

Connecticut Education Facts

2005-2006



**Connecticut State
Department of Education**

June 2007

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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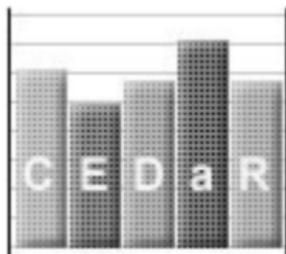
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**Connecticut
Education
Facts
2005-06**



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FOREWORD

Each fall, superintendents in the state's 166 public school districts and three endowed academies, directors of public charter schools and interdistrict magnet schools, and the superintendent of the Connecticut Technical High School System present uniformly reported data to their boards of education for each school in their district and for the district as a whole. These Strategic School Profiles are a cooperative effort between state and local officials to address Section 10-220(c) of the Connecticut General Statutes. Data were first collected and reported for the 1991-92 school year. This report, *Connecticut Education Facts 2005-06*, provides statewide summary data for the 2005-06 school year. Those who need a statistical profile of the state should find this report useful.

Connecticut's Strategic School Profiles, this booklet, the *Condition of Education in Connecticut* report and CEDaR (the Department's research and data web site) provide important data about public education in our state. With this detailed information, local officials, educators, citizens and parents can review each school's information and make better-informed decisions that will affect how the school can build on its strengths and better address its challenges. All of us – citizens and educators together – are responsible for helping all Connecticut students to achieve at high levels in school and to become productive and responsible citizens. With access to information that helps us understand our students and schools better, and with a continued focus on greater expectations for student achievement, we will be able to effect and sustain our school reform initiatives.

Mark K. McQuillan
Commissioner of Education

Connecticut Education Facts
(2005-06 data unless otherwise noted)

Fast Facts

State Department of Education

Commissioner: Mark K. McQuillan

Address: P.O. Box 2219, Hartford CT 06145-2219 Phone: (860) 713-6500

Jurisdiction: 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

1990-00 population growth: 3.6 percent

Total 2005 public school enrollment: 576,722

Percent of students enrolled in public schools: 89.2 percent

Public school population as a percentage of state population: 16.9 percent

Percent of population, nonwhite: 18.4

Percent of persons 25 and older, 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 language other than English spoken at home: 18.3

Percent of population below poverty (1999): 7.9

Connecticut's Schools Distribution by Type

Elementary schools	663	Nongraded, Prekindergarten	48	Full-time magnet schools	44
Middle/Jr. high schools	172	Charter schools	14	Part-time magnet schools	6
High schools	169	Nonpublic schools	410	Adult education programs*	71
Technical high schools	17				

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

Enrollment

This section contains data pertaining to student enrollment by race and ethnicity, by school level and type, as well as data about student enrollment in programs such as prekindergarten and English as a Second Language (ESL). Where available and appropriate, longitudinal data are provided.

Enrollment by School Level

School Level	Enrollment				Projected Enrollment	
	1995-96	2003-04	2004-05	2005-06	2010-11	2015-16
Elementary (K-Grade 5)	255,568	259,529	257,056	254,974	246,890	246,530
Middle/Jr. high (Grades 6-8)	113,734	136,423	134,664	133,238	127,070	123,340
High school (Grades 9-12)	123,614	158,170	162,394	165,258	158,000	151,720
Technical high school	10,220	11,253	10,836	10,325	11,940	12,000
Prekindergarten*	15,820	11,844	12,448	12,977	15,610	18,600
Total public	518,956	577,133	577,398	576,772	559,510	552,190
Nonpublic**	73,206	77,494	76,450	74,627	61,390	59,260

* *Includes only prekindergarten programs provided by Connecticut's public school districts*

** *Includes all students enrolled in Connecticut's 410 nonpublic schools, regardless of residence*

Enrollment by School Jurisdiction Type

Fall of Year	Local Public		Connecticut Technical High School System		Nonpublic		Home Instruction		Total
	Number	%	Number	%	Number	%	Number	%	
1996	517,760	86.7	10,435	1.7	67,011	11.2	1,771	0.3	596,977
1997	525,544	86.7	10,575	1.7	68,635	11.3	1,790	0.3	606,544
1998	534,447	86.6	11,172	1.8	69,450	11.3	1,880	0.3	616,949
1999	543,502	86.7	11,356	1.8	69,883	11.2	1,988	0.3	626,729
2000	551,559	86.9	11,373	1.8	69,745	11.1	2,193	0.3	634,870
2001	555,689	87.0	10,910	1.7	69,956	11.0	2,266	0.4	638,821
2002	562,532	86.8	11,048	1.7	72,301	11.2	2,418	0.4	648,299
2003	565,880	87.1	11,253	1.7	70,312	10.8	2,269	0.3	649,714
2004	566,562	87.3	10,836	1.7	69,219	10.1	2,166	0.3	648,783
2005	566,447	87.6	10,325	1.6	67,448	10.4	2,070	0.3	646,290

Note: Local public includes enrollment in the three endowed and incorporated academies, the Department of Children and Families (423 students in 2005-06), but does not include the Department of Correction (930 students in 2005-06). The Connecticut Technical High School System enrollments before the 2000 school year include adults enrolled in long-term programs. Nonpublic enrollment includes Connecticut residents only.

Public School Enrollment by Grade

	2005-06	2004-05	2003-04	2002-03	2001-02
Prekindergarten	12,977	12,448	11,758	12,207	11,049
Half-day kindergarten	17,449	17,898	18,257	18,134	20,510
Extended-day kindergarten	4,778	4,847	5,134	5,959	3,895
Full-day kindergarten	19,346	19,141	18,899	17,845	17,501
Grade 1	42,997	43,483	43,246	44,197	43,773
Grade 2	42,565	42,266	43,098	42,934	43,273
Grade 3	42,144	43,083	43,123	43,772	44,696
Grade 4	42,953	42,652	43,507	44,480	44,990
Grade 5	42,742	43,686	44,265	45,020	45,243
Grade 6	43,679	44,457	45,234	45,091	45,878
Grade 7	44,691	45,136	45,333	46,081	45,254
Grade 8	44,868	45,071	45,856	44,636	43,954
Grade 9	49,221	49,177	48,698	46,861	46,620
Grade 10	45,308	44,580	43,561	42,025	41,777
Grade 11	42,386	41,124	40,002	38,395	37,511
Grade 12	38,668	38,349	37,162	35,943	34,301
Totals	576,772	577,398	577,133	573,580	570,225

Public School Enrollment by Racial/Ethnic Group

Fall of Year	American Indian		Asian American		Black		Hispanic		White		Total *
	No.	%	No.	%	No.	%	No.	%	No.	%	
1996	1,436	0.3	13,550	2.5	71,624	13.6	62,864	11.9	378,123	71.7	527,597
1997	1,290	0.2	13,238	2.5	73,034	13.7	64,902	12.1	382,721	71.5	535,185
1998	1,501	0.3	14,067	2.6	74,172	13.6	67,341	12.4	387,576	71.2	544,657
1999	1,495	0.3	14,887	2.7	76,184	13.8	70,818	12.8	390,570	70.5	553,954
2000	1,559	0.3	15,597	2.8	77,158	13.7	73,925	13.1	393,925	70.1	562,164
2001	1,677	0.3	16,878	3.0	78,823	13.8	77,965	13.7	394,882	69.2	570,225
2002	1,775	0.3	17,173	3.0	77,629	13.5	80,886	14.1	393,241	68.6	573,580
2003	1,909	0.3	18,244	3.2	78,245	13.6	83,601	14.5	391,989	67.9	577,133
2004	2,047	0.4	19,614	3.4	79,511	13.8	86,579	15.0	389,647	67.5	577,398
2005	2,073	0.4	20,475	3.5	79,644	13.8	89,138	15.5	385,442	66.8	576,772

** The 2002 and 2003 totals include those students classified under the "Other" category, which was used exclusively in those years for programmatic reasons and accounted for students that did not fit into any singular category. In 2002, 2,866 students were reported under the "Other" category. In 2003, that total rose to 3,145.*

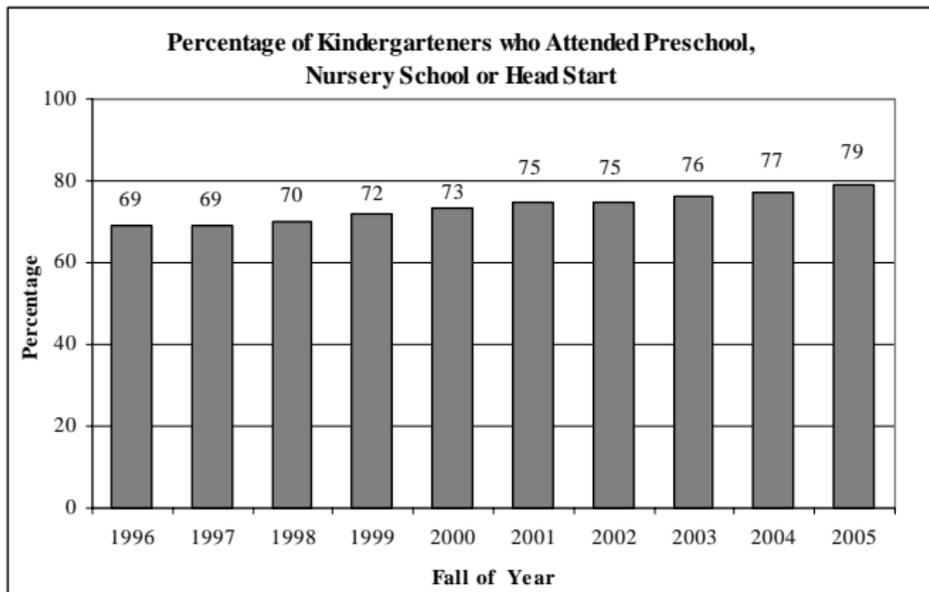
Prekindergarten Enrollment in Public and Private Schools

Prekindergarten Enrollment			
School Year	Public Schools	Private Schools	Total
1995-96	8,169	5,644	13,813
1996-97	9,150	5,944	15,094
1997-98	9,689	6,161	15,850
1998-99	10,081	6,242	16,323
1999-00	10,516	6,196	16,714
2000-01	10,485	6,196	16,681
2001-02	11,049	6,300	17,349
2002-03	12,207	6,595	18,802
2003-04	11,758	6,471	18,229
2004-05	12,448	6,526	18,974
2005-06	12,977	6,301	19,278

Experience in a prekindergarten program fosters a child's overall development, including literacy and readiness for the public school kindergarten curriculum. Prekindergarten is not a required grade for public school districts, but local boards of education are encouraged to help coordinate and facilitate a high-quality preschool education.

