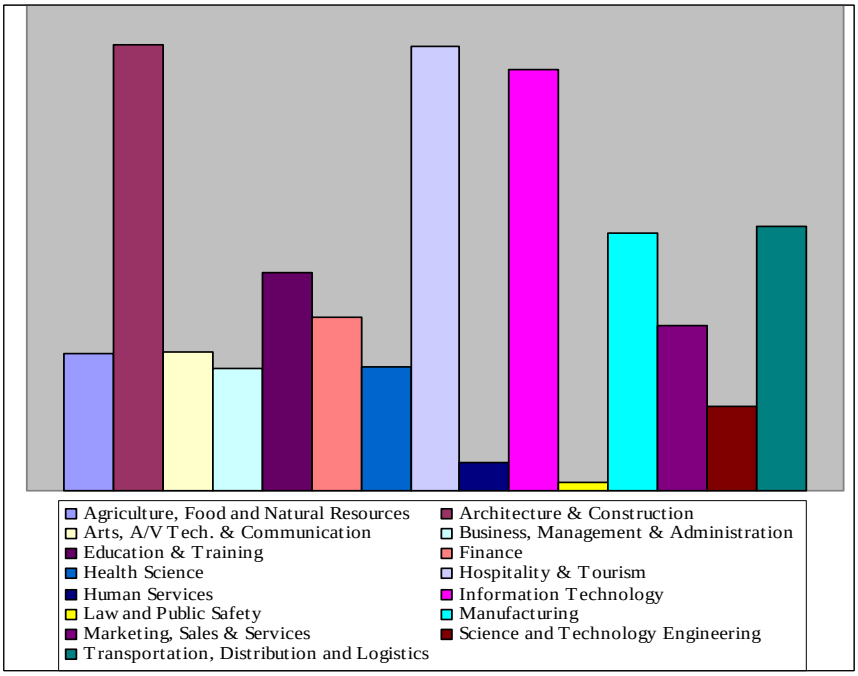
Connecticut State Department of Education
Carl D. Perkins Annual Report Narrative
2007-2008

Connecticut Educational Structure

In Connecticut through the State Department of Education (SDE), Carl D. Perkins funds are utilized to develop and enhance career and technical education (CTE) offerings in a multitude of educational settings. Funds are shared with schools that fulfill state and federal specified size, scope and quality. Carl D. Perkins provides support to students who elect to take career and technical education courses in preparation for some form of postsecondary education and work. It is an expectation that all students will be college ready in a philosophy that "college is for all students"; however, that does not prelude student entry into industry certification, licensure or on-the-job-training programs.

- 169 school districts (not all districts have high schools)
- 117 districts receive Perkins funding (comprehensive high schools)
- 17 high schools: Connecticut Technical High School System
- 19 Agriculture Science and Technology Education Centers
- 45 magnet schools with themed focus – some that are career and technical education
- Unified School Districts #1 (Department of Corrections) and #2 (Department of Children & Families)
- Community College System – 12 colleges
- University of Connecticut – multiple campuses
- State University System – four state 4-year colleges (no share of Perkins funding)

CTE Student Concentrator Enrollment, 2007-08



Student Concentrator Enrollment by Cluster 2007 - 08

Career Clusters	Total Secondary Students
1. Agriculture, Food and Natural Resources	1,272
2. Architecture & Construction	4,136
3. Arts, A/V Tech. & Communication	1,280
4. Business, Management & Administration	1,127
5. Education & Training	2,023
6. Finance	1,605
7. Govt. & Public Administration	0
8. Health Science	1,146
9. Hospitality & Tourism	4,110
10. Human Services	262
11. Information Technology	3,904
12. Law and Public Safety	84
13. Manufacturing	2,390
14. Marketing, Sales & Services	1,537
15. Science and Technology Engineering	774
16. Transportation, Distribution and Logistics	2,455

