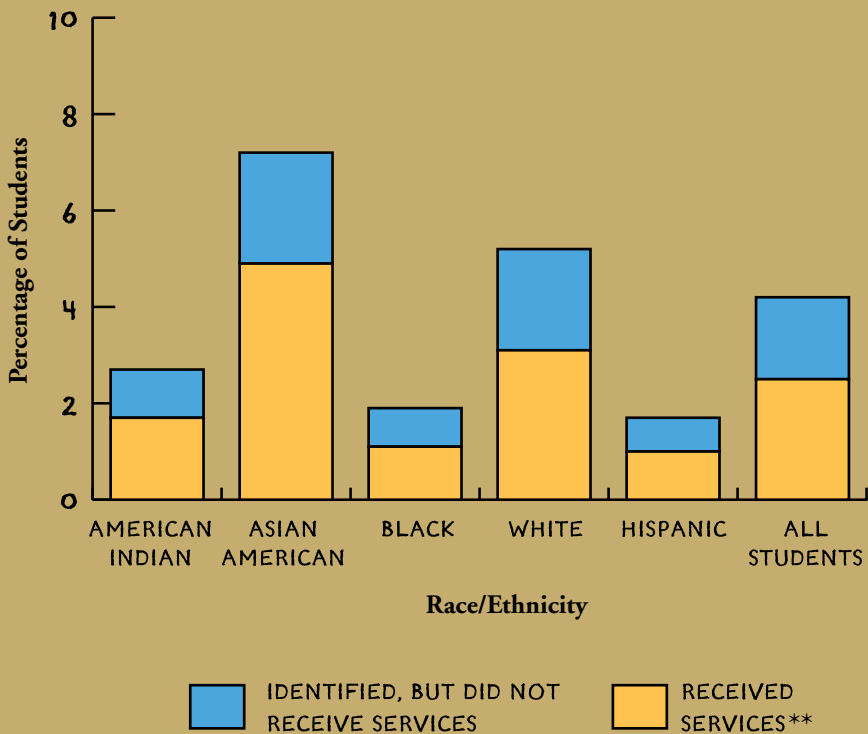
\* The category “Greater than 40% and up to and including 79%” includes students in nonpublic placements.

## GIFTED AND TALENTED

In 2005-06, 4.2 percent of 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.”\* While Connecticut state law requires that districts evaluate and identify gifted and talented students, districts are not required to provide them with additional services. In fact, in 2005-06, only 60 percent of gifted and talented students received some type of services.

The chart below shows notable disparities in the identification of gifted and talented students by racial and ethnic groups. Asian-American students were much more likely to be identified as being gifted and/or talented than any other group. This group was also the most likely to receive services, with almost 70 percent of identified students served. In contrast, less than 2 percent of both black and Hispanic student populations were identified, and fewer of the identified students were served.

**2005-06 Percentage of Students Identified as Gifted or Talented by Race/Ethnicity and by Services Received**



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

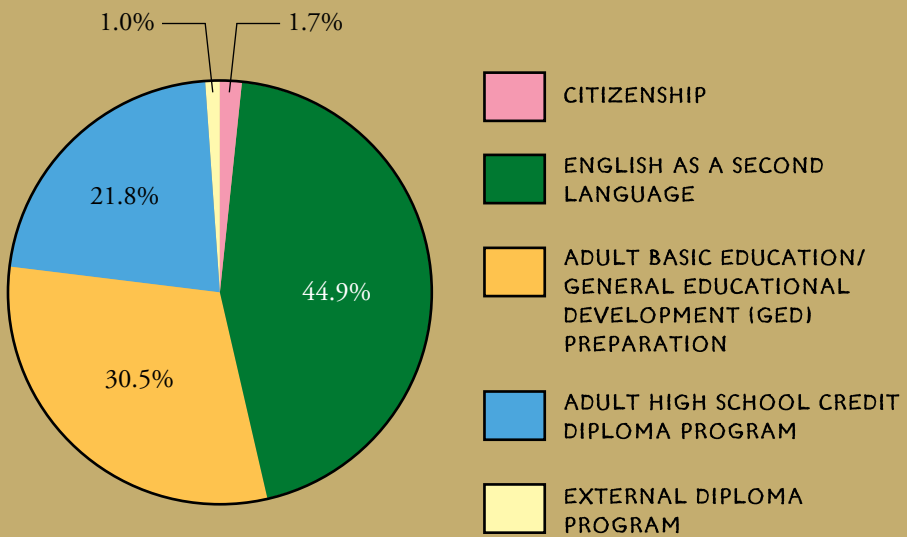
\*\* This category includes students identified as being both gifted and talented but only receiving services related to one of the two identifications. This group represents two percent of the overall gifted and talented population.

## ADULT EDUCATION PROGRAMS

Connecticut's 30,000 adult learners participated in a variety of programs. A majority of the programs were focused on high school completion. These programs resulted in over 4,750 adults receiving some form of adult high school credit diploma, which will provide them with an opportunity to participate more fully in Connecticut's economy.

The next largest group of adult education programs in Connecticut were those in English as a second language. These programs helped approximately 13,500 non-English speaking adults to become more fluent in English.

**Adult Education Programs by Type, 2005-06**



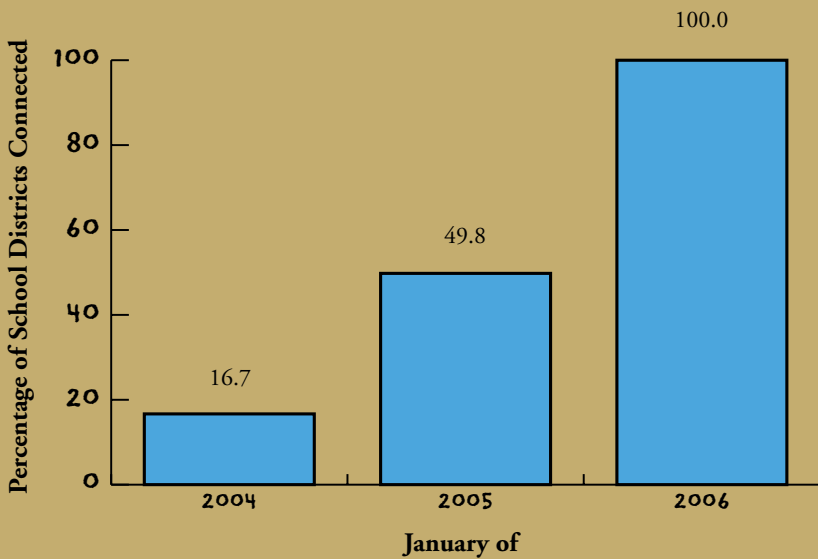


WHAT  
RESOURCES  
ARE WE  
DEVOTING  
TO EDUCATION?

## DISTRICTS CONNECTED TO THE CONNECTICUT EDUCATION NETWORK

The Connecticut Education Network (CEN) is the state's integrated school district, library and college campus network. This network is based on optical cable technology, which operates at speeds up to a thousand times faster than a standard home broadband connection. By January 2006, the CEN had linked all of Connecticut's school districts and was providing low- or no-cost access to the Internet. While the CEN has an access point in each district, it does not link all of the individual schools within districts. To use the CEN, individual schools within districts must link to the CEN through the access point and, to date, not every school in each district is linked to its district access point. This is an area that will need to be addressed so that the full benefits of the CEN can be realized.

### Percentage of Districts with CEN Optical Connections\*



\* Data are from the Connecticut Department of Information Technology's *Technology and Education: Assistance and Advancement for K-12 Schools* reports for 2004, 2005 and 2006.



## 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 parents and the wider community. Family Literacy programs give families access to the training and support they need to create literate home environments and enhance the academic achievement of their children. Even Start is a comprehensive program that integrates early childhood education with education for parents in order 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.

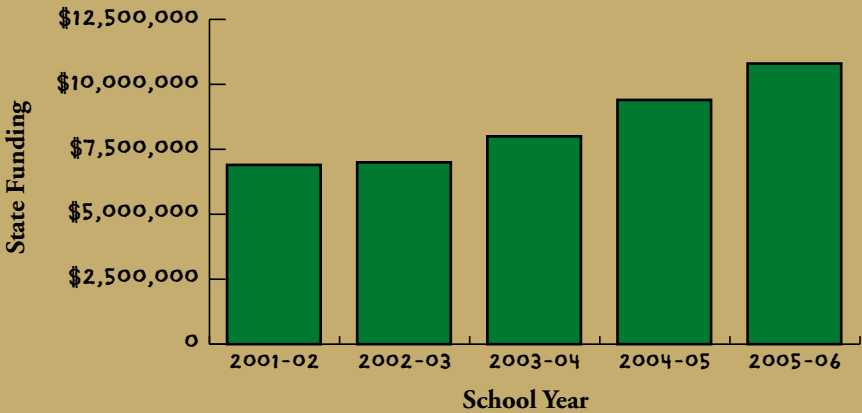
While Family Literacy programs have remained stable since 2002-03, the Even Start program has seen a reduction in the number of centers and families served over the last few years. Over the last five years, Family Resource Centers have seen a 32 percent increase in the number of families served, but did see a decline in 2005-06.