In 2005-06, 79 percent of kindergarten students in Connecticut had attended preschool, nursery school or Head Start programs in the previous year. This is an increase of 10 percentage points since 1996.

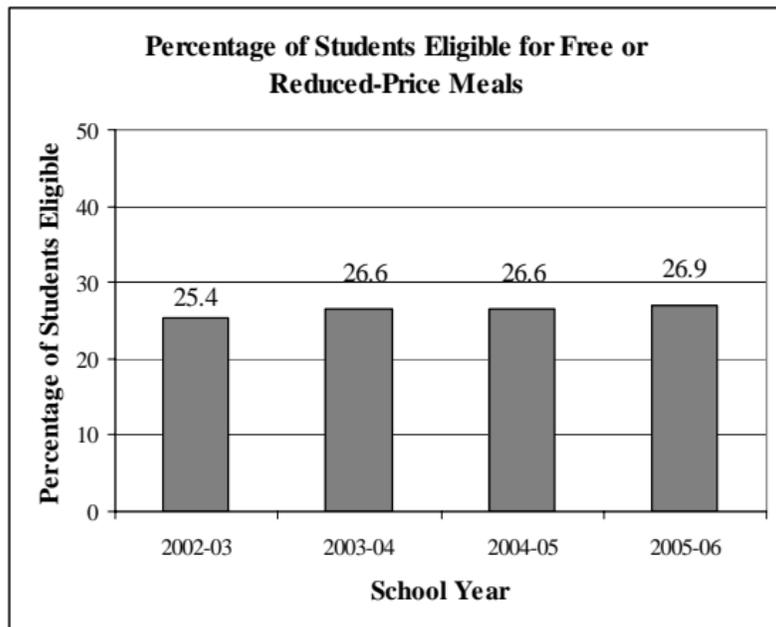
During the past several years, the Connecticut State Department of Education has increased funding for preschool, increased the quality and requirements of program standards, and coordinated outreach services by multiple agencies, including the Department of Social Services, Department of Mental Retardation and Department of Public Health.



Students Eligible for Free and Reduced-Price Meals

Over the last four years, the percentage of Connecticut public School students who were eligible for free or reduced-price meals has remained relatively stable. In 2005-06, 26.9 percent of students were eligible for free or reduced-price meals. This means that roughly one in four students comes from a family whose income is low enough to qualify for subsidized meals.

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.



English Language Learners and Students with Non-English Home Languages

In 2005-06, more than one out of every 20 Connecticut students had a native language other than English. These students are considered English Language Learners (ELL) and receive special services to provide them an opportunity to learn English while continuing their academic progress in other subjects.

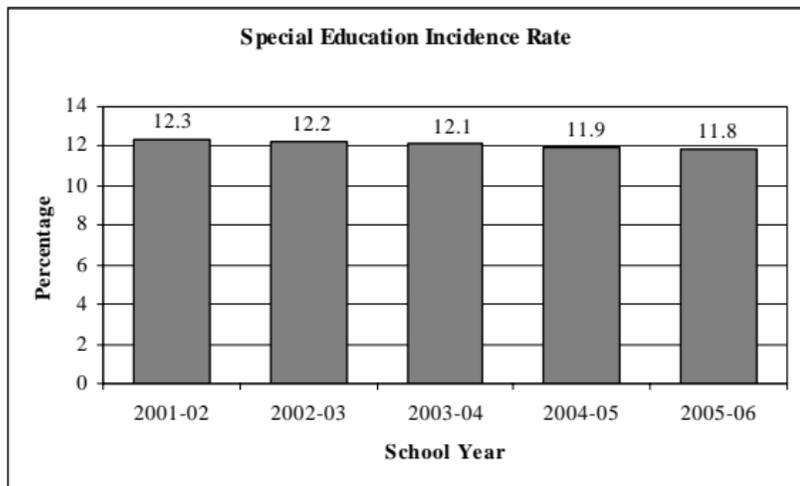
Percentage of Connecticut K-12 Students:		
Year	English Language Learners	Percentage of Students with non-English Dominant Home Language
2000	3.6	12.3
2001	3.7	12.5
2002	4.1	12.5
2003	4.6	12.4
2004	4.9	12.4
2005	5.3	12.6

Additional students facing the challenge of language acquisition are those from families where English is not the dominant home language. Approximately one in eight Connecticut students comes from a home where English is not regularly spoken. The languages spoken in these students' homes include Spanish, Portuguese, Polish, Chinese, Creole-Haitian, Vietnamese, Albanian, Urdu, Russian, Arabic and many more.

Special Education

In the 2005-06 school year, special education students represented 11.8 percent of the kindergarten to Grade 12 student population. This incidence rate was down from a high of 13.7 percent in 1996-97.

Between 1997 and 2000, the Connecticut State Department of Education developed new comprehensive guidelines regarding the appropriate identification of students with disabilities for the four major disability groups in the state. Extensive dissemination and training is continually provided to school district special education staff members regarding these guideline changes.



Enrollment in Programs Designed to Reduce Racial and Economic Isolation

School Year	Open Choice		Interdistrict Magnet Schools		Interdistrict Cooperative Grants	
	PK-12 Enrollment	Number of Schools or Programs	PK-12 Enrollment	Number of Schools	Estimated PK-12 Enrollment	Number of Schools or Programs
2001-02	1,540	224	8,021	27	58,000	174
2002-03	1,573	243	10,431	31	58,000	186
2003-04	1,583	263	11,324	36	55,000	188
2004-05	1,682	239	13,783	45	68,000	188
2005-06	1,742	236	15,885	50	59,000	180

To reduce the racial/ethnic isolation of students, several programs have been developed or expanded; in particular, Open Choice, Interdistrict Magnet Schools and Interdistrict Cooperative Grants. The Open Choice and Interdistrict Magnet Schools allow students to attend school outside their home school districts, while the Interdistrict Cooperative Grant program funds programs that bring groups of students from different districts together. Since 2000, the Open Choice and Interdistrict Magnet School programs have increased their enrollments. The Interdistrict Magnet School program has also increased its number of offerings.

Special Education Incidence by Race and Disability for Children/Youths (ages 3-21)

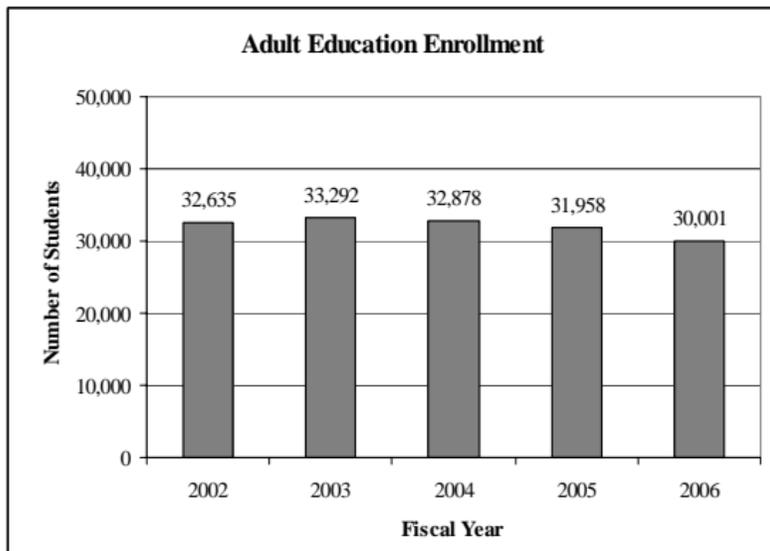
Race by Disability	Amer. Indian	Asian	Black	White	Hispanic	Total
Learning disability (%)	0.4	0.8	16.8	62.4	19.6	34.1
Intellectual disability (%)	0.3	1.9	22.8	53.1	21.9	4.2
Emotional disturbance (%)	0.6	0.5	23.8	53.8	21.3	9.1
Speech/language (%)	0.3	2.1	13.9	67.5	16.1	21.5
Other health impairment (%)	0.4	0.7	12.2	74.4	12.3	15.4
Autism (%)	0.2	3.5	12.3	75.6	8.5	4.5
Other disability (%)	0.5	3.1	15.3	62.1	18.9	11.1
All disabilities (%)	0.4	1.5	16.0	64.7	17.4	100.0
Connecticut's total student population (%)	0.3	3.5	13.8	66.7	15.5	100.0

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 through the comparison of race/ethnicity proportions within disability subgroups to the expected proportions found within the general student population. Large variations in proportions may indicate potential problems.

Adult Education Enrollment

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

Connecticut legislation requires that adult education services be provided by local school districts, free of charge, to an adult 16 years of age or older who is no longer enrolled in a public elementary or secondary school program.



Note: Data represent nonduplicated counts; that is, individuals are reported only once regardless of the number of classes in which they were enrolled. For example, if a student is enrolled in four different high school completion classes, he or she is counted one time.

Adult Education Enrollment (continued)

Citizenship preparation, English as a Second Language (ESL), Adult Basic Education (ABE) and high school completion are adult education programs required by state and federal legislation. The number of students enrolled in ESL classes and in ABE/General Educational Development (GED) preparation classes has decreased over the last five years. By contrast, the number of students in the Adult High School Credit Diploma and External Diploma programs has increased by 11.5% and 45.6% respectively.

Fiscal Year	Citizen-ship	English as a Second Language	Adult Basic Education/ General Educational Development (GED) Preparation	Adult High School Credit Diploma Program	External Diploma Program
2002	521	14,999	11,026	5,874	215
2003	471	14,670	11,649	6,255	247
2004	506	14,169	11,314	6,622	267
2005	486	13,405	10,923	6,841	303
2006	520	13,463	9,156	6,549	313

Staff

This section contains data pertaining to staff demographics, ratios, salaries, assessment and quality. Longitudinal data are provided when available.

Full-Time Equivalent[†] Counts: Certified Staff

From the 1996-97 school year to the 2005-06 school year, there has been an increase of 18.9 percent in the full-time equivalent[†] count of certified staff members. During that period, 2003-04 was the only year that saw a decrease in the total full-time equivalent staff from the previous year.