CTE and Secondary School Reform

The key elements of Connecticut's secondary school reform are the foundation blocks of Career Pathways: Engagement, Rigor and 21st Century Skills. Career Pathways connects students' classroom learning to post-secondary education and careers within the context of career clusters. The process of Engagement allows all students the opportunity to explore possible careers and make educated decisions regarding secondary academic and elective course enrollment, post-secondary plans and eventually careers. Rigor inspires students to stretch beyond their individual comfort zones to embrace and master meaningful challenges and begin to define their own interests, potential and direction. The 21st Century Skills provides students the understanding of collaboration and leadership skills, habits of personal and social responsibility, and adaptability to change. For the latest SDE publication aligned to career pathways and the secondary school reform published by career and technical education go to: http://www.sde.ct.gov/sde/lib/sde/pdf/Curriculum/CT_Career_Pathways.pdf

Connecticut Academic Performance Test

Connecticut State Department of Education requires that districts administer the state Connecticut Academic Performance Test (CAPT) each year to all 10th graders which measures math and reading skill attainment. Connecticut CTE student concentrators exceeded statewide student performance for 2007-08 for math and reading.

Connecticut's Overall CAPT Performance Results 2007-08

2007-08 CAPT	CT Proficiency NCLB Target 2007-08	CTE Student Concentrator Performance	State-wide Student Performance
Reading	72.0%	87.44%	82.7%
Mathematics	69.0%	83.63%	79.7%

a. Required Use of Funds

CTE Assessment

Pursuant to Section 113 of the Carl D. Perkins Vocational and Technical Education Act of 1998, states must "… establish a State performance accountability system, comprised of the activities described in this section, to assess the effectiveness of the State in achieving statewide progress in vocational and technical education, and to optimize the return of investment of Federal funds in vocational and technical education activities."

The inclusion of this language in the Carl D. Perkins legislation focused the attention of Connecticut Career and Technical administrators and teachers to construct a sustainable and ever-improving process of CTE statewide assessment. To fully understand the ever-evolving statewide assessment program we begin with a historic context.

As we trace the origins of Career and Technical Education in Connecticut, accountability in one venue or another has been an integral part of our annual cycle of operations and development. From the Connecticut high school industrial and agricultural training programs created by the Smith-Hughes Act of 1917; to the creation of high school vocational programs in home economics, office practices and distributive education, resulting from the George-Barden Act of 1946; to the sweeping development of vocational education, brought about by the passage of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, Connecticut has strived to measure quality now known as Career and Technical Education.

For decades, Connecticut has worked to ensure the highest quality career and technical education programs and instruction, providing statewide professional development in each of the CTE program areas, annual grant and program reviews, and direct involvement of business and industry. Connecticut CTE has more than met the challenge of every federal legislative mandate in spirit and in practice. The state has held firm in belief that one of the inevitable outcomes of education is that state citizenry will seek productive and fulfilling employment.

In April, 1983, *The Nation at Risk* document brought the national focus to the issue of accountability for everyone engaged in the process of education. Almost overnight, the national dialogue turned to the academic proficiency of America's youth. However, what many people fail to remember about *The Nation at Risk* document is the authors' stated purpose of education, contained in the opening statement of this landmark document that was to spur the development of accountability initiatives throughout the United States, "... (the promise of education) *means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to* ***secure gainful employment****...*".

Our commitment to that universal life goal has prompted Connecticut CTE to seek improved methods of bringing about continued improvement throughout our schools, programs and students. The Carl D. Perkins legislation required each state to establish performance standards for Career and Technical Education, and to design a method of assessment that would statistically demonstrate a plan for continuous improvement. The Connecticut State Department of Education in partnership with NOCTI met this mandate with enthusiasm and the belief that together, administrators, teachers, business and industry could design a statewide system of assessment.