	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 Families Served
2001-02	18	540	10	200	61	14,097
2002-03	12	300	9	215	61	15,308
2003-04	12	300	9	217	61	18,963
2004-05	12	300	8	197	62	20,977
2005-06	12	300	8	189	62	18,657

## OPEN CHOICE AND INTERDISTRICT MAGNET SCHOOL FUNDING

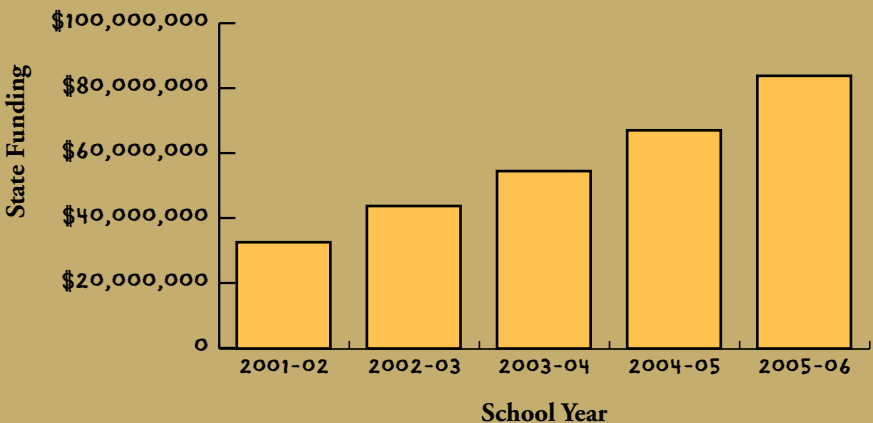
The Open Choice Program provides urban students with an opportunity to attend public schools in nearby suburban school districts on a space-available basis in the Bridgeport, Hartford, New Haven and New London regions. In order to meet the requirements agreed to as a result of the *Sheff v. O'Neill* school desegregation lawsuit in 2003, the state has put forth an intensive effort to increase participation in Open Choice. Participation has risen from 1,583 in 2003-04 to 1,742 in 2005-06. State funding for the Open Choice program has increased by \$2,800,000 to \$10,800,000 in 2005-06.

### State Funding for the Open Choice Program



Interdistrict magnet schools also respond to the *Sheff v. O'Neill* agreement. Interdistrict magnet schools receive state support for building construction and operations. Student participation in magnet schools has risen from 10,431 in 2003-04 to 15,885 in 2005-06. State spending on magnet schools increased by over 23 percent in that period, from \$54,400,000 in 2003-04 to \$83,600,000 in 2005-06.

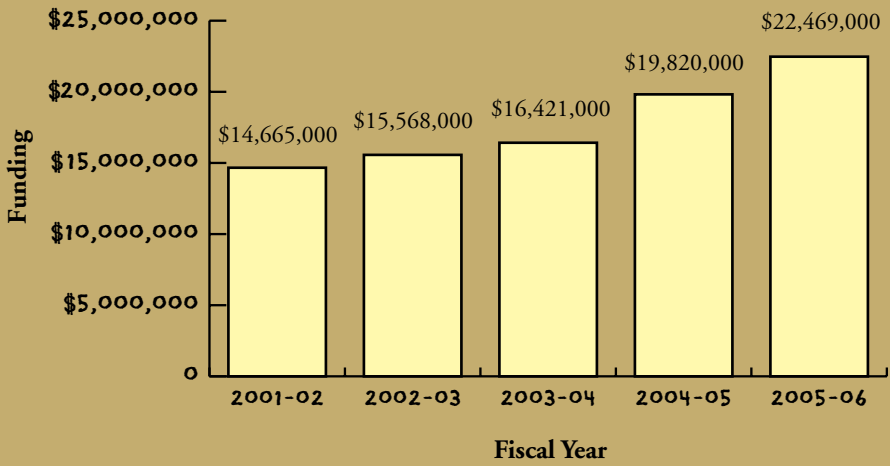
### State Funding for Interdistrict Magnet Schools



## CHARTER SCHOOLS

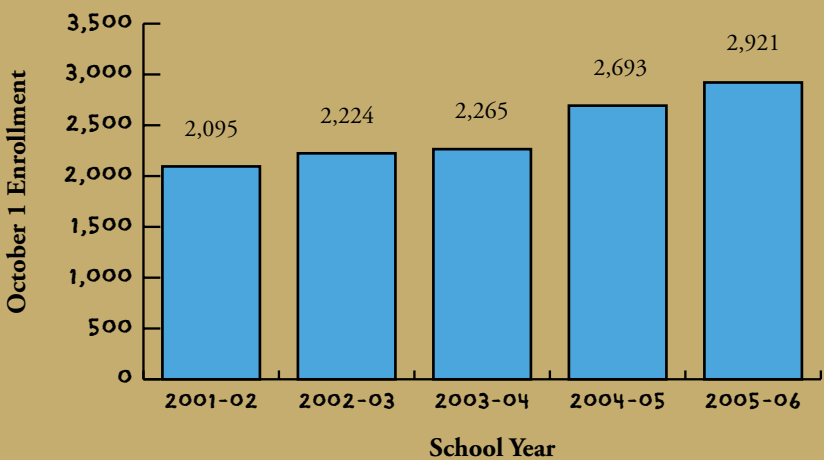
One of the many ways in which Connecticut attempts to meet the diverse needs of its students is through charter schools, which operate outside the traditional school district structure. These schools are funded by the state and are given operational latitude to create innovative opportunities for improved student learning. While state funding has increased consistently over the last five years, it increased significantly in 2005-06. Funding for charter schools increased by 13.4 percent, from \$19,820,480 in 2004-05 to \$22,469,000 in 2005-06.

**Connecticut Charter School Funding**



Enrollment in Connecticut’s charter schools has also increased consistently over the last five years, from 2,095 in 2001-02 to 2,921 in 2005-06, a 39 percent increase.

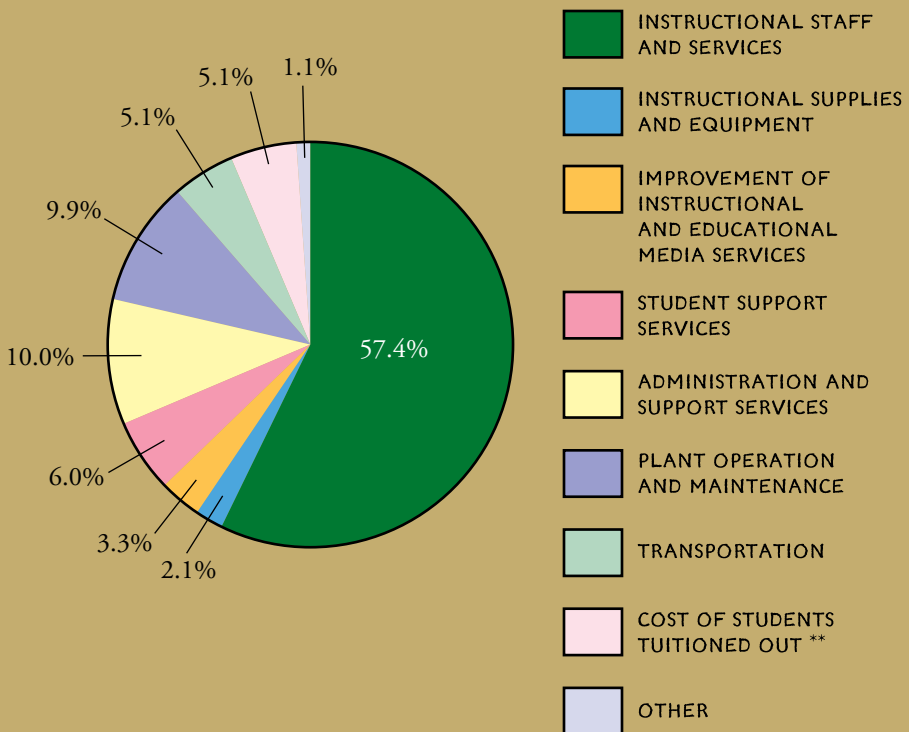
**Charter School Enrollment: 2001-02 to 2005-06**



## 2005-06 EXPENDITURE DATA\*

The people of Connecticut spend 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 2005-06, the state's overall school expenditures (excluding investments in land, buildings and debt) totaled \$6,645,881,058, an increase of 5.2 percent from 2004-05. Instructional staff and services represented a majority of the total expenditures; 57.4 cents of every education dollar was devoted to this area.