Year	Regular Classroom Teachers		Special Program Teachers ¹		Other Instructional Specialists ²		Student Support Specialists ³		Administrators		Total*
	No.	%	No.	%	No.	%	No.	%	No.	%	
1996-97	29,548.8	68.4	6,268.6	14.5	1,515.2	3.5	3,071.3	7.1	2,773.3	6.4	43,177.2
1997-98	30,451.0	68.8	6,319.4	14.3	1,558.4	3.5	3,187.3	7.2	2,770.5	6.3	44,286.6
1998-99	31,246.9	68.7	6,530.8	14.4	1,620.4	3.6	3,321.4	7.3	2,788.9	6.1	45,508.4
1999-00	32,197.2	68.7	6,701.3	14.3	1,681.5	3.6	3,396.9	7.3	2,865.9	6.1	46,842.5
2000-01	33,120.8	68.5	6,852.8	14.1	1,857.0	3.8	3,533.3	7.3	2,963.3	6.1	48,327.2
2001-02	33,666.8	68.5	6,948.1	14.1	1,855.2	3.8	3,650.0	7.4	3,007.8	6.1	49,127.9
2002-03	35,096.7	69.4	6,735.5	13.3	1,851.7	3.7	3,789.9	7.5	3,073.3	6.1	50,556.0
2003-04	35,077.5	69.5	6,699.2	13.3	1,840.8	3.6	3,845.2	7.6	3,014.4	6.0	50,477.1
2004-05	35,174.3	64.2	6,786.6	13.4	1,901.0	3.7	3,897.2	7.7	3,052.3	6.0	50,811.3
2005-06	35,520.6	69.2	6,855.1	13.4	1,921.8	3.7	3,955.1	7.7	3,085.5	6.0	51,338.1

¹ Special education, remedial math or reading, TESOL, partially sighted, deaf, blind, gifted and talented. Prior to 2000-01, adult education and bilingual teachers were included in this figure. Starting with the 2000-01 school year, they are counted as regular classroom teachers.

² Includes library/media, driver education, nurse/teacher, reading and language arts consultant, math consultant and others.

³ School psychologist, school counselor, speech and language pathologist, psychological examiner, school social worker.

* May not sum correctly due to rounding.

[†] Full-time equivalent is derived by dividing the amount of time a person works by the time required of a corresponding full-time position.

Full-Time Equivalent[†] Counts, 2005-06

The total full-time equivalent[†] (FTE) count of certified staff during the 2005-06 school year was 51,338.1. The FTE count of noncertified staff for the 2005-06 school year was 38,588.8. Noncertified instructional staff includes those assisting a certified staff member in the classroom (e.g., paraprofessionals and reading assistants). Noncertified noninstructional staff includes people who work in areas such as technology, clerical, maintenance and transportation.

Certified Staff	FTE Count
<i>Total certified staff</i>	51,338.1
Regular classroom	35,520.6
Special program	6,855.1
Other instructional specialists	1,921.8
Student support specialists	3,955.1
Administrators	3,085.5
Noncertified Staff	FTE Count
<i>Total noncertified staff</i>	38,588.8
Instructional	13,705.5
Noninstructional	24,883.3

Race/Ethnicity	Male		Female	
	Number	%	Number	%
American Indian	30	0.2	51	0.1
Asian American	73	0.5	262	0.7
Black	509	3.8	1,412	3.6
Hispanic	457	3.4	1,201	3.1
White	12,458	92.1	35,916	92.5
Total	13,527	25.8	38,842	74.2

Gender, Race/Ethnicity of Certified Staff

During the 2005-06 school year, the minority staff comprised 7.6 percent of all certified staff members. This is a slight increase from the 1996-97 school year.

[†] Full-time equivalent is derived by dividing the amount of time a person works by the time required of a corresponding full-time position.

Staffing Ratios[†]

After years of general improvements, most of the staffing ratio indicators have remained relatively stable during the last few years.

Year	Number of Teachers per 1,000 Students	Number of Staff per FTE Administrator	Number of Students per Certified FTE Staff	Number of Students (Gr. 6-12) Per Counselor	Number of Students per Library Media Teacher
1996-97	68.1	12.7	12.0	243	746
1997-98	66.3	13.3	12.2	242	749
1998-99	69.1	13.5	12.0	242	758
1999-00	71.8	13.7	11.8	236	754
2000-01	72.1	15.2	11.5	248	760
2001-02	72.8	15.3	11.6	247	744
2002-03	73.2	16.4	11.4	240	728
2003-04	72.6	16.7	11.4	245	731
2004-05	72.9	15.6	11.4	245	729
2005-06	73.2	15.6	12.0	241	733

[†] Note for reading this table: With the exception of "Number of Teachers per 1,000 Students," a smaller figure is considered better for all of the indicators.

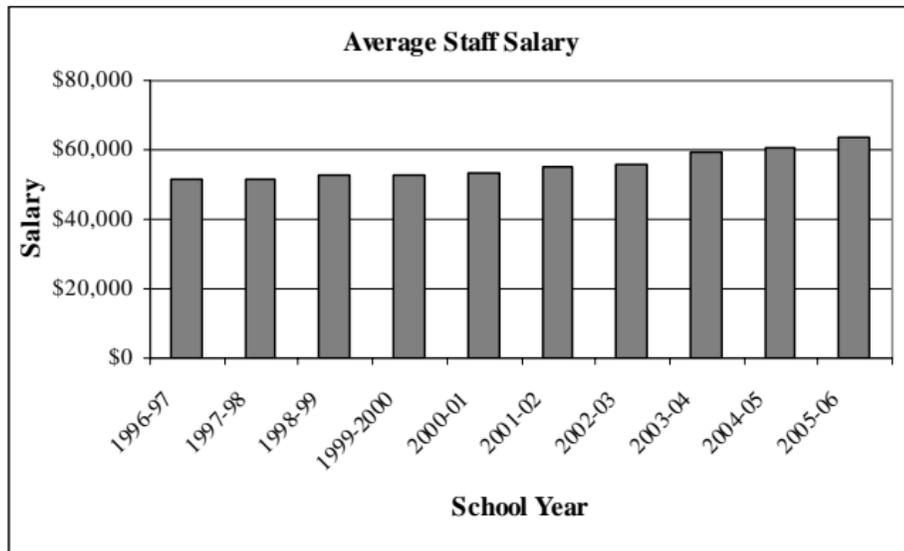
Staffing Quality Indicators

Year	Average Years of Experience	Percentage with Master's Degree or Higher	Percentage of Staff Trained as Mentors, Assessors or Cooperating Teachers	Percentage Highly Qualified (as defined by the No Child Left Behind Act of 2001)
1996-97	15.3	79.4	19.1	N/A
1997-98	14.9	78.8	22.4	N/A
1998-99	14.7	78.3	21.2	N/A
1999-00	14.3	77.6	23.8	N/A
2000-01	14.0	77.6	23.8	N/A
2001-02	13.7	77.5	23.9	97.4
2002-03	13.5	77.8	25.0	97.5
2003-04	13.5	78.6	26.6	98.8
2004-05	13.2	78.5	27.7	98.2
2005-06	13.1	78.5	28.5	96.8

Average years of experience include all certified professional staff members' years of experience in Connecticut public schools and district central offices. From 1986 to 1993, the average years of experience steadily increased. Since 1993, however, there has been a steady decrease in this number, indicating a higher percentage of teachers retiring as well as more younger teachers entering the profession.

Staff Salary

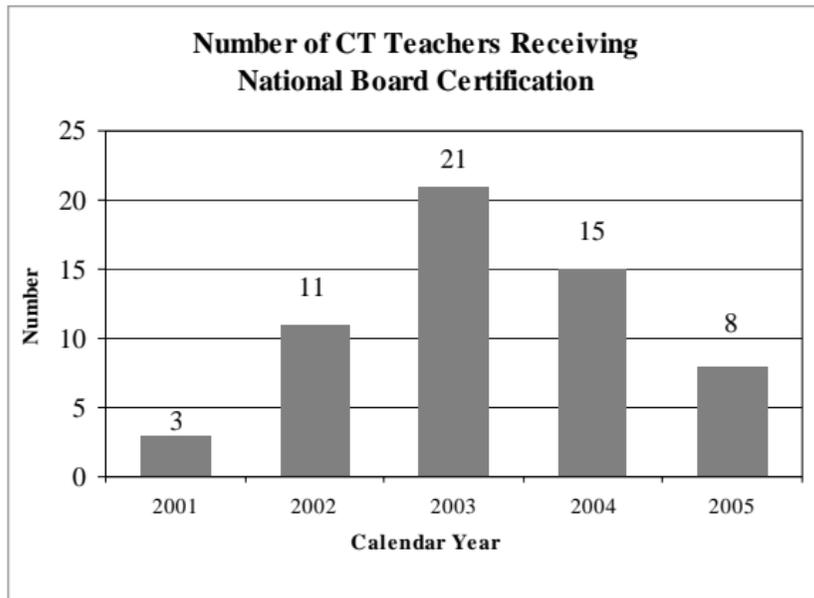
The average staff salary has been steadily increasing since 1996, but these increases have only kept even with inflation. The average salary for Connecticut's certified staff increased to \$63,614 in 2005-06 from \$51,236 in 1996-97. However, adjusted for inflation, the average salary (in 2005 dollars)[†] has dropped slightly to \$63,614 in 2004-05 from \$63,805 in 1996-97.



[†] Inflation conversion method used from Oregon State University (http://oregonstate.edu/Dept/pol_sci/fac/sahr/infcf16652006.xls).

National Board Certification

National Board Certification is voluntary, and is considered the most rigorous professional development standard in the nation's educational system. The number of teachers in Connecticut receiving this certification has been inconsistent over the last five years. Nationally, less than half of those who seek it ultimately achieve national certification. To obtain this prestigious certification, teachers must demonstrate their expertise through a series of portfolio assessments and computer-based assessments.



Program

This section contains data regarding instructional programs, such as students per computer, hours of instruction, special education students educated with nondisabled peers, percent of high schools offering courses in world languages and community programs.

Average Hours of Instruction Per Year

Connecticut law requires 900 hours of instruction in a school year for Grades 1-12 and full-day kindergarten. While hours of instruction increased at all levels between 1995-96 and 2005-06, the increase at the middle school level is largest.

During this time, the middle school hours of instruction increased by 35 hours, while the increased instructional time at the other two levels was more modest. One possible explanation for the large difference between the middle/junior high school figure and the other two school type averages is that, in many cases, the middle school students are in a school that is in session the same length of day as an elementary school, but without a recess, leaving more hours available for instruction.

School Level/Type	1995-96	2004-05	2005-06
Elementary	959	987	986
Middle/Jr. high school	980	1,014	1,015
High school	974	1,003	1,002

Students Per Computer

efforts to ensure that all students have access to computer technology. In addition to the increase in the number of computers available for student use, the quality of these computers is also improving. During the 1997-98 school year, the number of students per up-to-date computer at all school levels was 9.1. By 2005-06 that figure had improved to 4.1 students per up-to-date computer.