The SDE did not choose the path of least difficultly in the development of this statewide assessment program. Rather, the state sought to live out the spirit that has been "vocational/CTE" for almost a

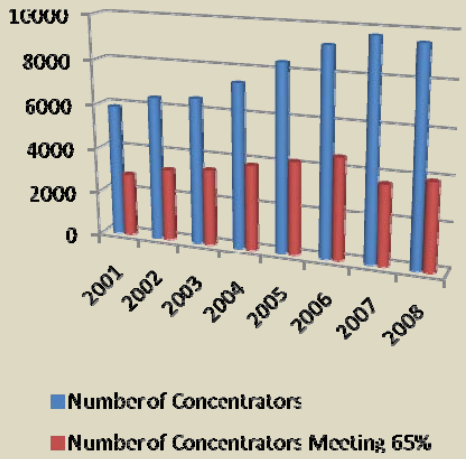
century. As national, state and local economic need varies and forever changes, we must continue to teach the core of knowledge and skill, necessary to meet daily challenges, while fostering professional appetite. In this era of massive specialization with unlimited menus of CTE course titles we must commit to teach, learn and test those measurable competencies that already have been established by the CTE national professional organizations.

Connecticut CTE Areas of Concentration

- Agriculture Mechanics
- Animal Science
- Aquaculture & Marine-Related Technologies
- Natural Resources & Environmental
- Plant Science
- Accounting
- Business Management
- Computer Information Systems
- Cooperative Work Education
- Early Childhood Education & Services
- Nutrition, Food Production & Services
- Textiles & Design
- Marketing Education
- Medical Careers
- Certified Nursing Assistant
- Automotive Technology
- Computer Aided Drafting & Design
- Pre-Engineering Technology
- Video Production Systems

Longitudinal Comparison

After two years in development, the Connecticut CTE Assessment program began testing concentrators in 2001. As the "national" standards were revised by the national CTE professional organizations, the Connecticut performance standards and competencies (PS&C) were also revised to align with the latest national PS&C. The revision of the PS&C resulted in a revision in the state CTE assessments. We believe it is critical to the validity of our assessment program to stay as current as possible while integrating our academic foundation competencies into each test. The continuous revision process requires that all members of the CTE education community strive for currency within CTE teaching and learning rather than relying on out-dated competencies and item banks.



Academic Foundation Competencies

Career and Technical Education (CTE) provides a context for the development of academic teaching and learning. The commitment of CTE to enhance academic achievement in our schools, programs and courses, has led to the identification of these Academic Foundation Standards. Consistent with Connecticut's pledge to test CTE concentrators on the national/state performance standards and competencies, we are testing the textual application of the same mathematics and reading competencies assessed in Connecticut academic assessments. Taken directly from the measurable standards of the Connecticut Academic Performance Test (CAPT), these foundation competencies are incorporated into each of the 18 areas of concentration of the Connecticut CTE statewide assessment.

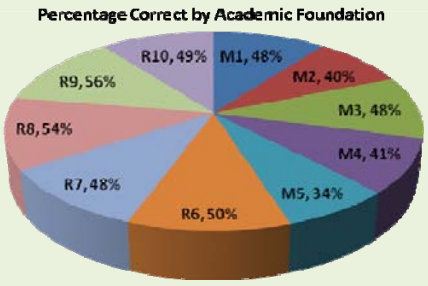
Math

- M1: Extend the understanding of number to include integers, rational numbers & real numbers.
- M2: Interpret and represent large sets of numbers with the aid of technologies.
- M3: Develop strategies for computation and estimation using properties of number systems to solve problems.
- M4: Develop and evaluate mathematical arguments using reasoning and proof
- M5: Construct appropriate representations of data based on the size and kind of data set and the purpose for its use.

Reading

- R6: Make connections between the text and outside experiences and knowledge.
- R7: Draw conclusions about the author's purpose in including or omitting specific details.
- R8: Use evidence from the text to draw and/or support a conclusion.
- R9: Use information from the text to make a prediction based on what is read.
- R10: Evaluate explicit and implicit information and themes within a given work.

The chart below shows the percentage of concentrators correctly answering the items linked to the academic foundation competencies.