**2005-06 Expenditures\***



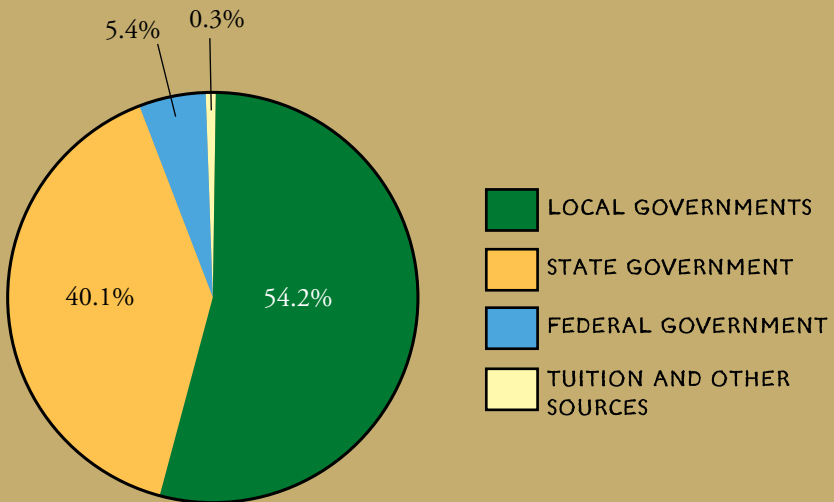
\* These data are preliminary and are subject to change.

\*\* Approximately \$40,100,000 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.

## 2005-06 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 from the 1996-97 school year. In 1996-97, 56.4 percent of school district revenues came from local districts and by 2005-06 that figure decreased to 54.2 percent. During that period, both federal and state government’s share of school districts’ revenues increased.

**2005-06 School District Revenue by Source\***



\* Note: 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.



HOW WELL  
ARE WE DOING?

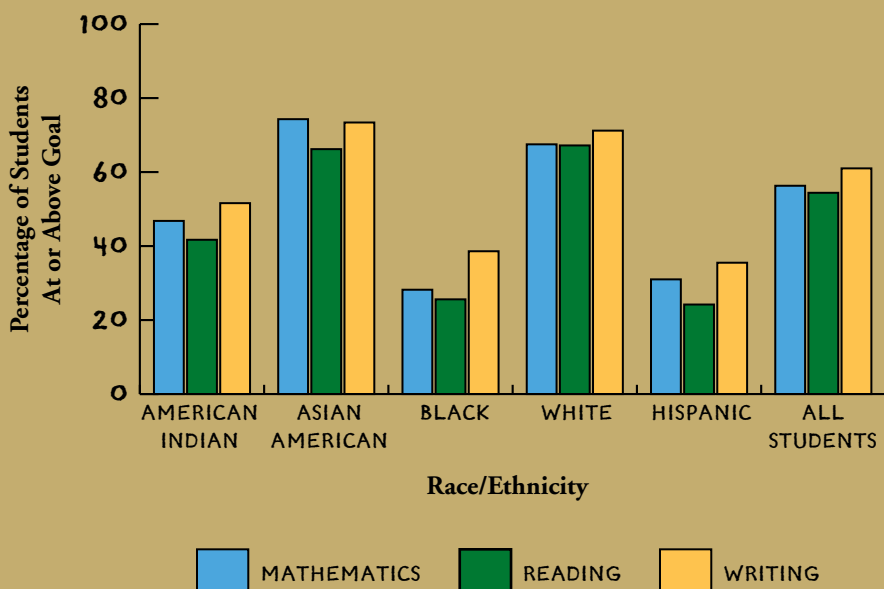
## 2006 CONNECTICUT MASTERY TEST (CMT)

### GRADE 3

The Connecticut Mastery Test (CMT) was developed to provide an accurate assessment of how well students statewide are meeting the standards of achievement that have been established by the State Board of Education in reading, writing and mathematics. Since 1985, students in Grades 4, 6 and 8 have been tested in the fall in all three areas on an annual basis. In the spring of 2006, Connecticut moved to a new generation of the CMT, added assessments in Grades 3, 5 and 7, and shifted testing to the spring to meet the requirements of the federal No Child Left Behind Act (NCLB) of 2001. For all grades, CMT test scores are reported at five achievement levels: below basic, basic, proficient, goal and advanced. The percentage of students scoring at or above proficiency is used to meet the NCLB standards. However, Connecticut continues to use the higher standard of goal or above as the standard for achievement.

Spring 2006 CMT results for Grade 3 indicate that Asian-American and white students achieved the goal level at a much higher rate than did black and Hispanic students on all three assessments. In the writing assessment, the achievement gap was the smallest. However, Asian-American and white students scored at the goal level at least 30 percentage points higher than their black and Hispanic peers.

### CONNECTICUT MASTERY TEST — GRADE 3 Percentage of Students At or Above Goal

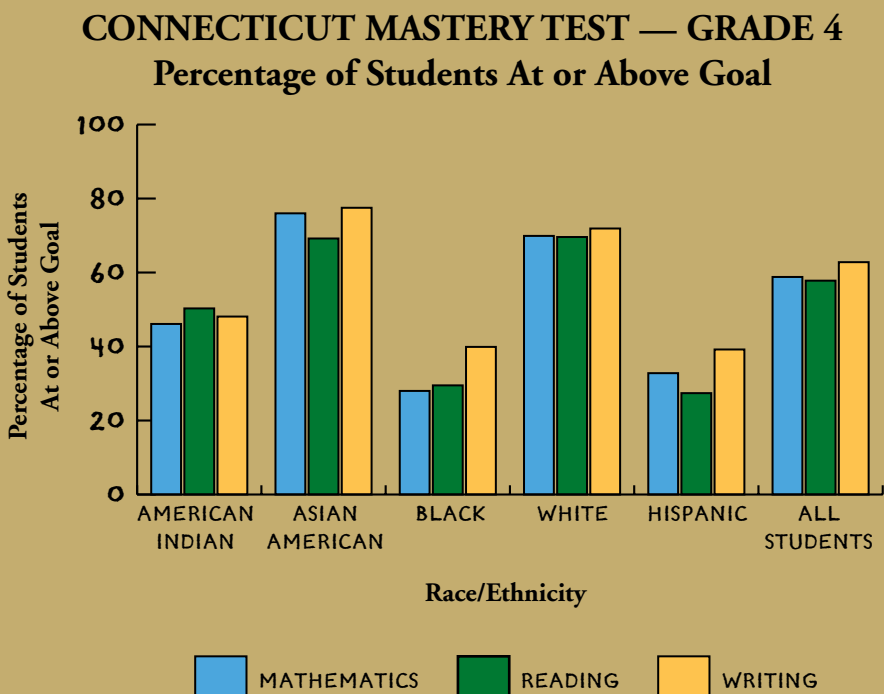




## 2006 CONNECTICUT MASTERY TEST (CMT)

### GRADE 4

Results from the spring 2006 CMT indicate that the overall achievement level of Connecticut's Grade 4 students was quite high, with 58.8, 57.8 and 62.8 percent of students scoring at or above goal level on the mathematics, reading and writing assessments respectively. However, there continued to be a significant gap in performance between Asian-American and white students, and black and Hispanic students. On all three assessments, black and Hispanic students trailed their Asian-American and white counterparts in the percentage scoring at or above goal by at least 32 percentage points. On the mathematics assessment, the achievement gap was as large as 48 percentage points, with 28 percent of black students scoring at or above the goal level, compared to 76 percent of Asian-American Grade 4 students.

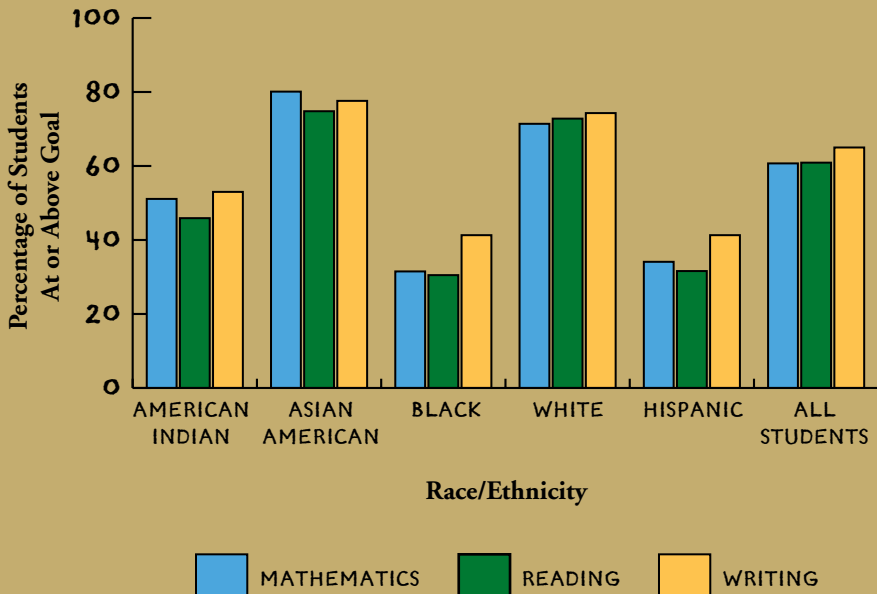


## 2006 CONNECTICUT MASTERY TEST (CMT)

### GRADE 5

Grade 5 CMT results for 2006 indicate that the achievement gap between Asian-American and white students, and black and Hispanic students continued to grow. On the reading assessment, at least 72 percent of Asian-American and white students scored at or above goal level, while 30.5 percent of black students and 31.6 percent of Hispanic students scored at or above goal level. The achievement gap on the Grade 5 mathematics assessment was similar. Only on the writing assessment was the achievement gap reduced into the low- to mid-30 percentage-point range.