The ratio of students per computer continues to decrease across all school types, indicating more school districts are continuing their

School Level/Type	1995-96	2004-05	2005-06
Elementary	9.7	4.0	3.8
Middle/Jr. high school	8.2	3.3	3.1
High school	6.3	3.2	3.1

Average Class Size

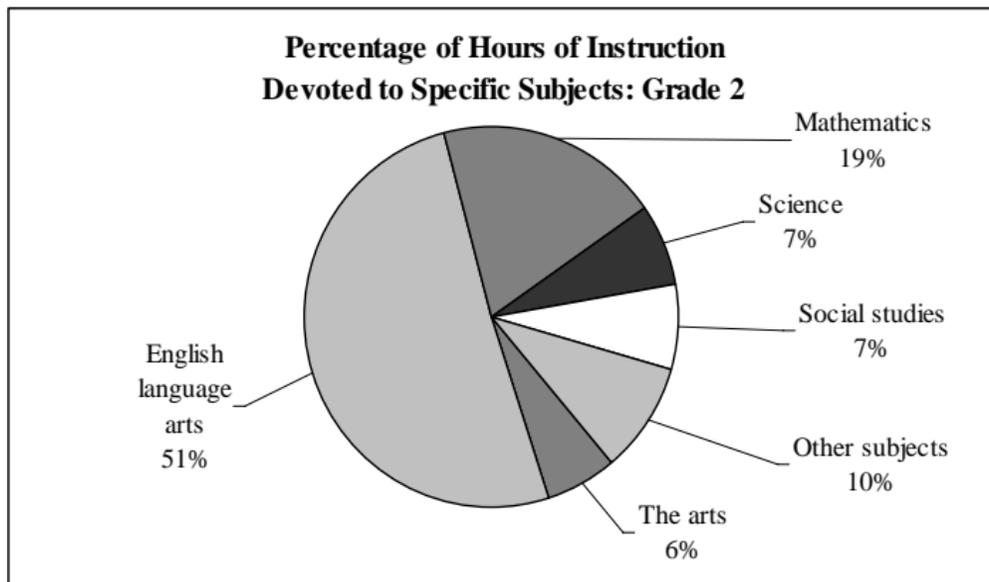
While average class sizes in kindergarten and Grades 2, 5 and 7 have dropped slightly since 1995-96, they have remained relatively stable during the last five years. At the high school level, the average class size has remained around 20 students for the last 10 years.

Average Class Size	1995-96	2001-02	2002-03	2003-04	2004-05	2005-06
Kindergarten	19.6	18.3	18.3	18.7	18.5	18.3
Grade 2	20.6	19.6	19.5	19.8	19.5	19.7
Grade 5	21.9	21.5	21.6	21.4	21.3	21.2
Grade 7 [†]	21.7	21.9	21.7	21.6	20.9	21.1
High school [†]	20.3	19.9	20.1	20.3	20.2	20.3

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

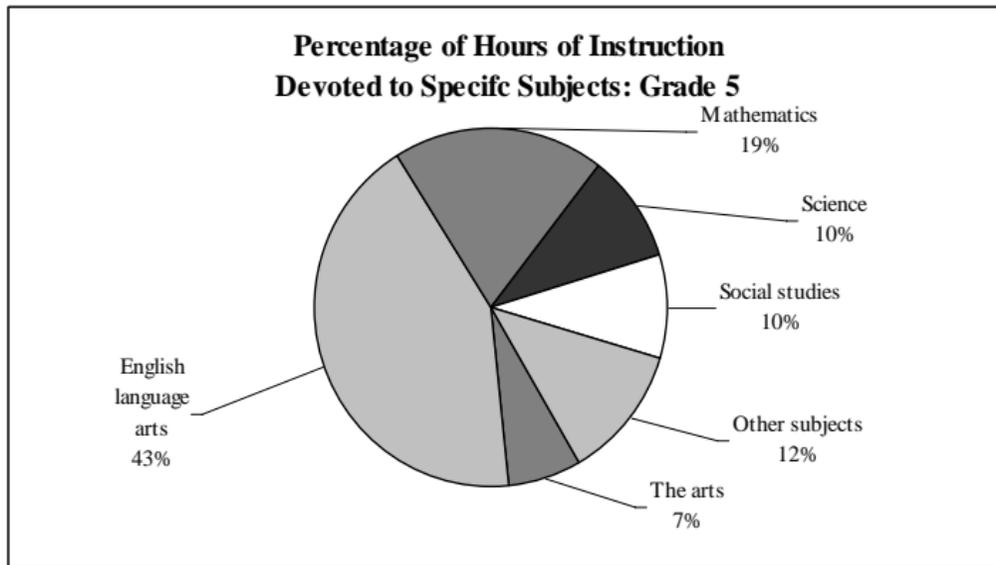
Grade 2 Hours of Instruction

During the 2005-06 school year, elementary schools devoted, on average, 690 hours or 70 percent of their hours of instruction at the Grade 2 level to English language arts and mathematics. That total is basically unchanged from 2004-05.



Grade 5 Hours of Instruction

During the 2005-06 school year, elementary schools devoted, on average, 616 hours or 62 percent of their instructional time in Grade 5 to English language arts and mathematics. That total is four hours greater than for 2004-05.



	Percentage of High Schools Offering World Languages		Percentage of High School Students Enrolled in World Languages	
	2004-05	2005-06	2004-05	2005-06
French	78.3	77.4	10.2	10.0
Latin	46.7	45.7	4.3	4.3
Spanish	87.0	87.1	39.0	39.5
Other	40.5	39.8	5.0	5.1

	Percentage of High Schools Offering the Arts		Percentage of High School Students Enrolled in the Arts	
	2004-05	2005-06	2004-05	2005-06
Art	95.7	93.0	26.1	25.9
Dance	10.3	10.2	0.9	0.7
Music	81.1	80.1	21.7	20.5
Theater/Drama	54.6	54.3	2.8	2.5
Video/Film	57.8	58.6	3.6	3.3

Instructional Programs in World Languages and the Arts

One indicator of the breadth of a school system's educational program is the availability of elective courses. State statutes do not have a world languages graduation requirement, yet 89 percent of Connecticut's high schools offered instruction in at least one language. In 2005-06, Connecticut high schools offered instruction in 13 world languages, the same number as were offered in 2003-04.

There is a state graduation requirement of one credit in either the arts or vocational education. Across the state only nine high schools did not offer at least one course in the arts.

Courses for College Credit, 2004-05

Participation in courses for college credit among high school students continues to increase. Enrollment in college credit courses totaled 30,415 in 2000-01. By 2004-05 that figure had risen 35 percent to 41,144. These are among the most academically rigorous courses offered in Connecticut high schools. While Advanced Placement (AP) courses are the most prevalent courses for college credit, several other college credit programs exist. These include UConn Cooperative Program courses, International Baccalaureate, Tech Prep and others.

	2004-05 Enrollment in College Credit Courses	Percentage of High Schools Granting Credit for:	
		AP Classes [†]	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

[†] See page 58 for more information on AP.

High School Credits Required for Graduation, 2004-05

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 2004-05, over 90 percent of high schools required more credits than the 20 required by the state.

Credits Required for Graduation by Subject		
Subject	State Requirement[†]	Number of high schools that require credits beyond the state minimum
English	4	4
Social Studies	3	23
Mathematics	3	6
Science	2	113
Physical Education	1	74
Art or Vocational Education	1	62
Health	0	119
Other specific requirements	0	71
World Languages	0	15
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. Section 10-221a also establishes the minimum number of credits in specific subjects for a student to graduate from a Connecticut public high school. These are detailed in the table above.

Percentage of Students with Disabilities Educated with Nondisabled Peers, 2005-06

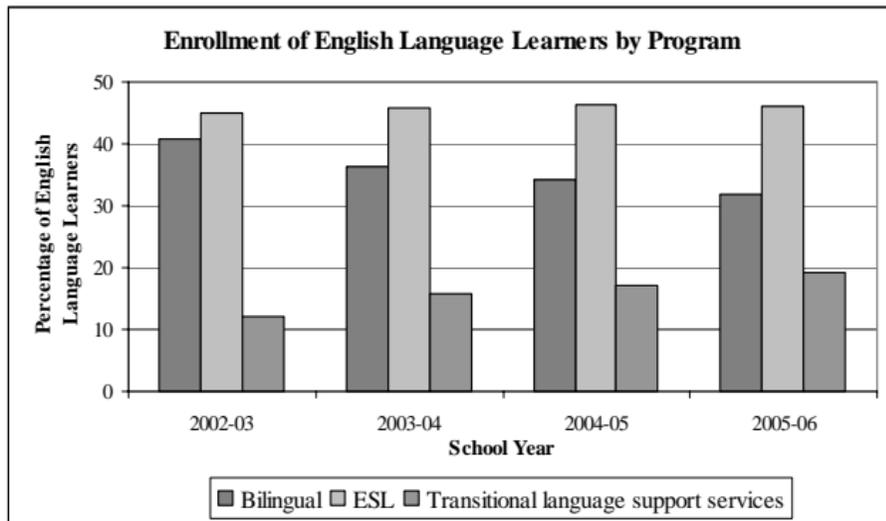
Time Spent with Nondisabled Peers	Learning Disability	Intellectual Disability	Serious Emotional Disturbance	Speech/Lang Impairment	Autism	Other Disability	Other Health Impaired	All CT Disabilities
More than 79% of their Time (%)	73.8	33.6	41.0	82.5	38.1	43.6	70.3	66.3
Greater than 40% up to & including 79% [†] of their Time (%)	20.9	44.9	16.8	14.4	26.2	22.2	19.2	20.2
40% or Less of their Time (%)	5.3	21.5	42.2	3.1	35.7	34.2	10.5	13.5

[†] The category "Greater than 40% and up to and including 79% of their Time" includes students in nonpublic placements.

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 established the three levels of the time special education students spend with nondisabled peers that are used in the above chart

English Language Learners

Schools that have 20 or more students who are English Language Learners (ELL) and speak the same language are required by law to provide a bilingual education program. English-as-a-second-language (ESL) services, which take a variety of forms, are provided to students in schools with language groups of fewer than 20 ELLs. Per state statute, students can be enrolled in a bilingual program for no more than 30 months. If, after 30 months, a student has not met the exit criteria for bilingual education, the student must be offered transitional language support services.



Family Literacy, Even Start and Family Resource Centers

	<i>Family Literacy</i>		<i>Even Start</i>		<i>Family Resource Centers</i>	
	Number of Centers	Estimated Number 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	9	197	62	20,977
2005-06	12	300	8	189	62	18,657

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. The goal of family literacy programs is to increase the literacy of both adults and children simultaneously. Since 2001-02, the combined total number of families served by these programs has increased by over 4,000 to approximately 19,150 in 2005-06 from 14,837 in 2001-02. Even Start is a comprehensive program that integrates early childhood education with education for parents of young children in order to create literate home environments. Family resource centers provide access to a wide variety of early childhood and family support services that foster the optimal development of children and families. They offer parent education and training; family support; preschool and school-age childcare; teen pregnancy prevention; and family day-care provider training.