2008 Summary of Concentrators by Test Title and Cut Score

Test Code	Test Title	Concentrators	Raw Number Meeting 65%	Percentage of Concentrators Mtg. 65%	Average Total Score (Mean)
7710	Agriculture Mechanics	78	51	65.38%	66.8
7711	Animal Science	230	187	81.30%	71.4
7712	Aquaculture and Marine-Related Technologies	132	82	62.12%	66.1
7713	Natural Resources & Environmental	43	27	62.79%	63.3
7714	Plant Science	86	47	54.65%	63.7
7715	Accounting	667	295	44.23%	60.2
7716	Business Management	489	141	28.83%	55.8
7717	Computer Information Systems	1070	345	32.24%	57.0
7718	Cooperative Work Education	528	168	31.82%	57.2
7719	Early Childhood Education & Services	926	543	58.64%	65.9
7720	Nutrition, Food Production & Services	1103	413	37.44%	57.7
7721	Textiles & Design	210	44	20.95%	53.4
7722	Marketing Education	844	355	42.06%	59.6
7723	Medical Careers Education	645	434	67.29%	66.8
	Certified Nurse Assisting	430	429	99.77%	82.8
7724	Automotive Technology	530	23	4.34%	41.9
7725	Computer Aided Drafting & Design	689	124	18.00%	51.7
7726	Pre-Engineering Technology	437	93	21.28%	51.5
7727	Video Production System	391	93	23.79	53.4
	TOTALS	9528	3894	40.87%	

Use of Technology

As a part of the state grant approval process, all district/college plans are reviewed to ensure that CTE offerings include the latest in technological developments. Each content specialist reviews every application to make recommendations on curriculum improvements, updates and equipment purchases. The plans are not approved for fund distribution until it has been confirmed that they fulfill the state expectations of technological advancement for all CTE courses. Over the last decade great strides have been made particularly in technology education moving away from industrial arts to contemporary national standards-based curriculums in the comprehensive high school CTE pathways. Technology is seen as a tool to enhance academic rigor facilitating student transition to postsecondary education and the workplace. In addition, state professional development workshops for all pathways are offered throughout the year to offer the latest in use of technology.

Professional Development

Funds were used in 2007/2008 to provide a variety of workshops and conferences on topics and to audiences identified by CT SDE. These activities were provided for teachers, counselors, and administrators in Career and Technical Education, Cooperative Work Education, Adult Education programs, and Regional Vocational Technical Schools.

Information on each of the events is provided in chronological order. It includes the title, date, location, and the audience the activity was designed for, as well as attendance, a description of the workshop topics, and a summary of participant evaluations.

The activities that were offered were well attended and well received.

Marketing Education Orientation Conference
October 5, 2007

Instructor: Stephen Hoag
Target Audience: Marketing Education teachers

Teachers attended a full day conference that provided a comprehensive orientation to Connecticut Marketing Education. Although it was originally designed for teachers who were new to the field, the day was also open to anyone who wished to have the most up-to-date instructional materials. The evaluations were all very positive, with many attendees citing the generous offering of handouts and free materials.

Improving Student Math Scores through CTE
November 6. 2007

Keynote speaker:
James Stone, Executive Director, NRCCTE

Target Audience: Math teachers, CTE teachers, Administrators

This full day conference was planned to give participants an opportunity to learn how teachers across the country are increasing students' math scores through the unique delivery of math-enhanced Career and Technical Education. The evaluations from this event were mixed: the keynote and the Business Ed

sessions received a 3.6 on a 5.0 scale, while the Tech Ed and FACS sessions each received a 1.6 on the 5.0 scale. One of the most repeated comments was that administrators need to incorporate this program into their existing curriculums.

Medical Careers Education Conference
November 30, 2007

Target Audience: Teachers, Counselors

This full day conference centered on sharing strategies and lessons about careers in the health care field. The content included information about nursing programs, diversity, and the cultural aspects of medical careers. The highlight of the program was the session devoted to therapeutic massage. The evaluations of the program content, the usefulness of the information, and the overall session rating were all 5/5.