#### CONNECTICUT MASTERY TEST — GRADE 5 Percentage of Students At or Above Goal

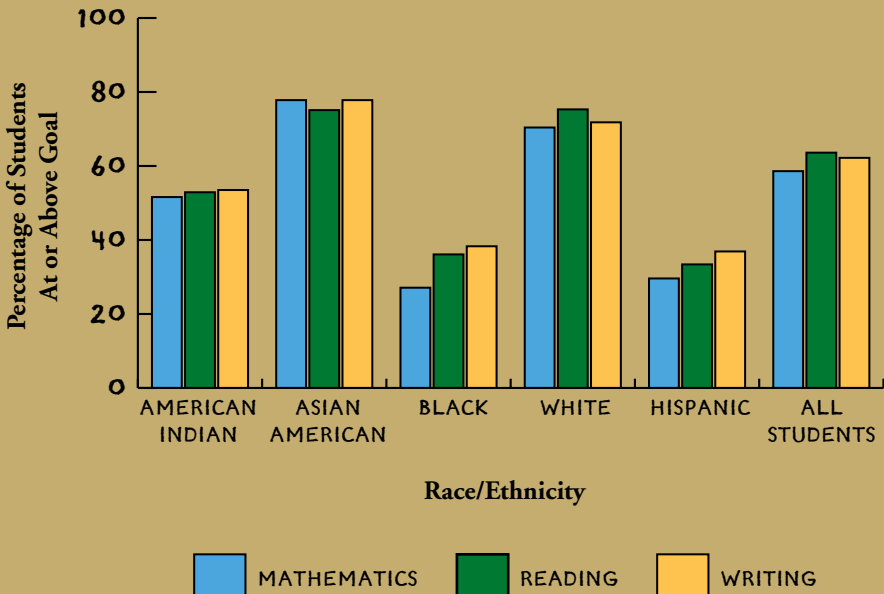


# 2006 CONNECTICUT MASTERY TEST (CMT)

## GRADE 6

Over 75 percent of Asian-American students and over 70 percent of white students scored at or above goal level in all three assessments on the spring 2006 Grade 6 CMT. As these two racial groups represent over 70 percent of Connecticut’s Grade 6 students, the overall percentage of students scoring at or above goal was in excess of 55 percent on all three assessments. The achievement gap between black and Hispanic students, and white students persisted. On all three assessments, black and Hispanic students trailed their Asian-American and white counterparts in the percentage scoring at goal or above by at least 33 points and by as many as 51 points.

### CONNECTICUT MASTERY TEST — GRADE 6 Percentage of Students At or Above Goal

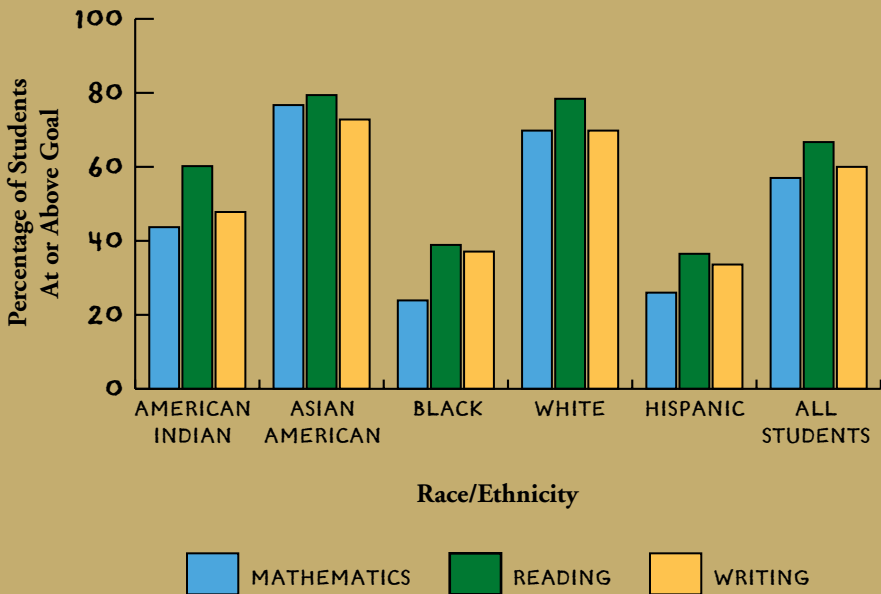


# 2006 CONNECTICUT MASTERY TEST (CMT)

## GRADE 7

On the Grade 7 CMT, the achievement gap between Asian-American and white students, and black and Hispanic students was sizable. On the reading assessment, black and Hispanic students trailed their white and Asian-American counterparts by about 40 percentage points. On the writing assessment the gap was slightly smaller, ranging from 32.7 to 39.2 percentage points. The largest gaps were on the mathematics assessment, where the gap between Asian-American and black students was 52.8 percentage points.

**CONNECTICUT MASTERY TEST — GRADE 7**  
**Percentage of Students At or Above Goal**

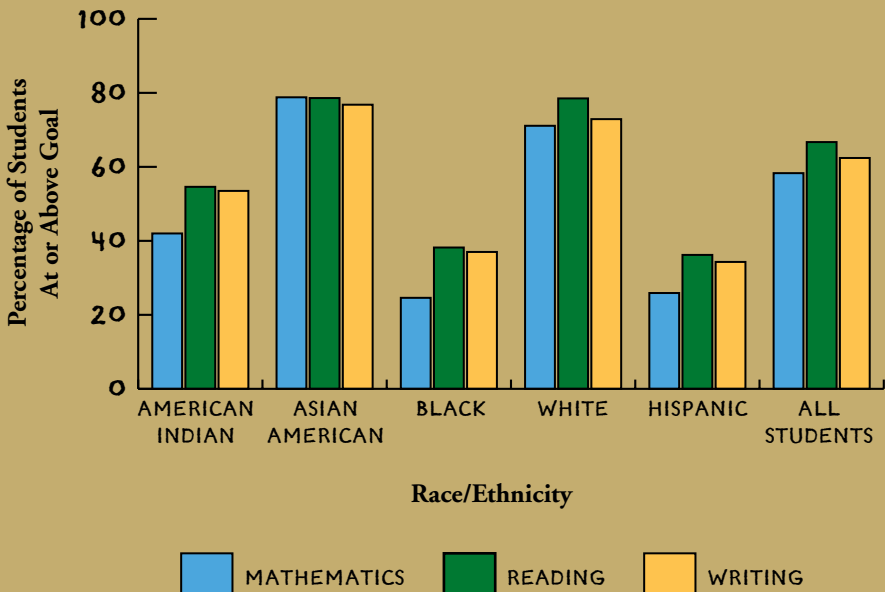


# 2006 CONNECTICUT MASTERY TEST (CMT)

## GRADE 8

The 2006 Grade 8 CMT saw continued strong performance by Asian-American and white students and lackluster results from black and Hispanic students. The smallest achievement gap between the highest scoring racial/ethnic group, Asian-American students, and black and Hispanic students was just under 40 percentage points. The largest gap was 54.2 percentage points on the mathematics assessment between Asian-American students and black students.