Youth Service Bureaus

Group Served By Youth Service Bureaus	Number Served	
	2004-05	2005-06
Male	10,603	13,841
Female	12,718	13,279
White	13,752	15,016
Black	3,869	5,215
Hispanic	4,879	5,403
Asian American	210	413
American Indian	22	27
Multiracial	589	1,046
Total number of diverted children/youth	23,321	27,120

The role of Youth Service Bureaus (YSBs) is to serve as advocates for youth and “as the coordinating unit of community-based services to provide comprehensive delivery of prevention, intervention, treatment and follow-up services” for children and youth. A YSB is a “noncoercive, independent public agency established to divert children and youth from the justice system by: 1) mobilizing community resources to solve youth problems; 2) strengthening existing youth resources and developing new ones, and; 3) promoting positive programs to remedy delinquency breeding conditions.”

Since the 2001-02 school year, Connecticut YSBs have seen an almost 100 percent increase in the number of children and youths diverted, or redirected, from a path that might have led them to the criminal justice system.

Student Performance

This section contains data pertaining to performance on the Connecticut Mastery Test (CMT), Connecticut Academic Performance Test (CAPT), Scholastic Aptitude Test (SAT), Advanced Placement (AP) Exams, National Assessment of Educational Progress (NAEP) and the Physical Fitness Assessment. In addition to information on student performance on these assessments, there is also information regarding graduate performance and activities, dropout rates and adult education. Where available, longitudinal data are provided.

CMT and CAPT Participation

The adoption of the federal No Child Left Behind (NCLB) Act of 2001 led to many new testing requirements. One of these new requirements was the institution of a 95 percent participation rate on the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) for every school and subgroup within a school. This means that groups, such as special education students and English language learners, that Connecticut had traditionally exempted from testing or that were allowed to take an assessment more in line with their level of development, were required to take their grade-level assessment. The inclusion of these students raised the overall participation rate significantly.

Connecticut Mastery Test (CMT) Participation Rate [†]						
Data for spring 2006	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics (%)	98.2	98.2	98.2	98.1	97.6	97.4
Reading (%)	98.0	97.9	98.1	97.9	97.4	97.1
Writing (%)	96.6	97.6	97.8	97.8	97.3	97.1

Connecticut Academic Performance Test (CAPT) Participation Rate				
	Mathematics	Science	Reading	Writing
2001 (%)	85.9	86.0	86.2	84.1
2006 (%)	94.6	94.6	94.4	93.9

[†] As the spring 2006 CMT administration marked the beginning of a new generation of the test, the number of grades tested doubled and the CMT was being administered in the spring for the first time, comparison data are not provided here.

2006 CMT State Results by Content Area for All Students

The fourth generation Connecticut Mastery Test (CMT) was first administered in the spring of 2006. The CMT-4 is aligned with Connecticut's curriculum frameworks and provides information about how well students are performing with respect to important skills in the content areas of mathematics, reading and writing. The CMT is administered each spring to approximately 250,000 students in Grades 3 through 8. The federal No Child Left Behind (NCLB) Act of 2001 requires calculating test results at the advanced, proficient and basic levels. To incorporate NCLB into the state reporting system, five levels of performance are reported: advanced, goal, proficient, basic and below basic. The state standard for performance is goal or above, while the NCLB standard is proficient or above. The tables below and on page 40 summarize these results by content area for all students. Please note that, as the different grade tests are not indexed to one another, comparisons between grades are not appropriate.

Content Area	Grade	% Taking Standard CMT	Average Scale Score (100-400)	Percentage of Students by Performance Level				
				State Goal Range		Proficient	Basic	Below Basic
				Advanced	Goal			
Mathematics	3	98.2	248.9	21.7	34.6	22.0	10.1	11.5
	4	98.2	252.6	22.2	36.6	21.4	9.2	10.5
	5	98.2	256.4	23.5	37.3	20.1	9.6	9.6
	6	98.1	250.7	23.3	35.3	21.2	10.6	9.6
	7	97.6	254.0	24.7	32.4	20.7	11.8	10.4
	8	97.4	251.8	23.7	34.6	20.6	11.0	10.1

2006 CMT State Results by Content Area for All Students (continued)

Content Area	Grade	% Taking Standard CMT	Average Scale Score (100-400)	Percentage of Students by Performance Level				
				State Goal Range		Proficient	Basic	Below Basic
				Advanced	Goal			
Reading	3	98.0	235.7	16.7	37.7	14.8	10.4	20.4
	4	97.9	249.9	16.5	41.3	14.0	9.0	19.3
	5	98.1	239.2	17.6	43.3	11.9	8.2	19.1
	6	97.9	250.0	20.2	43.4	11.7	8.0	16.7
	7	97.4	238.3	23.3	43.4	9.7	7.1	16.4
	8	97.1	249.7	23.8	43.0	9.9	7.4	15.9
Writing	3	96.6	251.2	21.6	39.4	20.6	10.7	7.6
	4	97.6	250.1	22.3	40.6	21.3	9.6	6.3
	5	97.8	252.2	22.5	42.5	20.3	9.6	5.2
	6	97.8	250.0	21.7	40.5	20.5	11.3	6.0
	7	97.3	243.4	22.4	37.6	21.0	11.6	7.5
	8	97.1	250.0	21.7	40.7	19.5	11.0	7.0

Connecticut Mastery Test (CMT) Fourth Generation
Percentage of Students at or Above Goal – By Free/Reduced-Priced Lunch Program Eligibility

With the institution of the new generation of the CMT in the spring of 2006, comparisons to prior-year data are not appropriate. It is apparent that there is a large achievement gap between students who are eligible for free or reduced-price meals and those students who are not eligible across all grades and for each content area.

The tables to the right compare the percentage of students who are eligible for free or reduced-price meals scoring at or above the goal level to their counterparts who are not eligible for the free or reduced-price meals.

Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
F/R Lunch Eligible	30.8	31.7	34.0	29.5	26.7	26.5
Not Eligible	67.7	70.2	71.7	70.4	68.8	70.2
State	56.3	58.8	60.7	58.6	57.0	58.3

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
F/R Lunch Eligible	24.5	27.5	31.5	34.6	38.0	37.6
Not Eligible	67.6	70.4	73.0	75.5	77.8	77.6
State	54.4	57.8	60.9	63.6	66.7	66.7

Writing	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
F/R Lunch Eligible	36.4	38.6	40.6	37.1	34.6	35.3
Not Eligible	71.7	72.9	74.9	72.4	69.8	72.5
State	61.0	62.8	65.0	62.2	60.0	62.4

***Connecticut Mastery Test (CMT) Fourth Generation
Percentage of Students at or Above Goal – By Special Education Status***

On all three of the subtests and in all six of the grades tested on the CMT, students with disabilities lagged behind their nondisabled peers. This may be due in part to the fact that the federal No Child Left Behind Act of 2001 requires participation by 95% of students with disabilities (and other subgroups).

Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
SPED	24.0	23.2	21.4	29.5	26.7	17.3
Non-SPED	60.2	63.5	66.2	70.4	62.3	63.6
State	56.3	58.8	60.7	58.6	57.0	58.3

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
SPED	17.2	18.1	19.9	34.6	38.0	24.4
Non-SPED	58.8	62.9	66.6	75.5	72.5	72.2
State	54.4	57.8	60.9	63.6	66.7	66.7

Writing	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
SPED	20.7	21.1	22.3	37.1	34.6	18.9
Non-SPED	65.6	68.2	70.8	72.4	65.6	68.0
State	61.0	62.8	65.0	62.2	60.0	62.4

***Connecticut Mastery Test (CMT) Fourth Generation
Percentage of Students at or Above Goal – By English Language Learner Status***

As was the case with the prior generation of the CMT, English language learners (ELLs) trail students fluent in English on all three assessments. On the spring 2006 CMT, ELLs scored at least 30 percentage points below their non-ELL classmates on all three assessments and in all six grades.

As with students with disabilities, the achievement gap may be due in part to the fact that the federal No Child Left Behind Act of 2001 requires participation of 95% of ELLs (and other subgroups). As a result, some ELLs must take assessments that require an understanding of English that is above their level of English language comprehension.

Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELL	27.1	27.6	25.6	16.6	12.6	16.3
Non-ELL	58.4	60.7	62.4	60.3	58.7	59.8
State	56.3	58.8	60.7	58.6	57.0	58.3

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELL	15.2	15.2	15.9	12.6	13.1	14.7
Non-ELL	57.1	60.2	63.1	65.7	68.7	68.6
State	54.4	57.8	60.9	63.6	66.7	66.7

Writing	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELL	29.1	31.9	27.3	21.8	15.8	16.8
Non-ELL	63.2	64.6	66.8	63.8	61.6	64.0
State	61.0	62.8	65.0	62.2	60.0	62.4

***Connecticut Mastery Test (CMT) Fourth Generation
Percentage of Students at or Above Goal – By Gender***

The tables at the right compare the percentages of female and male students scoring at or above the goal performance levels in mathematics, reading and writing, by grade. In mathematics, slightly higher percentages of male students than female students met the goal across the grades, except in Grade 6 where the opposite is true. For reading and writing, the percentage of female students meeting the goal standard exceeded the percentage of male students by an average of 5 and 17 percentage points, respectively.

Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Female	54.8	57.7	60.5	59.4	56.7	58.0
Male	57.8	59.9	61.0	57.8	57.4	58.6
State	56.3	58.8	60.7	58.6	57.0	58.3

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Female	56.2	60.2	63.3	66.5	70.7	69.5
Male	52.7	55.5	58.6	60.9	62.9	64.1
State	54.4	57.8	60.9	63.6	66.7	66.7

Writing	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Female	68.9	71.6	73.7	70.6	69.3	70.7
Male	53.4	54.5	56.7	54.1	51.0	54.5
State	61.0	62.8	65.0	62.2	60.0	62.4

***Connecticut Mastery Test (CMT) Fourth Generation
Percentage of Students at or Above Goal – By Race/Ethnicity***

The achievement gap in the percentage of students scoring at or above goal for white and black students is, on average, 43 percentage points in mathematics, 41 percentage points in reading and 33 percentage points in writing.

As the same time, the achievement gap between white students and their Hispanic counterparts is, on average, 40 percentage points in mathematics, 42 percentage points in reading and 35 percentage points in writing.

Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
American Indian	46.8	46.1	51.1	51.6	43.7	42.0
Asian	74.3	76.0	80.1	77.8	76.7	78.8
Black	28.2	28.0	31.5	27.1	23.9	24.6
Hispanic	31.0	32.8	34.1	29.6	26.0	25.9
White	67.5	69.9	71.4	70.4	69.8	71.1
State	56.3	58.8	60.7	58.6	57.0	58.3

Reading	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
American Indian	41.7	50.3	45.9	52.9	60.2	54.6
Asian	66.2	69.2	74.8	75.1	79.4	78.6
Black	25.6	29.5	30.5	36.1	38.9	38.2
Hispanic	24.2	27.4	31.6	33.4	36.5	36.2
White	67.2	69.6	72.8	75.3	78.4	78.5
State	54.4	57.8	60.9	63.6	66.7	66.7

Writing	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
American Indian	51.6	46.1	53.0	53.5	47.8	53.5
Asian	73.4	77.5	77.6	77.8	72.8	76.8
Black	38.6	39.9	41.3	38.3	37.1	37.0
Hispanic	35.5	39.2	41.3	36.9	33.6	34.3
White	71.2	71.9	74.3	71.8	69.8	72.9
State	61.0	62.8	65.0	62.2	60.0	62.4

***Connecticut Academic Performance Test (CAPT) Second Generation
Statewide Results by Content Area for 2001 and 2005[†]***

The average percentage of Grade 10 students participating in the standard CAPT increased from 85.5 percent in the spring of 2001 to 94.4 percent in the spring of 2006. The participation rate increased in each content area from 2001 to 2006. In addition, the rates of participation increased dramatically for special education students, English language learners, and for minority and high-poverty students. Over the same period of time, the percentage of students scoring at or above the goal and proficient levels increased for each of the areas.

CAPT Content Area	% Tested		% at Goal or Above		% at Proficient or Above		% Below Basic		Average Scale Score (Range 100 to 400)	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
Mathematics	85.9	94.6	44.6	46.3	77.0	77.9	10.6	8.5	250.5	250.9
Science	86.0	94.6	43.4	44.6	81.5	82.2	8.2	8.2	240.5	252.0
Reading Across the Disciplines	86.2	94.4	42.2	46.5	77.8	79.9	7.2	7.1	250.6	249.8
Writing Across the Disciplines	84.1	93.9	48.7	52.4	81.8	81.9	6.0	6.3	250.4	247.5

† Due to the participation requirements of the federal No Child Left Behind Act of 2001, year-to-year comparisons should be made with caution. Please see page 38 for more details.

Connecticut Academic Performance Test (CAPT) Second Generation †
Percentage of Students at or Above Goal – By Gender

Achievement gaps remain among male and female students. Female students continue to outperform male students in Reading Across the Disciplines and Writing Across the Disciplines, but the gaps in both areas closed between 2001 and 2006. Male students outperformed females in mathematics and science and, while the achievement gap closed in science, it grew slightly in mathematics.

Gender	Mathematics		Science		Reading Across the Disciplines		Writing Across the Disciplines	
	2001	2006	2001	2006	2001	2006	2001	2006
Female	43.0	44.1	39.8	41.3	50.4	52.6	58.7	61.7
Male	46.3	48.6	47.2	47.8	33.7	40.5	38.3	43.3
State	44.6	46.3	43.4	44.6	42.2	46.5	48.7	52.4

† Due to the participation requirements of the federal No Child Left Behind Act of 2001, year-to-year comparisons should be made with caution. Please see page 38 for more details.

***Connecticut Academic Performance Test (CAPT) Second Generation
Percentage of Students at or Above Goal – By Free/Reduced-Price Lunch Eligibility[†]***

The percentage of students eligible for free or reduced-price lunches who were at or above the state goal increased in all four content areas from 2001 to 2006. While the percentage point gains were larger for noneligible students, the increases for eligible students were sizable. On the Reading Across the Disciplines assessment, the percentage of eligible students who were at or above the state goal rose to 18.2 percent in spring 2006 from 13.5 percent in spring 2001. This means that almost one in five eligible students achieved the goal in reading in 2006, while just over one in eight achieved the standard in 2001.

Poverty Status	Mathematics		Science		Reading Across the Disciplines		Writing Across the Disciplines	
	2001	2006	2001	2006	2001	2006	2001	2006
F/R lunch	13.4	16.1	12.7	15.4	13.5	18.2	18.9	25.8
Not eligible	49.6	54.8	48.4	52.8	46.8	54.3	53.4	59.8
State	44.6	46.3	43.4	44.6	42.2	46.5	48.7	52.4

[†] Due to the participation requirements of the No Child Left Behind Act of 2001, year-to-year comparisons should be made with caution. Please see page 38 for more details.

***Connecticut Academic Performance Test (CAPT) Second Generation
Percentage of Students at or Above Goal – By Special Education Status[†]***

Since the introduction of the second generation of the CAPT, schools have been required to include most of their special education students in the testing program. With the adoption of the No Child Left Behind Act of 2001, schools were required to include at least 95 percent of their special education students in the grade-level assessments. Between the 2001 and 2005 administrations, the special education participation rate increased by more than 18 percentage points in all content areas and by more than 20 percentage points in Reading Across the Disciplines.

Program Status	Mathematics		Science		Reading Across the Disciplines		Writing Across the Disciplines	
	2001	2006	2001	2006	2001	2006	2001	2006
SPED	14.2	12.3	15.2	13.9	10.1	10.0	13.1	13.2
Not SPED	47.5	50.3	46.1	48.2	45.2	50.7	54.6	57.0
State	44.6	46.3	43.4	44.6	42.2	46.5	48.7	52.4

[†] Due to the participation requirements of the federal No Child Left Behind Act of 2001, year-to-year comparisons should be made with caution. Please see page 38 for more details.

***Connecticut Academic Performance Test (CAPT) Second Generation
Percentage of Students at or Above Goal – By English Language Learner Status[†]***

Before the 2002 CAPT administration, students identified as English Language Learners (ELLs) were not required to take the CAPT until they had completed three years of schooling in a U.S. school. A state legislative act changed this requirement to 10 months, and then the federal No Child Left Behind Act of 2001 required that all students be tested in mathematics regardless of how long they have been in the country, and all students be tested in language arts after one year in a U.S. school. Compared to 2001, the percentage of ELL students at or above state goal has decreased on all four assessments. Over the same period, the percentage of Connecticut’s non-ELL students scoring at or above the goal level has increased on all four assessments.

Program Status	Mathematics		Science		Reading Across the Disciplines		Writing Across the Disciplines	
	2001	2006	2001	2006	2001	2006	2001	2006
ELL program	13.4	10.1	9.7	6.6	9.3	8.5	18.1	14.8
Not ELL	44.8	47.5	43.6	45.8	42.3	47.6	48.8	53.6
State	44.6	46.3	43.4	44.6	42.2	46.5	48.7	52.4

[†] Due to the participation requirements of the federal No Child Left Behind Act of 2001, year-to-year comparisons should be made with caution. Please see page 38 for more details.

***Connecticut Academic Performance Test (CAPT) Second Generation
Percentage of Students at or Above Goal – By Race/Ethnicity[†]***

The performance of white and Asian students continues to be substantially higher than that of black, Hispanic and American Indian students in all subjects. For example, more than 50 percent of white and Asian students met the state goal in Reading Across the Disciplines, compared with 16.6 percent of black and 19.0 percent of Hispanic 10th graders.

Race/Ethnicity	Mathematics		Science		Reading Across the Disciplines		Writing Across the Disciplines	
	2001	2006	2001	2006	2001	2006	2001	2006
American Indian	35.3	30.2	37.2	32.9	25.2	32.5	26.7	38.1
Asian	60.0	64.2	55.9	57.8	54.8	58.2	63.0	65.2
Black	11.0	11.1	10.5	11.2	14.6	16.6	20.4	25.2
Hispanic	13.8	15.0	13.1	15.0	14.6	19.0	19.9	25.7
White	53.2	57.8	51.8	55.6	49.5	56.5	56.1	61.6
State	44.6	46.3	43.4	44.6	42.2	46.5	48.7	52.4

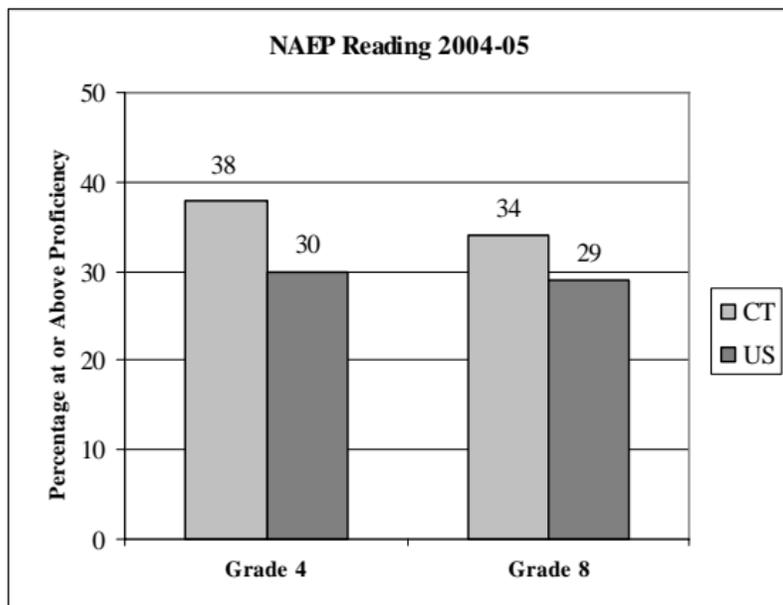
[†] Due to the participation requirements of the federal No Child Left Behind Act of 2001, year-to-year comparisons should be made with caution. Please see page 38 for more details.

National Assessment of Educational Progress (NAEP)

Percentage of Students at or Above Proficient Level

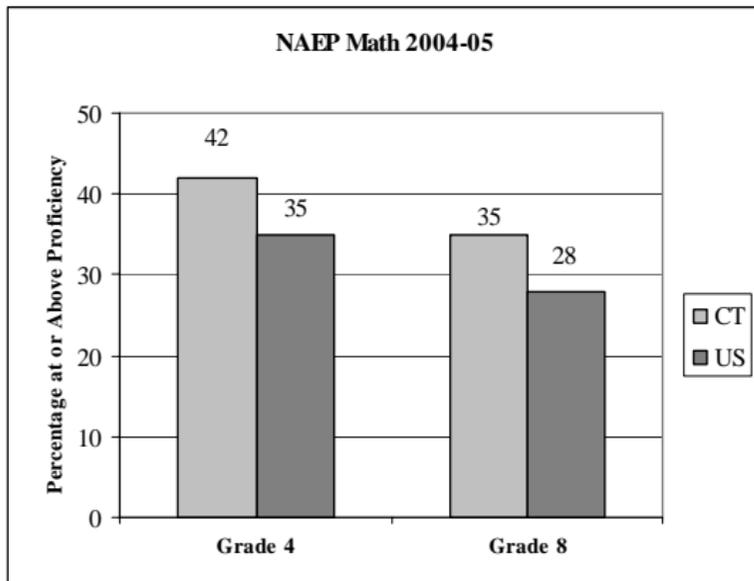
In spring 2005, 38 percent of Connecticut's Grade 4 students scored at or above the proficient level on the NAEP reading assessment. This constituted a 4-percentage-point increase from the 1993 assessment. During the same period, the nation's percentage of fourth graders at or above the proficient level rose 3 percentage points to 30.