Career Pathways: Next Steps
December 7, 2007

Keynote Speaker: Ray Davis, PhD., Coordinator for Career Guidance
South Caroline Department of Education

Target Audience: Secondary and Postsecondary Educators, Counselors

This was a very successful day, centered on taking the goals of Career Pathways and putting them into action. It was well attended, and received high marks in the evaluations. The keynote speaker, Ray Davis, offered ideas and examples about successfully implementing Career Pathways. The afternoon session offered a number of workshops, including "Engineering by Design", Health Career Pathways in Action", and "Manufacturing in Connecticut". The evaluations were excellent, and many participants expressed an interest in future Career Pathways workshops.

Youth Safety Workshops
10/23, 1/17

Target Audience: CWE Coordinators, Counselors

The goal of the Youth Safety Workshops is to teach core health and safety regulations to the adults who oversee students in the workplace. Each participant is given a reproducible curriculum, and key parts of that curriculum are discussed in class. The second half of the class is devoted to a Q&A session, aided by representatives from OSHA and the Department of Labor. The evaluations from these classes are generally excellent. The most repeated comment is that the Q&A session was very informative, and that employers need to become more aware of the rules and regulations.

DigiTools
March 7, 2008

This workshop introduced emerging content regarding keyboarding, as well as information about other digital communication tools. Each participant received two textbooks, along with numerous helpful

handouts. The role of keyboarding in the curriculum, and an overview of technology innovations were both cited as beneficial aspects of the day. The overall evaluation of the class was 2.8 on a 4.0 scale.

Advanced Excel
March 19, 2008

The Advanced Excel class received an overall evaluation of 3.8 on a 4.0 scale. The participants were very enthusiastic about bringing their new skills to the classroom.

Family and Consumer Sciences Conference
April 9, 2008

Keynote Speaker: Irene Varley, Dibble Institute, Director of Education

The FACS Conference was designed for middle and high school teachers as an opportunity to share best practices, to network, and to learn new classroom strategies. The morning session was devoted to a discussion of skills that adolescents need to learn in order to have healthy relationships in the future. Afternoon workshops included "Food of the Month", "Textile Technology", "Child Development Labs", and Essential Disciplines". The conference received excellent evaluations, with a 4.3 score on a 5.0 scale. The most often cited comment was a desire to have this workshop next year.

AG Mechanics Workshop
April 15, 2008

This workshop was held to help to develop shop skills for staff that may not have an Ag Mechanics background. Content areas were based on a previous CAAE meeting. Machine and tractor skills were demonstrated, and time was spent discussing ideas for instructional strategies.

<u>Personal Finance: Changing the Way Teens Think About Money</u>
April 30, 2008

Keynote Speaker: Chad Foster, Author, *Changing the Way Teens Think About Money*

Target Audience: Business and Finance teachers, Career Counselors, Administrators

This very successful event opened with a welcome address from George Coleman, Deputy Commissioner of the Connecticut State Department of Education. The keynote speaker, Chad Foster, followed his remarks. Mr. Foster spoke to the audience about the necessity of motivating students and preparing them to succeed in the real world. A lively Q&A session followed. The rest of the day was devoted to workshops that gave teachers information that would be useful in their classrooms. The topics covered many aspects of financial education, ranging from "Financial Literacy 101", "School Banking", and "Financial Crime Victims", to ""Junior Achievement" and a "Personal Finance Grant Workshop".

All of the workshops received high scores and very positive evaluations from the participants. The general session received a 4.5 on a 5.0 scale, with workshop scores averaging 3.8 to 4.8 on a 5.0 scale.

Business and Finance Technology Education Leadership Meeting
5/08/08

Dr. George Coleman, Deputy Commissioner of Education, gave the keynote address. The agenda for the day revolved around the Secondary School Reform and incorporated demonstrations of the newest technology available to teachers. The meeting received generally good evaluations. The participants appreciated the information about the Secondary School Reform, but many noted that there was not adequate time for follow-up questions.