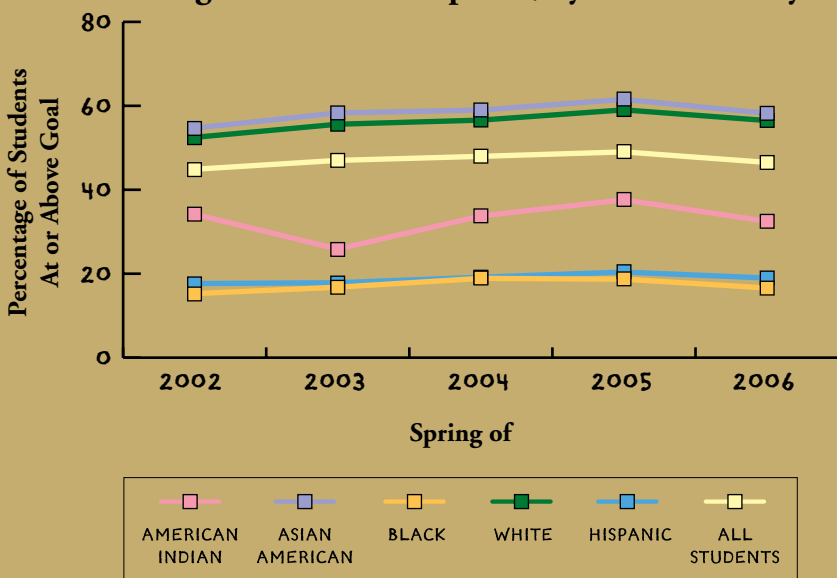
**CONNECTICUT MASTERY TEST — GRADE 8**  
**Percentage of Students At or Above Goal**



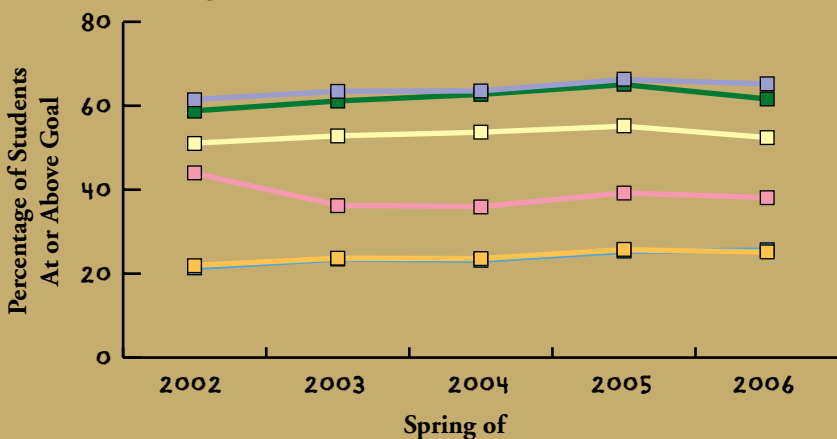
## 2006 CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT)

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. Like 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. Over the last five years, overall student achievement on the reading and writing assessments has been relatively stable. During this period, Asian-American and white students significantly outperformed black and Hispanic students on the reading and writing CAPT assessments. During this period, Asian-American and white students scored at or above goal at rates 35 to 40 percentage points higher than their black and Hispanic classmates on both assessments.

**Reading Across the Disciplines, by Race/Ethnicity**



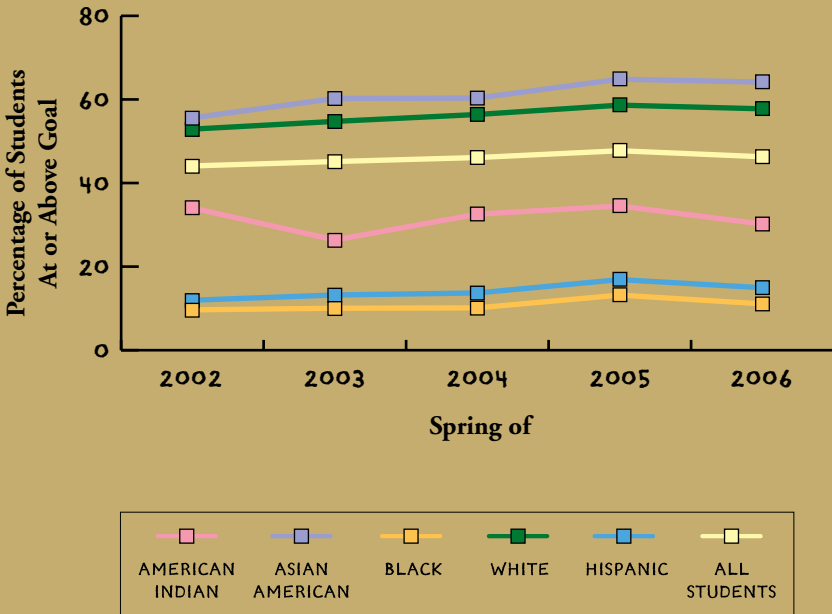
**Writing Across the Disciplines, by Race/Ethnicity**



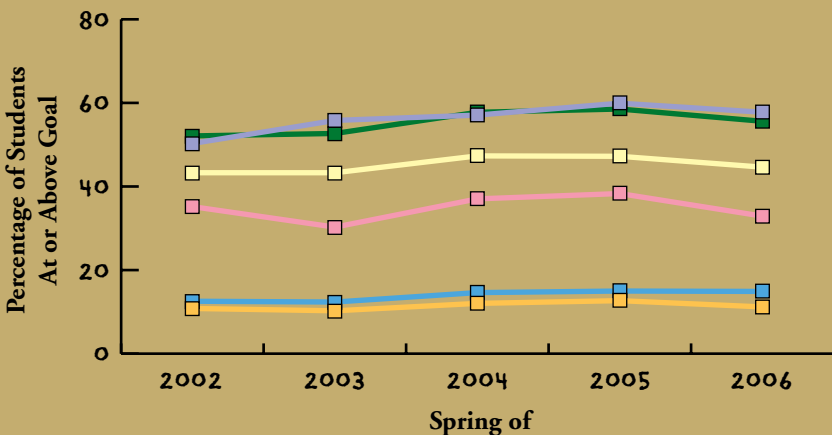
## 2006 CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT)

On the CAPT mathematics and science assessments, the overall percentage of students scoring at or above goal level has increased slightly since 2002. During this period, Asian-American and white students have continuously performed at high levels. Over 50 percent of Asian-American and white students have reached or exceeded the goal on the mathematics and science assessments in each of the last five years. Over the same period, between 10 and 20 percent of black and Hispanic students have scored at or above the goal level, though scores for both groups have increased slightly over this period.

### Mathematics, by Race/Ethnicity



### Science, by Race/Ethnicity



## ADEQUATE YEARLY PROGRESS (AYP)

Under the federal No Child Left Behind (NCLB) Act of 2001, states are required to hold schools and districts to yearly standards of achievement on standardized tests in reading and mathematics. These standards are used to determine if schools and districts are making Adequate Yearly Progress (AYP) as a school or district as a whole, and for specific subgroups of students (including racial/ethnic groups, special education students, and English language learners). Schools and districts 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 their test scores. Connecticut uses the Connecticut Mastery Test and the Connecticut Academic Performance Test for determining AYP.

During the 2005-06 school year, roughly one-third of Connecticut's schools failed to make AYP. Most of the schools failing to make AYP did not meet the standards of achievement in both reading and mathematics. Of the 330 schools that failed to make AYP in 2005-06, 159 had previously been identified as being in need of improvement.

2005-06 PERCENTAGE OF SCHOOLS AND DISTRICTS FAILING TO MEET ADEQUATE YEARLY PROGRESS (AYP)			
	Elementary/ Middle Schools	High Schools	District Level
Whole school/district mathematics and reading achievement	14.6%	5.0%	5.8%
Whole school/district mathematics academic achievement only	1.5%	8.4%	0.6%
Whole school/district reading academic achievement only	3.2%	0.6%	0.6%
Subgroup only mathematics and reading academic achievement	11.9%	5.0%	11.1%
Subgroup only mathematics academic achievement	1.6%	3.4%	0.0%
Subgroup only reading academic achievement	3.1%	0.0%	0.6%



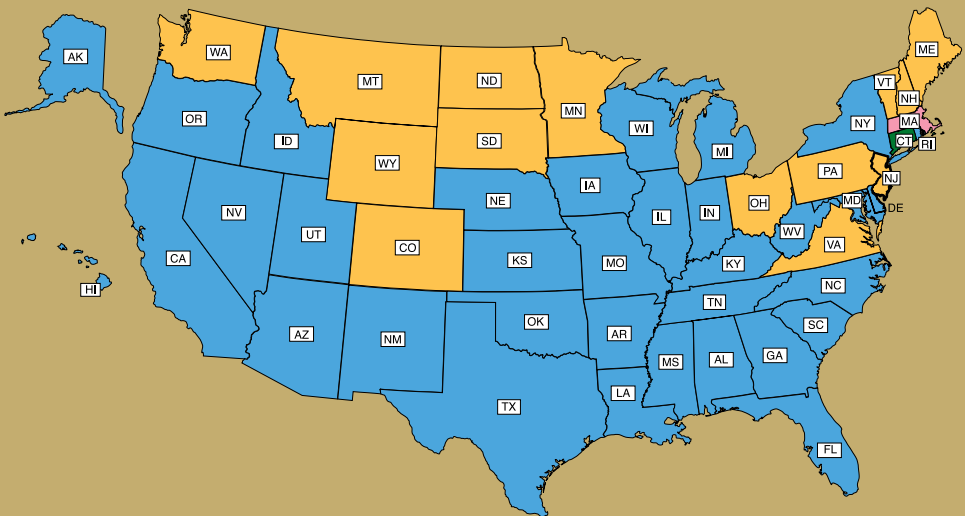
## 2005 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

### GRADE 4 READING Percent At Or Above Proficient

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 2005 assessment of reading, 38 percent of Connecticut’s Grade 4 students scored at or above the proficient level. This compares favorably to the nation’s score of 30 percent at or above proficient.

