



NEWS

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DR. DIANNA R. WENTZELL, COMMISSIONER

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Contact: CSDE Communications Office 860-713-6525

SAT Scores Up in English Language Arts and Mathematics

14 Alliance Districts outpace state English language arts improvement

11 Alliance Districts outpace state math improvement

(HARTFORD, CT)—The Connecticut State Department of Education (CSDE) today announced results from the 2017 administration of the Connecticut School Day SAT. The results show the percentage of 11th-graders who took the exam that are meeting or exceeding the achievement standard increased in English language arts by 0.4 percentage points from 65.0 to 65.4 percent, and in mathematics by 2.0 percentage points from 39.3 to 41.3 percent. On the SAT’s 200–800 point scale, average ELA scores are up by four points from 520 to 524, and by five points from 502 to 507 in mathematics over the year.

Fourteen Alliance Districts outpaced the state improvement in English language arts, while 11 Alliance Districts outpaced the state improvement in mathematics. Improvement was also evidenced among vulnerable student groups. Complete results are available on [EdSight](#).

“With graduation rates at record highs and 11th-graders showing improvement in both subjects on the SAT, Connecticut students are preparing for college and career like never before,” said Governor Dannel P. Malloy. “No longer does the cost of a test prevent a Connecticut student from applying to college and following his or her dreams. Still, we know we have more work to do to ensure every student has what it takes to succeed in college and career. When we raise the bar for our students and for ourselves, we rise to the challenge together and push for a brighter future for all.”

The 2017 School Day SAT marks the second statewide administration of the exam, moving Connecticut closer to its goal of equity and excellence by ensuring all public school students in the 11th grade have the opportunity to take a college and career readiness exam, unlocking the doors to higher education for more students, especially those from low-income families. Statewide, 96 percent of 11th-grade students participated in the 2017 Connecticut School Day SAT.

“The improvements, especially in mathematics, are encouraging,” said Commissioner of Education Dianna R. Wentzell. “It is vital that leaders and classroom teachers in all our districts and schools work together to not only develop a clear and consistent understanding of the standards but also implement those standards with utmost fidelity. To accelerate the improvement of all students, but especially our most vulnerable students, we need to ensure that their diverse needs are supported. Schools cannot do this work alone, so they must continue to engage stakeholders in real and meaningful ways in all aspects of this work.”

While black and Hispanic students showed improvement in both subjects, achievement gaps persist. Only 36.8 percent of black students and 39.6 percent of Hispanic students met or exceeded the

achievement standard in ELA, compared with 78.5 percent of white students. In math, 12.5 percent of black students and 16.5 percent of Hispanic students met or exceeded the achievement standard, compared with 53.4 percent of white students. Similar disparities continue to exist among high needs students, but improvement was seen for English language learners, students with disabilities, and students from low-income families.

“The State Board of Education’s five-year strategic plan focuses on creating high quality education for all students. We remain fiercely committed to the work of supporting all districts—and especially our highest need districts—in their efforts to improve student outcomes and close achievement gaps,” said Commissioner Wentzell.

As part of its commitment to equity and in addition to administering the SAT to all public school 11th-graders, the CSDE will continue to pay for administration of the PSAT in Alliance District high schools for students in Grade 11 and will continue to cover the cost differential for Advanced Placement (AP) tests for low-income students. The PSAT is a requirement for students applying for several key scholarships, including the National Merit Scholarship.

Student Group	English Language Arts				Mathematics			
	Percentage Level 3 o4 4		Average Scale Score		Percentage Level 3 o4 4		Average Scale Score	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
All Students	65.0	65.4	520	524	39.3	41.3	502	507
Asian	78.9	79.8	565	577	67.2	66.5	582	588
Black or African American	36.4	36.8	451	456	12.4	12.5	431	432
Hispanic/Latino	39.0	39.6	457	460	15.5	16.5	438	440
Two or More Races	63.7	68.3	517	529	33.4	39.8	493	508
White	77.4	78.5	548	555	49.9	53.4	529	537
High Needs	37.1	37.4	453	456	14.5	15.3	434	438
Female	67.1	69.0	525	533	37.9	40.2	499	504
Male	63.0	61.8	514	515	40.8	42.4	504	509
Special Education	22.5	23.9	423	426	7.7	8.9	400	408
Free Meals Eligible	36.1	36.4	451	454	13.6	14.0	432	435
Reduced Price Meals Eligible	51.1	54.6	481	493	22.2	27.6	462	474
English Learners	3.5	5.6	380	384	3.4	3.6	382	387

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CONTACT: Communications Office
Connecticut State Department of Education
Phone: 860-713-6525
Email: sonya.efianayi@ct.gov