Construction Workshop
5/20/2008

Target Audience: Construction and Tech Ed teachers

This workshop was a combination of hands-on experience with new curriculums and teaching materials available to all participants. Everyone had an opportunity to discuss his or her concerns about the future of construction education in the schools. The evaluations from the day were excellent, and many teachers requested future workshops about this topic.

Servsafe Training
6/25/2008
Target Audience: School cafeteria personnel
Presenter: Bill Williams

This one-day training was offered so that participants would be prepared for the Qualified Food Operator certification exam. This training received outstanding evaluations and all of the comments were positive. ServSafe scored a 4.9 on a 5.0 scale.

Engineering by Design
6/23-6/27, 2008

Target Audience: Teachers planning to implement EbD
Presenter: Don Schaer

EbD training is mandatory for teachers who wish to offer it in the classroom. The daily agenda was grade specific; participants left with a great deal of information and valuable resources to help them throughout the year. The training for grade 9 had the greatest attendance: some teachers participated in more than one session. The evaluations were all excellent, rating a 4.0 on a 5.0 scale. Many of the attendees requested follow-up sessions to be held during the school year.

Academic Integration

Throughout the year all CTE disciplines offered professional development activities for teachers to integrate academic standards into their curricula. See professional development section for title and dates of the events. In addition, academic "power standards" have been integrated throughout the CTE assessment system. CTE standards and competences can be found at:

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Career/perf_stand_comp.pdf A full explanation of the academic foundation competencies including those in math and reading and a longitudinal comparison can be found the CTE Assessment section. Extensive technical assistance is provided to districts in preparation for the annual CTE assessment.

One example of academic integration professional development in the business and finance technology education pathways revolved around rigor, relevance and relationships. Teachers were provided teaching strategies for integrating math and reading.

The SDE offers in-service professional development for state content specialists under the "Connecticut Accountability for Learning Initiative" CALI program. CALI is also offered to districts at state sponsored events on a continual basis. Much of the state professional development events are offered through the Regional Education Service Centers to ensure outreach to all regions of the state.

Non-Traditional Preparation

During 2007-08, the recipient of Perkins funds for administration of non-traditional activities, the Connecticut Women's Education and Legal Fund (CWEALF) has provided technical assistance for high schools and colleges, presented at conferences, and provided research and statistical analyses for Science, Technology, Engineering and Math (STEM) curriculums. Much of CWEALF's work is focused on efforts to inform, recruit and retain young women for high skill, high need and high wage occupations in STEM. CWEALF members occasionally accompany SDE staff on compliance reviews where non-traditional performance is in need of improvement.

Partnerships

The SDE collaborates with higher education, the departments of labor, economic development, the community college system and business and industry. In 2007-08, all partnership met to establish educational priorities for career pathway development to align an overall guiding mission. In one voice, a common set of career pathways were established that would continually evolve to meet the dynamics of the Connecticut economy. All partners worked to develop their own publications, all with the same focus, a set of career pathway to prepare students for high-skill, high-need and high-wage occupations. As a result, the document published by the SDE, *Connecticut Career Pathways* as noted under section CTE and the Secondary School Reform. The document was purposefully designed to address career pathways to include many elements of the Connecticut Secondary School Reform particularly highlighting the student success plan (programs of study), attainment of 21st Century Skills and dual enrollment (CTE College Career Pathways as one of the models). CTE has been embraced as a vital player in the development of the student success plan established as a prototype for all students in Connecticut. It is important that we have a community of partners working toward the same end.

State Institutions

The SDE provided $75,000 to State Department of Corrections and $10,000 to the Department of Families and Students in providing skill development to the incarcerated. A staff member of career and technical helps both departments develop a plan conducive to a more confined setting in ensuring CTE skill attainment. Plans are specifically drawn to prepare students for entry into the workplace to meet state economic trends and workforce demands or to transition to postsecondary education. Students learn by involvement with community non-profit organizations and in-house projects in gaining experiential learning concepts. Overall programming also includes acquisition of workplace skills including: problem-solving, decision-making, teamwork, self-management and technological literacy.