Connecticut outperformed 35 states and its performance was statistically equal to 13 other states. Only one state — Massachusetts — performed better than Connecticut.



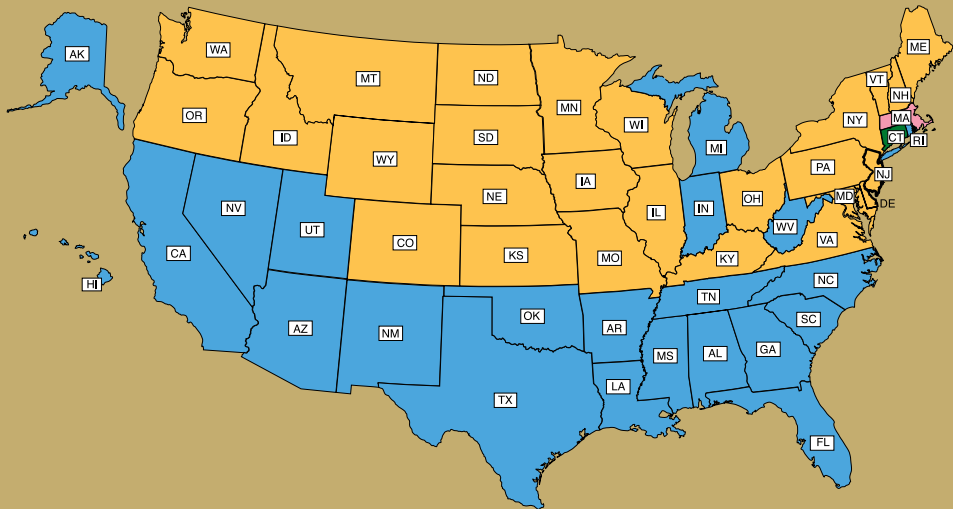
- Focal state/jurisdiction (Connecticut)
- Has a higher at or above proficient than focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower at or above proficient than the focal state/jurisdiction

## 2005 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

### GRADE 8 READING Percent At Or Above Proficient

On the spring 2005 Grade 8 NAEP reading assessment, 34 percent of Connecticut's students reached the proficient level or above, 5 percentage points higher than the national figure of 29 percent.

On a state-by-state level, Connecticut outperformed 22 states. Again, only Massachusetts scored higher than Connecticut. Connecticut's performance was comparable to the remaining states.



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

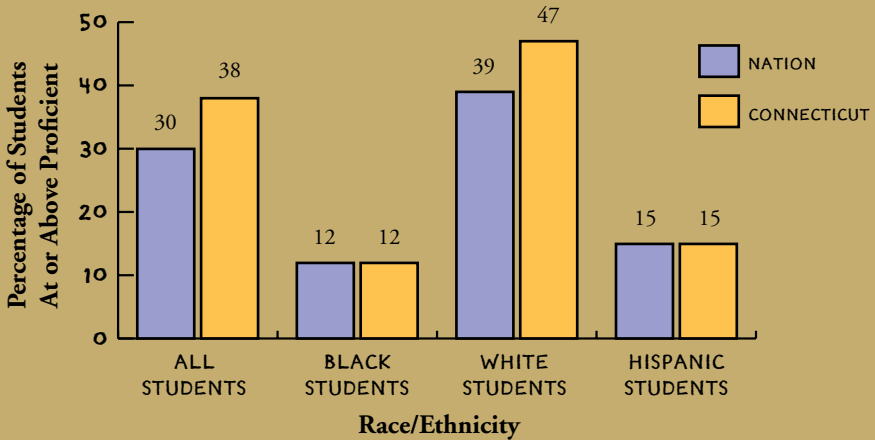
# 2005 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

## READING

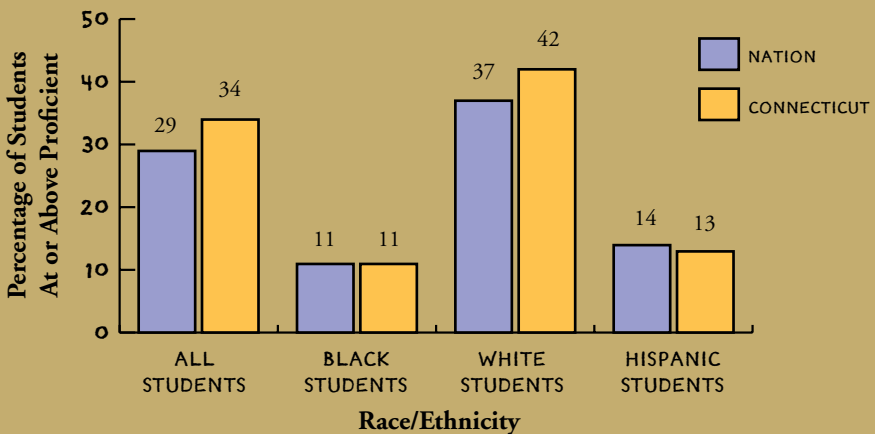
### Percent At Or Above Proficient

Just as Connecticut's CMT and CAPT assessments show an achievement gap between white students and their black and Hispanic classmates, so do the results from the 2005 NAEP reading assessments for Grades 4 and 8.\* On both reading assessments, Connecticut's white students reached the proficient level or higher at over three times the rate of their Hispanic classmates and almost four times the rate of their black classmates. While they trail their white classmates, it is important to note that Connecticut's black and Hispanic students performed on par with their national counterparts.

**2005 NAEP Grade 4 Reading: Percentage of Students At or Above Proficient by Major Racial/Ethnic Groups\***



**2005 NAEP Grade 8 Reading: Percentage of Students At or Above Proficient by Major Racial/Ethnic Groups\***



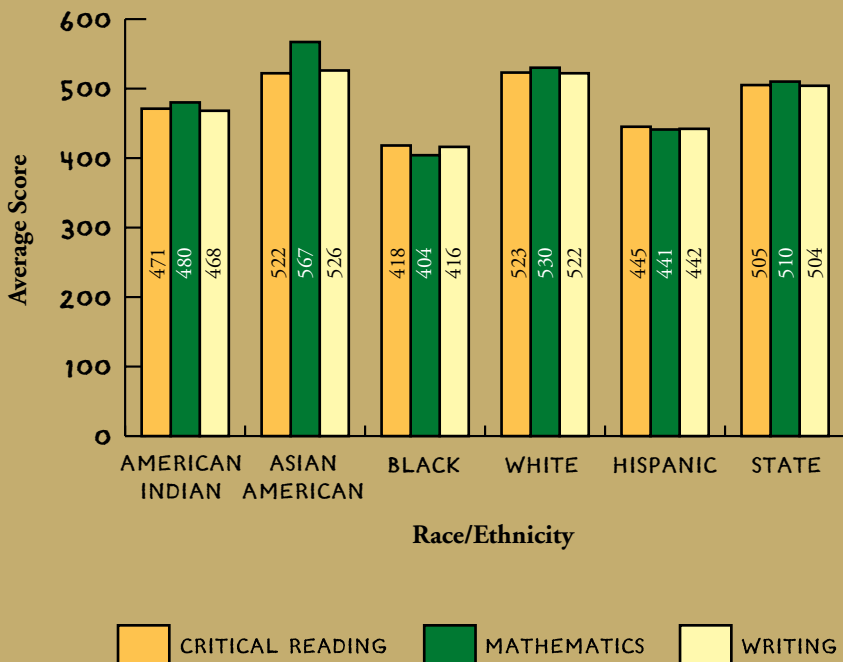
\* Due to the use of different racial/ethnic groupings on the NAEP, only data for white, black and Hispanic students are presented here.

## SAT<sup>®</sup> I REASONING TEST

The SAT<sup>®</sup> I Reasoning Test is one of the nation's most commonly used college readiness assessments. For the Class of 2006, 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 of the assessments are graded on a scale of 200 to 800 points.

In the spring of 2006, Connecticut high school students averaged a score of 505 on the critical reading assessment, 510 on the mathematics test and 504 on the writing assessment. As on other standardized assessments, there was a pronounced gap between the scores of Connecticut's Asian-American and white students, and the state's black and Hispanic students. Black students scored at least 100 points below their Asian-American and white counterparts, and Hispanic students scored at least 75 points lower than their Asian-American and white classmates on all three assessments.