On the Grade 8 assessment, Connecticut's figure decreased slightly to 34 percent in 2005, while the nation's number declined to 29 percent. In 2003, 37 percent of Connecticut's Grade 8 students scored at or above proficient, compared to 30 percent of the nation's students.



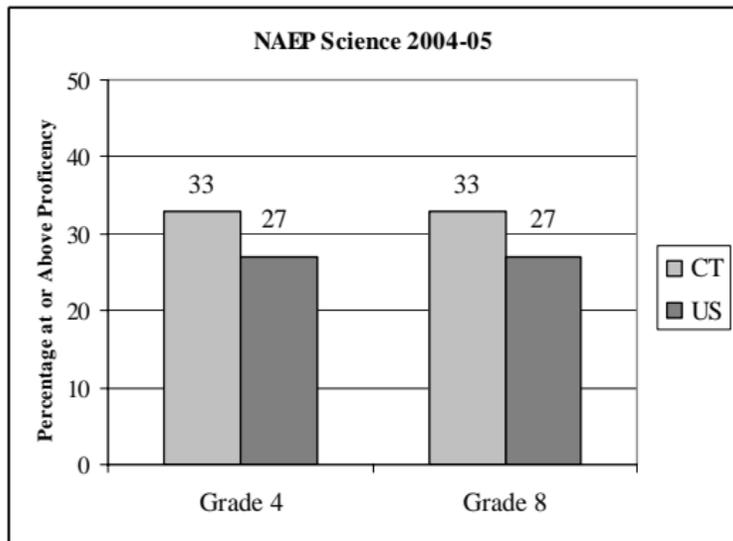
***National Assessment of Educational Progress (NAEP)
Percentage of Students at or Above Proficient Level***

Consistent with the 1992, 2000 and 2003 NAEP mathematics assessments, Connecticut continued to have higher percentages of public school students performing at or above the proficient level than the nation's performance averages in Grades 4 and 8 in 2005.



***National Assessment of Educational Progress (NAEP)
Percentage of Students at or Above Proficient Level***

Consistent with the 2000 NAEP science assessment, Connecticut continued to have higher percentages of public school students performing at or above the proficient level than the nation's performance averages in Grades 4 and 8 in 2005. In Grade 4, the gap between the nation and Connecticut decreased to six percentage points in 2005 compared to nine in 2000. The gap between Connecticut and the nation remained constant at six percentage points in Grade 8.



High School Graduate Performance

Activities of Graduates

The percentage of spring 2005 high school graduates continuing in education (four-year or two-year college or other education) continues to increase. Conversely, as more graduates continue their education, the percentage of high school graduates entering the work force, especially the military, has been decreasing.

Activity	Percentage of Graduates		
	Class of 1995	Class of 2004	Class of 2005
Four-year college	54.7	57.4	57.7
Two-year college	16.0	20.4	20.6
Other education	3.9	3.6	3.9
Education total	74.6	81.5	82.2
Military	2.8	2.0	1.7
Civilian employment	16.2	12.1	12.2
Unemployed	1.9	0.8	0.9
Work force total	20.9	14.9	14.8
Other[†]	4.5	3.5	2.9

Ethnicity	No. Graduated with Diploma in 2005
American Indian	93
Asian American	2,272
Black	4,051
White	26,482
Hispanic	3,717
Total	35,515

[†] This category includes full-time homemakers, graduates that were incarcerated or deceased, and other graduates for whom the status could not be determined.

***High School Graduate Performance
Percentage of Graduates Completing More Courses than Required by State Statute***

State law requires high school graduates to have earned three credits in mathematics, two credits in science and one credit in the arts and/or vocational/technical education[†]. There is no state graduation requirement in world languages. The percentage of graduates completing more than these state requirements is an indicator of the level of academic rigor in Connecticut's school districts and the college aspirations of Connecticut graduates. In most of the subject areas, the percentage of graduates completing more than the state requirements increased or remained the same for the class of 2005. The only area to decrease slightly was vocational/technical courses.

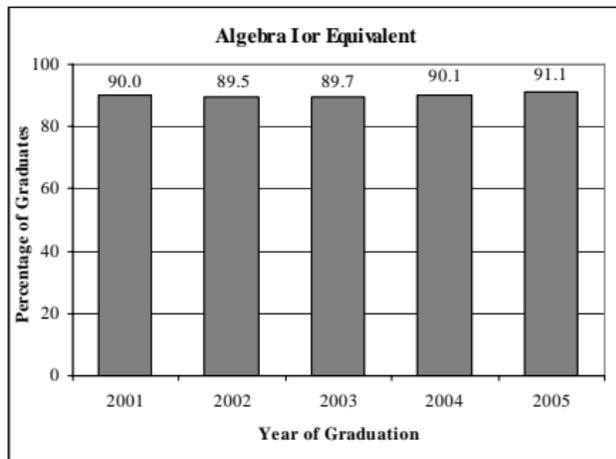
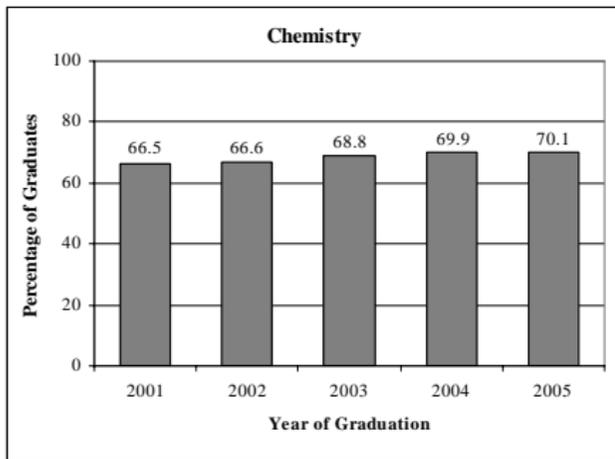
Credits Earned	Class of				
	2001	2002	2003	2004	2005
Mathematics (four or more credits)	61	61	61	63	63
Science (three or more credits)	82	84	85	86	87
World language (three or more credits)	56	56	56	58	58
The arts (two or more credits)	41	40	40	40	42
Vocational/technical (two or more credits)	58	58	56	57	57
Courses for two- or four-year college credit	27	28	28	28	27

[†] *Connecticut General Statutes Section 10-221a.*

High School Graduate Performance

Percentage of Graduates Completing Algebra I or Equivalent and Chemistry

Algebra I and chemistry are considered to be indicators of high-level course-taking and “gatekeepers” to more advanced academic work. The percentage of graduates completing chemistry has increased slightly over the last five years. The percentage of graduates completing Algebra I or the equivalent has remained relatively stable during the last few years.



Advanced Placement

The number of students taking Advanced Placement (AP) exams continues to increase. With the increase in the number of students taking AP exams, the percentage of students scoring three or more (on a scale of one through five) has decreased slightly in some subject areas. The arts, mathematics, other subjects and science all saw increases in the percentage of students receiving a score of three or more. The American Council on Education has established a minimum of a score of three on an AP exam for a college to award college credit.

	Number Taking AP Exams		Percentage Scoring 3 or More on AP Exams	
	2004-05	2005-06	2004-05	2005-06
The Arts	543	663	63.4	63.7
English	4,545	5,258	76.0	74.0
World Languages	1,645	1,792	70.8	70.4
Mathematics	3,351	4,081	68.7	72.6
Science	4,003	4,608	70.8	72.6
History and Social Sciences	6,915	8,679	71.5	71.1
Other	261	188	53.3	66.5

High School Dropouts

Annual and Cumulative Dropout Rates

There has been a decrease in both the annual and cumulative statewide dropout rates. The gap in terms of the dropout rate between black, Hispanic and white students appears to be decreasing. There has been a five-year decline in the dropout rate for Hispanic and black students. The most dramatic changes were from the 2000-01 school year to the 2001-02 school year. Over the five-year period reflected below, the disparity in the dropout rate between black and white students fell by more than 50 percent. The dropout rate of Hispanic students also decreased significantly from the 2000-01 school year to the 2004-05 school year, also narrowing the gap with white students.

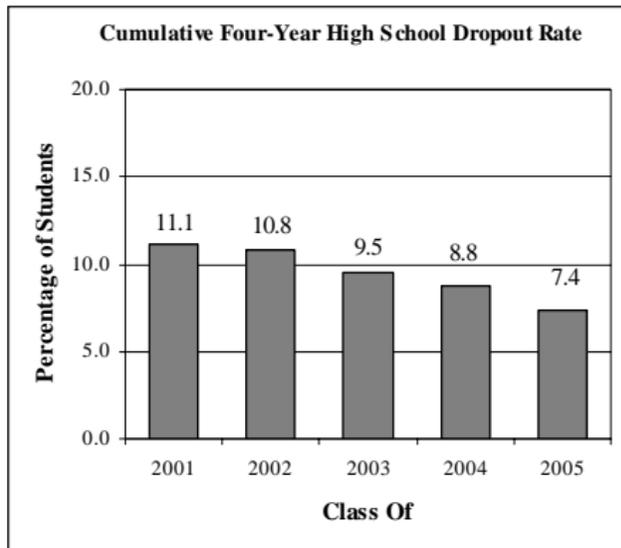
Annual Dropout Rates by Subgroup					
	2000-01	2001-02	2002-03	2003-04	2004-05
Special Education*	4.9	4.7	7.9	6.5	5.6
Asian American	1.8	2.4	1.6	1.0	1.1
American Indian	3.7	4.9	1.6	1.6	3.0
Black	5.6	4.1	3.2	3.0	2.8
Hispanic	7.3	5.4	5.2	4.3	4.0
White	2.0	1.9	1.5	1.3	1.1
All Students	3.0	2.6	2.1	1.8	1.7

** Due to changes in the collection of the special education dropout data, figures for 2002-03 and later are not comparable to those of prior years.*