Special Populations

The SDE provides guidance to grantees to include a full spectrum of support services. During school site visits, the SDE staff meets with the Special Education Director to discuss accessibility and accommodations for students with special needs who elect to take career and technical education courses. The state also asks for verification that CTE teaching staff is provided special services support for paraprofessionals and other accommodations to ensure student success. Under administration of the CTE skill assessment system, students with disabilities are held to the same high expectations as are all students who take CTE courses. However, policies have been established for students with disabilities/504 under administration of the grant to accommodate test setting, arrangements for readers, alternative test completion, time extensions, large print editions, and sign language interpreters.

Technical Assistance

The state has long since had a regional approach for technical assistance to guarantee service to all districts and colleges. Each staff member has a designated geographical area to provide general information and grant administration. Each content specialist has state-wide responsibility for their respective pathways. In addition, leadership funds are designated to a regional educational resource center (RESC) which in turn works with all state RESCs to disseminate information and to provide technical assistance through workshops and conferences. Certain staff with in the RESCs take a leadership role in coordinating some of the state Perkins consortiums. Within the consortiums meetings are scheduled for consortium partners to gain technical assistance and to share best practice.

b. Permissible Activities

Although the Connecticut SDE has involvement in activities to provide for most of the permissible use of funds, specific emphasis was placed on the following in 2007-08:

- The CTE unit has developed strong ties with the school counseling consultant as a single voice in development of student success plans under the comprehensive school comprehensive plan. As a result, joint conferences and workshops were and will continue to be provided to a wider audience both CTE teachers, administrators and schools counselors;
- CTE worked with the Departments of Labor, Economic Development, Higher Education, and the Community College System and the Connecticut Business and Industry Association in collaboration of a common focus and direction.
- The Connecticut SDE updates the CTE assessment system annually.

Progress in Developing and Implementing Technical Skill Assessments

See a. Required Use of Funds, Technical Assessment. Future plans are to integrate virtual performance-based components to the skills assessment system. Presently, Connecticut has ten years of longitudinal data

Implementation of State Program Improvement Plans

The Connecticut SDE has exceeded all performance levels negotiated and approved on the FAUPL for 1S1, 1S2 and 4S1. The SDE will continue monitor district performance and provide technical assistance to increase performance levels.

Implementation of Local Program Improvement Plans

In 2007-08 the SDE, established a new continuous improvement district review system. Utilizing the SDE district reference groups (DRG), schools that have shown low performance for core indicators and numbers of CTE concentrators are identified for continuous improvement reviews. During the improvement site visits, progress on recommendations from the most recent Perkins Compliance Review was reevaluated. SDE staff who are assigned to the district continuous improvement reviews were selected based specifically on a targeted area of improvement related to their respective content area. At the present, both full Perkins Compliance Reviews and continuous improvement reviews are conducted within each DRG. Below are the 2006-07 core indicators performance levels for each districts, some are disaggregated by school. Similar statistics will be compiled for 2007-08 early in 2009.

Below is a portion of Connecticut school districts showing 2006-07core indicator performance levels: Performance levels for math, language arts, CTE skill attainment and graduation where targets were not met are highlighted in yellow. The full report can be located at:
http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320802

Of the reported high schools 13% failed to meet the target for academic proficiency in math and approximately 10% failed to meet academic proficiency in reading. Only two high schools out of the 139 reported failed to meet the state NCLB target for graduation. Although the state was not required to submit data for CTE skill attainment, student concentrators performed at 40.87% in meeting or exceeding the 65% threshold. The state target for 2S1 was 37.0%.