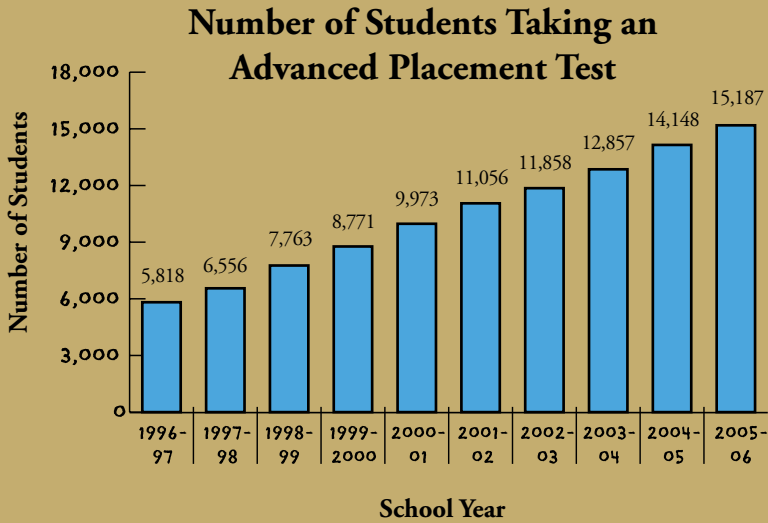
### SAT<sup>®</sup> I Reasoning Test by Racial/Ethnic Group\*



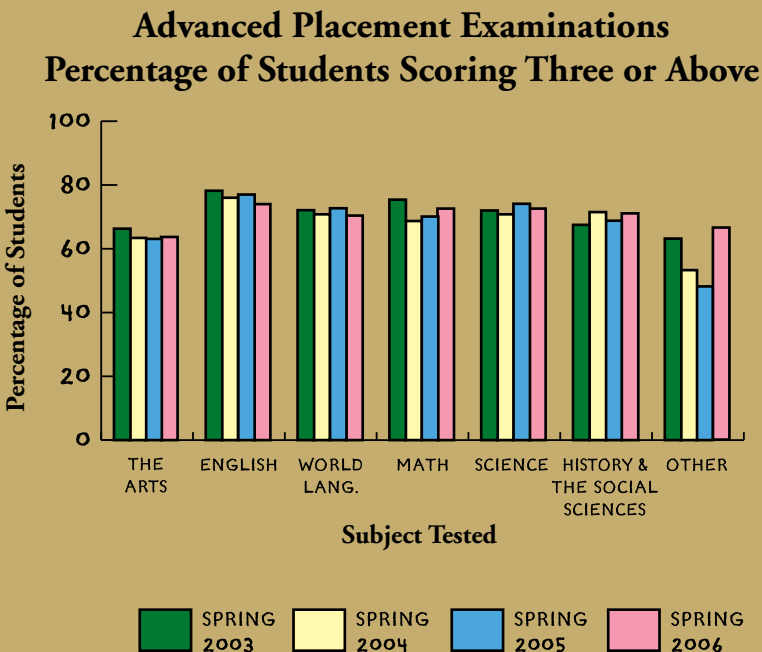
\* Race/ethnicity data represent voluntary, self-reported data submitted by students. Almost 87 percent of those tested chose to report their race/ethnicity. Those who chose not to report their race/ethnicity scored an average 482 on the critical reading assessment, an average 475 on the writing assessment and an average 477 on the mathematics assessment. 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 has increased by over 160 percent in the last decade. Over the same period total high school enrollment increased by 31.2 percent.



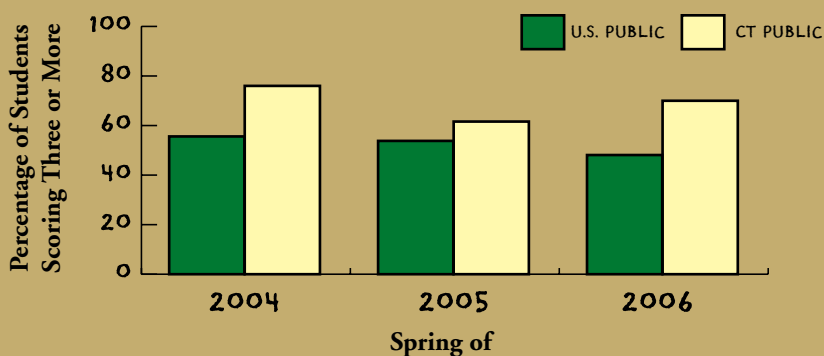
With the increased number of students taking AP exams, the percentage of students scoring three or more has remained relatively stable in most subject areas over the last four years, with courses in the “Other” category (e.g., computer sciences) being the one exception. The American Council on Education has established a minimum score of three (on a scale of one through five) for college credit to be awarded for a student’s achievement on an AP exam.



## ADVANCED PLACEMENT EXAMINATION IN ENGLISH

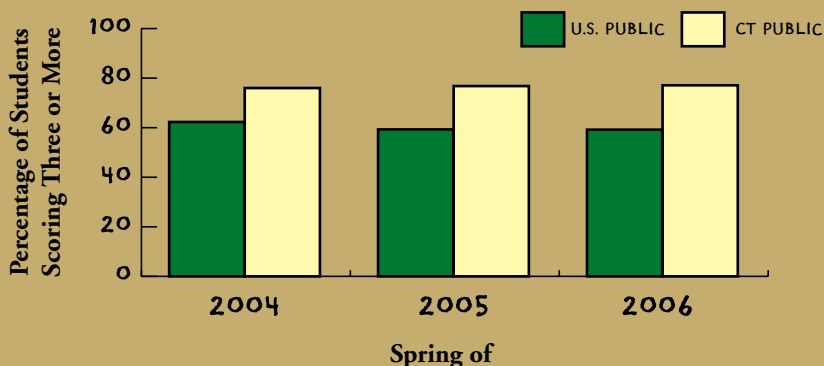
Over the last three years, Connecticut students have consistently outperformed their national counterparts on the two Advanced Placement examinations in English. On the English Language and Composition exam, 70 percent or higher of Connecticut's test takers received a score of three or higher in two of the last three years. On the national level, the percentage of students scoring three or more on the English Language and Composition exam has dropped over the last three years, from 56 to 48 percent. The English Language and Composition exam assesses students on their ability to read, comprehend and write about complex texts.

### Percentage of Students Scoring Three or More on the English Language and Composition Exam: Connecticut and the Nation



On the English Literature and Composition exam, the percentage of Connecticut students scoring three or more in each of the last three years has increased, while at the national level the percentage has dropped. 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.

### Percentage of Students Scoring Three or More on the English Literature and Composition Exam: Connecticut and the Nation

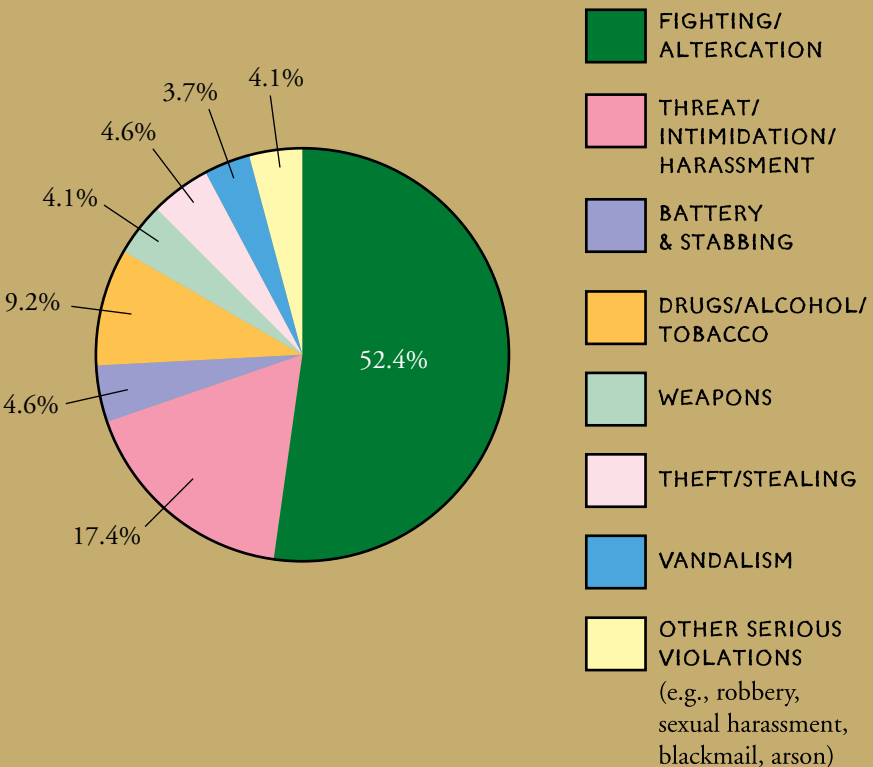


## SCHOOL DISCIPLINE\*

To perform at their best, students need a safe learning environment. One of Connecticut’s standards for measuring school climate is the percentage of suspensions and expulsions that are the result of incidents that are considered serious offenses. In 2005-06, there were over 46,000 serious offenses in Connecticut schools that resulted in suspensions, expulsions and/or alternative sanctions. Serious offenses do not include minor violations of school policy, such as skipping class, insubordination and dress code violations. In addition to the serious offenses, there were 106,000 minor violations in 2005-06.