High School Dropouts
Annual and Cumulative Dropout Rates

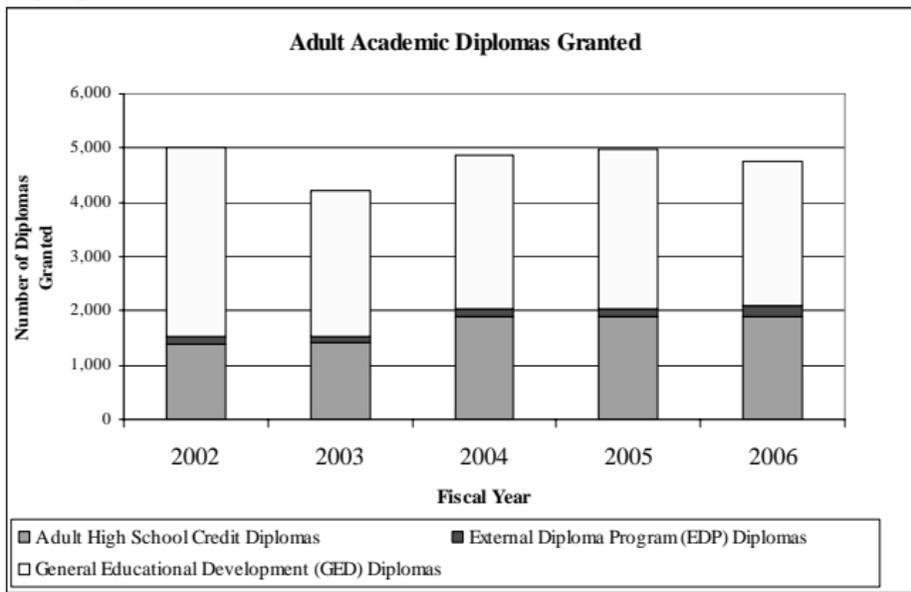
Annual Dropout Rates by Grade

	1994-95	2003-04	2004-05
Grades 7-8 (%)	0.6	0.2	0.1
Grade 9 (%)	4.7	1.4	1.3
Grade 10 (%)	4.8	1.7	1.7
Grade 11 (%)	5.1	2.1	2.1
Grade 12 (%)	4.7	1.9	1.8
Grades 9-12 (%)	4.8	1.8	1.7



Adult Education

After a drop in 2003, the number of adult high school credit diplomas granted increased significantly in 2004 and has remained consistent since that point. The number of External Diploma Program (EDP) diplomas awarded increased significantly in FY 2006 with the addition of new EDP programs.



SAT-I Reasoning Test Performance

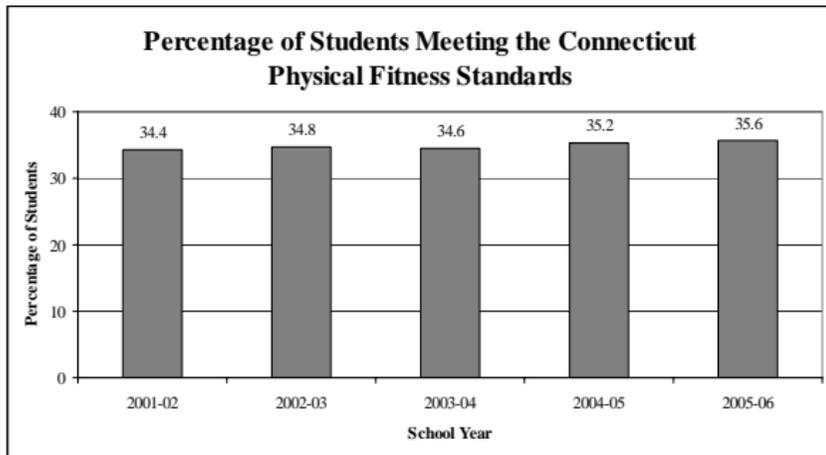
The performance of public school students on the spring 2006 Scholastic Aptitude Test (SAT-I) critical reading and mathematics assessments remained fairly consistent with the past three years. While the percentage of graduates tested rose by four and a half points from 2005, the average score for both the critical reading (formerly “Verbal”) assessment and mathematics assessment decreased slightly from the high scores of that year. For the first time in 2006, the SAT-I also assessed writing.

SAT I – Reasoning Test Results

Year	Percentage of Graduates Tested	Mathematics		Critical Reading		Writing	
		Average Score	Percentage of Students Scoring 600 or Above	Average Score	Percentage of Students Scoring 600 or Above	Average Score	Percentage of Students Scoring 600 or Above
2003	76.2	508	23.8	504	21.1	N/A	N/A
2004	74.4	508	23.3	508	22.0	N/A	N/A
2005	74.9	512	24.6	510	22.7	N/A	N/A
2006	79.4	510	23.9	505	21.3	504	20.3

Physical Fitness Assessment

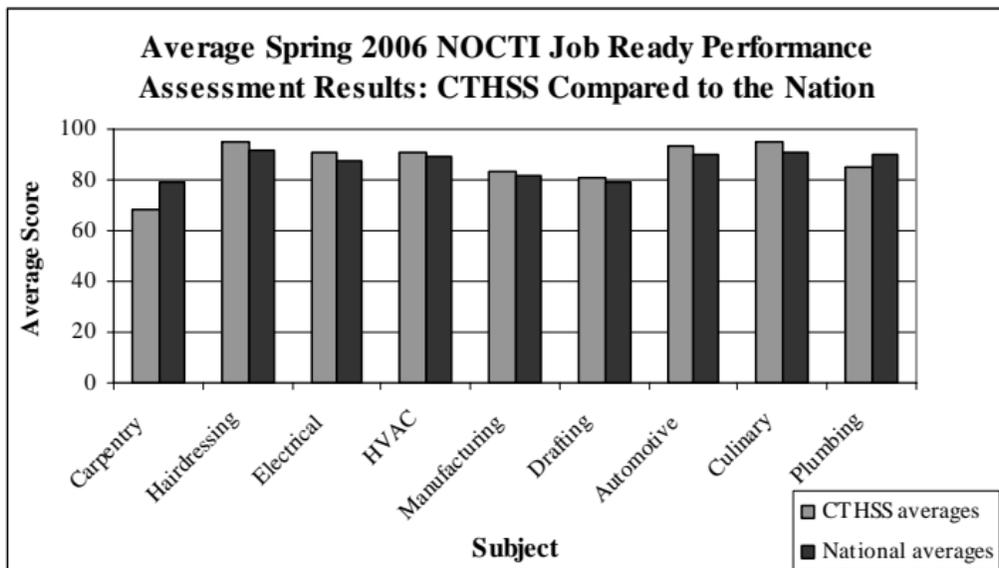
The overall percentage of students meeting the physical fitness standards on all four subtests in Grades 4, 6, 8 and 10 increased from 2004-05 to 2005-06. The gap between males and females in passing all four tests continued to increase in 2004.



	2004-05		2005-06	
	Males	Females	Males	Females
Sit and Reach	69.9	84.9	68.7	84.9
Curl-ups	81.5	80.6	81.3	80.3
Push-ups	70.8	68.0	70.3	67.7
Mile run	48.0	48.2	47.8	48.5
Pass all four tests	33.7	36.8	33.7	37.5

**Connecticut Technical High School System (CTHSS)
National Occupational Competency Testing Institute (NOCTI) Assessments**

The CTHSS outscored the nation in seven of the nine nationally comparable spring 2006 NOCTI assessments. As in 2004-05, the CTHSS continued to outperform the nation in the areas of automotive, culinary, drafting, electrical, hairdressing and manufacturing and, in 2005-06, it scored higher than the national average on the new HVAC (Heating, Ventilating and Air Conditioning) assessment.



Finance

This section contains data about statewide educational expenditures and those expenditures targeted for more specific programs, such as Open Choice.

Revenue Sources

Revenue sources include local tax dollars and in-kind services, state and federal grants, tuition and other sources. Also included are direct contributions by the state for teacher retirements, Connecticut technical high school operations, 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 the Department of Correction. The distribution of local, state and federal revenues has remained fairly stable during the past decade.

Percentage of Revenues by Source			
Source	1995-96	2004-05	2005-06
Local	56.0	55.4	54.2
State	39.3	38.2	40.1
Federal	4.4	6.1	5.4
Tuition and other sources	0.3	0.3	0.3
Total	100.0	100.0	100.0

Expenditures

All expenditure data are unaudited. Total expenditures represent those made on behalf of public elementary and secondary education from all sources: local, state, federal, tuition revenue and other. The local dollars, which are derived from local taxes, include both board of education expenditures and in-kind services provided, but not included, in the board of education budget.

2005-06 Expenditures	Total (\$)	% Change from 2004-05	Expenditure per Pupil (\$)
Instructional staff and services	3,816,089,816	4.89	6,885
Instructional supplies and equipment	137,914,128	-4.54	249
Improvement of instructional and educational media services	222,372,768	2.55	401
Student support services	398,334,538	9.46	719
Administration and support services	663,656,070	3.68	1,197
Plant operation and maintenance	660,603,784	6.95	1,192
Transportation	335,986,815	7.23	561
Cost of students tuitioned out*	337,135,894	6.00	N/A
Other	73,787,245	8.69	133
Total**	6,645,881,058	5.15	11,711
Land, building and debt service	997,434,783	22.49	1,800

* A total of approximately \$40,100,000 of the cost of students tuitioned out was sent to other Connecticut public school districts and thus is also included under the various expenditure categories.

** Does NOT include land, building and debt services

Expenditures (continued)

Since the 1996-97 school year, Connecticut's total expenditures per student have risen continuously and by a total of \$4,952. When one takes inflation into account, that figure drops to slightly more than \$2,860[†].

Open Choice and interdistrict magnet schools are critical components to reducing racial, ethnic and economic isolation. The state continues to increase funding for these important programs.

State Funding for Open Choice and Interdistrict Magnet Schools

	2001-02	2002-03	2003-04	2004-05	2005-06
Open Choice	\$6.9m	\$7.0m	\$8.0m	\$9.4m	\$10.8m
Interdistrict Magnets	\$32.6m	\$43.7m	\$54.4m	\$66.9m	\$83.6m

Total Per Pupil Expenditures*

Year	Per Pupil Expenditure (\$)
1996-97	8,517
1997-98	8,785
1998-99	9,365
1999-00	9,736
2000-01	10,212
2001-02	10,837
2002-03	11,380
2003-04	11,765
2004-05	12,517
2005-06	13,469

** Includes debt service*

[†] Inflation conversion method used from Oregon State University (<http://oregonstate.edu/cla/polisci/faculty/sahr/sahr.htm>).

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