Connecticut High School Core Indicator Performance Levels
2006-07

School Districts/High Schools	Math		Reading		Skill Attainment		Graduation		Placement		Non-Trad Participation		Non-Trad Completion	
	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%	# of Students	%
Ansonia	9/11	81.8	9/11	81.8	3/15	20.0	15/15	100	7/14	50.0	318/706	45.0	6/15	40.0
Berlin	37/37	100.0	36/37	97.3	6/39	15.4	54/55	98.0	51/51	100	170/554	30.7	7/54	13.0
Bethel	22/22	100.0	22/22	100.0	3/22	13.6	23/24	96.0	8/8	100	296/749	39.5	12/23	52.2
Bloomfield	40/64	62.5	45/64	70.3	12/94	12.8	55/56	98.0	28/31	90.3	331/679	48.7	29/55	52.7
Bolton	24/25	96.0	23/25	92.0	10/27	37.0	25/25	100	18/18	100	46/188	24.5	3/25	12.0
Branford	38/46	82.6	39/46	84.0	11/54	20.4	40/40	100	42/43	97.7	309/945	32.7	12/40	30.0
Bridgeport							477/479	99.0	366/370	98.9	1636/4138	39.5	176/477	36.9
Bassick	16/31	51.6	17/31	54.8	5/49	10.2								
Central	78/117	66.7	93/117	79.5	49/141	34.8								
Harding	44/72	61.1	51/72	70.8	34/99	34.3								
Bristol							46/48	96.0	47/50	94.0	682/2443	27.9	10/46	21.7
Central	39/39	100	38/39	97.4	20/44	45.5								
Eastern	31/31	100	31/31	100.0	20/35	57.1								
Brookfield	39/42	92.9	36/42	85.7	19/49	38.8	26/27	96.2	31/31	100	520/1159	44.9	21/27	77.7
Canton	11/14	78.6	11/14	78.6	2/20	10.0			0	0	45/174	25.9	0	0
Cheshire	16/16	100.0	16/16	100	2/26	7.7	28/28	100	20/20	100	889/2064	43.1	6/28	21.4
Clinton	16/20	80.0	18/20	90.00	12/23	52.2	20/20	100	16/16	100	273/832	32.8	5/20	25.0
Colchester	33/35	94.3	30/35	85.7	10/44	22.7	90/90	100	71/71	100	308/857	35.9	37/90	41.1
Coventry	40/42	95.2	42/42	100.0	19/48	39.6	59/59	100	35/35	100	164/462	35.5	16/59	27.1
Cromwell	1/1	100.0	1/1	100.0										
Danbury	136/171	79.5	155/171	90.6	171/299	57.2	304/306	99.0	222/222	100	760/2213	34.3	113/304	37.2
East Haddam	8/9	88.9	8/9	88.9	6/10	60.0	10/10	100	21/23	91.3	230/469	49.0	6/10	60.0
East Hartford	61/105	58.1	65/105	61.9	55/138	39.9	72/175	41.0	72/77	93.5	926/2383	38.9	29/72	40.3
East Haven	77/86	89.5	76/86	88.4	69/132	52.3	103/103	100	53/58	91.4	511/1311	39.0	30/103	29.1
East Lyme	70/71	98.6	70/71	98.6	42/84	50.0	65/73	89.0	31/31	100	248/1022	24.3	22/65	33.8
East Windsor	19/20	95.0	17/20	85.0	6/24	25.0	51/51	100	0	0	115/223	51.6	29/51	56.9
Ellington	25/27	92.6	27/27	100	10/32	31.3	33/38	87.0	23/38	60.5	254/727	34.9	17/33	51.5

If further information is required for 2007-08, a new grid will be compiled and placed on the state website. Additional information will also be available at the state full review that will take place beginning the week of January 26, 2009.

Tech Prep Award Information

The Connecticut SDE has consolidated Perkins basic and Tech Prep funds. Comparable to the tech prep approach are articulations with the community college system and the University of Connecticut which are offered to students enrolled in career and technical education programs. The programs has been renamed College Career Pathways. These linkages are critical to the design of the state Student Success Plan that offers a roadmap to postsecondary education and dual concurrent credit.

Conclusion

Performance results for the required core indicators were favorable in 2007-08. The SDE will continue to monitor district performance levels and provide support where necessary. A great deal of effort is provided by few SDE staff to accommodate a small state with a very dense population and approximately 169 school districts. SDE staff will persevere to strive for the same positive results in 2008-09.