This large number of total incidents (both serious and policy offenses) involved only 10.5 percent of Connecticut’s public school students. There were, however, a number of repeat offenders that had a significant number of offenses. Over 1,000 students had 10 or more separate violations.

**Serious Offenses Resulting in Suspension or Expulsion, 2005-06\***

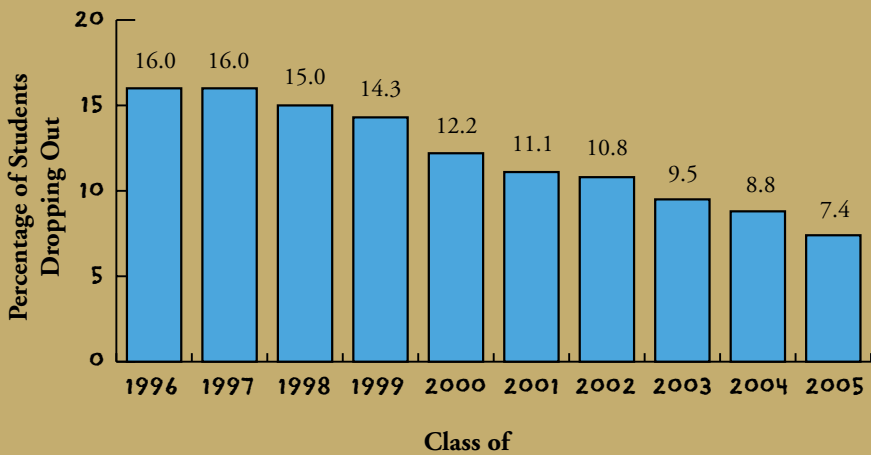


\* These data have not been audited and are considered preliminary and are subject to change.

## DROPOUT RATE

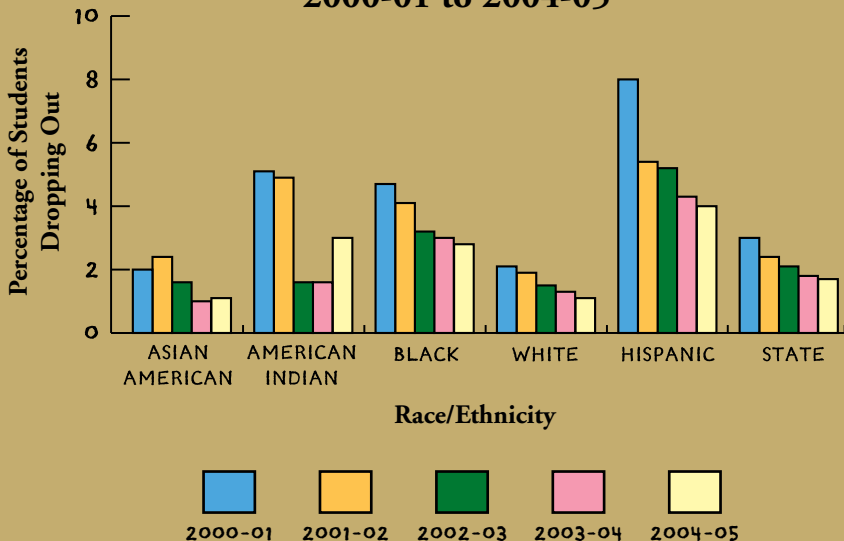
Since the Class of 1996, Connecticut’s cumulative four-year percentage of high school dropouts has been consistently declining. Over this period, the cumulative dropout rate decreased from 16 percent for the Class of 1996 to 7.4 percent for the Class of 2005. This reduction means that approximately 2,100 fewer Connecticut high school students of the Class of 2005 dropped out of school compared to the class of 1996.

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



Over the last five years, the annual dropout rate has steadily decreased for the state and in almost all of the individual racial/ethnic groups. The one notable exception to this trend were Connecticut’s American Indian students in 2004-05, when an increase of less than 20 dropouts caused a spike in this group’s annual dropout rate.

**Annual Dropout Rate by Race/Ethnicity  
2000-01 to 2004-05**

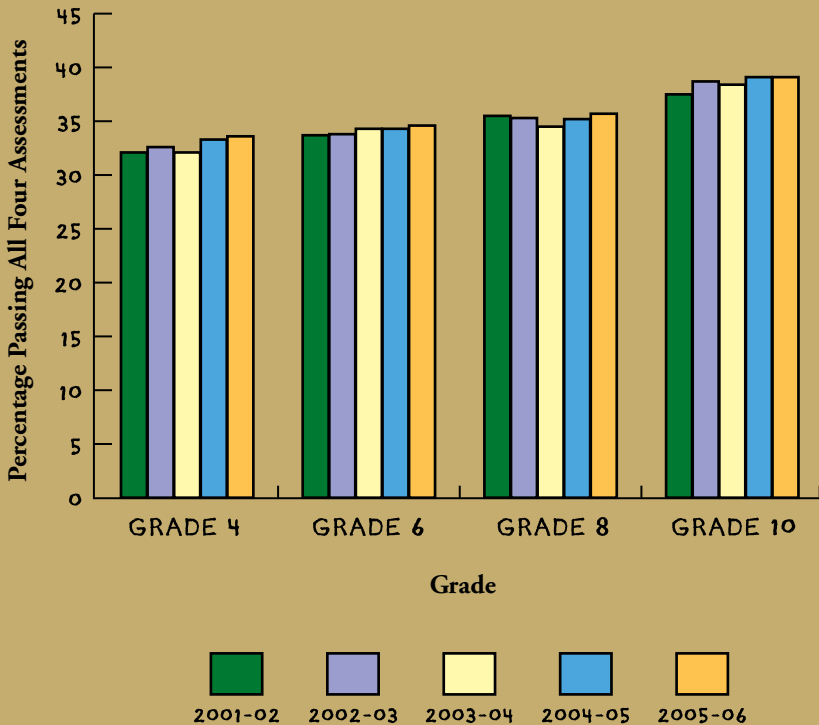




## CONNECTICUT PHYSICAL FITNESS ASSESSMENT

Across all grades statewide, results of the Connecticut Physical Fitness Assessment 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 passed all four assessments in each of the last five years. The Connecticut Physical Fitness Assessment contains four separate assessments that test students for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

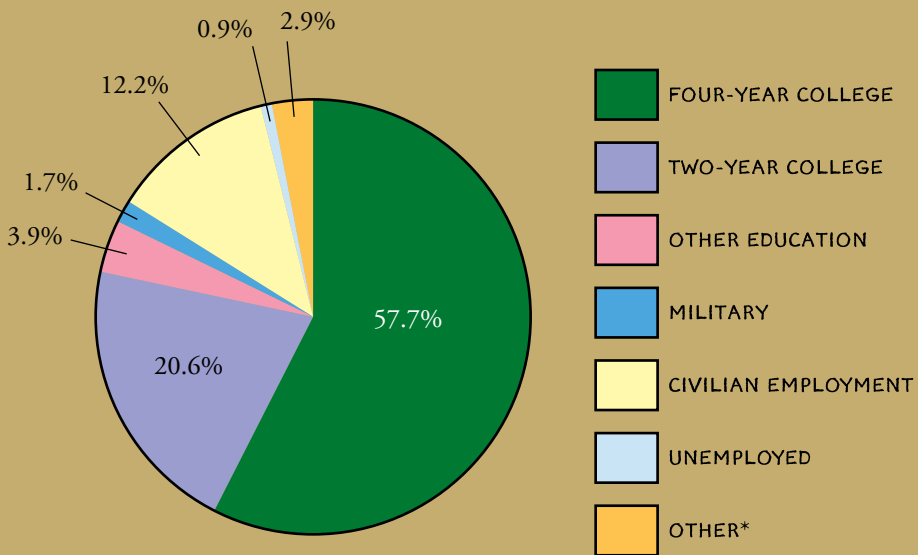
**Percentage Passing All Four  
Physical Fitness Assessments by Grade  
2001-02 to 2005-06**



## ACTIVITIES OF SPRING 2005 CONNECTICUT PUBLIC HIGH SCHOOL GRADUATES

In the spring of 2005, 35,515 students graduated with diplomas from Connecticut high schools. Well over half of these graduates attended a four-year college or university. An additional 25 percent of the graduates continued their education at two-year colleges or other educational institutions. Of the graduates who did not further their education, over two-thirds were engaged in civilian employment. In all, over 95 percent of 2005 graduates were either furthering their education or engaged in military or civilian employment.

**Activities of Spring 2005 Graduates**



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

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