THE CONDITION OF EDUCATION IN CONNECTICUT

Connecticut State Department of Education
August 2008

CONNECTICUT STATE
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THE CONDITION OF EDUCATION IN CONNECTICUT

EDITOR'S NOTE: This publication provides summary data for the 2006–07 school year unless otherwise noted. Questions about these data should be directed to Raymond Martin at 860-713-6876.

FOREWORD

The Condition of Education in Connecticut is the Connecticut State Department of Education's yearly status report on public education in the state. Required under Section 10-4(b) of the *Connecticut General Statutes,* this report serves as an annual touchstone for the state's residents on the progress and setbacks experienced by Connecticut's public school students. This report focuses on the 2006–07 school year and addresses the major issues of that year.

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

- *What is the context for education in Connecticut?*
- *Who are Connecticut's students?*
- *Who are Connecticut's teachers?*
- *What are we teaching our students?*
- *What resources are we devoting to education?*
- *How well are we doing?*

In addition to answering these questions, this report focuses on achievement from a different perspective. While there are several ways to examine differences in achievement, one of the most compelling ways is through the lens of gender. It is for this reason that gender has been designated as one of the themes of this year's report.

A second theme is that of mathematics, which is interwoven throughout. The skills of mathematics are essential for students to master in order to perform at high levels and to become active and productive citizens in our world. In the pages that follow, emphasis is placed on mathematics to focus attention on these indispensable skills.

Special attention is placed on the three priorities identified by the State Board of Education in its five-year comprehensive plan for 2006-11. These priorities, detailed in *A Superior Education for Connecticut's 21st Century Learners* (January 2007), are making high-quality preschool education available for all students; creating an environment where the high academic achievement of all students in reading, writing, mathematics and science is the expectation; and achieving meaningful high school reform so all students graduate prepared to participate in the evolving global economy. These priorities will become the focus of future *Condition of Education* reports.

Educating Connecticut's students is the responsibility of each and every of us – parents, citizens, business leaders, legislators and educators. With detailed and accurate information on the state of education in Connecticut, we can work together to take the steps necessary to ensure that all Connecticut students achieve at the highest levels possible.

Mark K. McQuillan
Commissioner of Education

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

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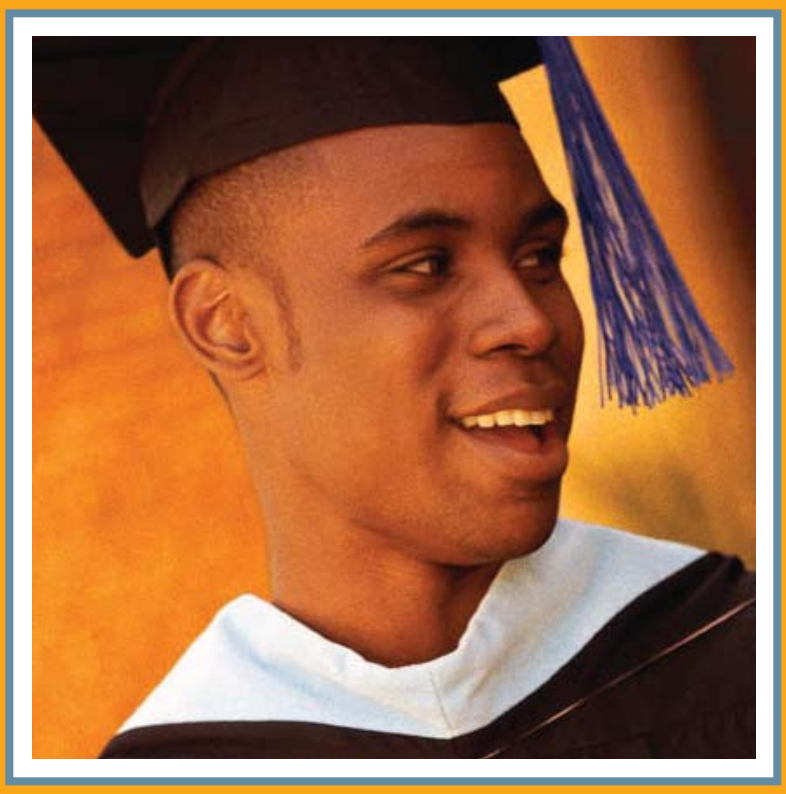

WHAT IS THE CONTEXT FOR EDUCATION IN CONNECTICUT?

PROFILING PUBLIC EDUCATION IN CONNECTICUT

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Commissioner: Mark K. McQuillan

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Jurisdiction: 166 local public school districts, 17 regional technical high schools, three endowed and incorporated academies and 16 charter schools

CONNECTICUT FACTS

- 2000 state population: **3,405,565**
- Total 2006 public school enrollment: **574,749**
- Percentage of students enrolled in public schools: **89.3**
- Public school population as a percentage of state population: **16.9**
- Percentage of state population that is nonwhite: **18.4**
- Percentage of persons 25 and older who are high school graduates: **84.0**
- Percentage of persons 25 and older with a bachelor's degree or higher: **31.4**
- Percentage of persons 5 and older with a language other than English spoken at home: **18.3**
- Percentage of population that is below poverty level (1999): **7.9**

PROFILING PUBLIC EDUCATION IN CONNECTICUT

CONNECTICUT'S PUBLIC SCHOOLS BY TYPE

Elementary schools	663
Middle/Junior high schools	173
High schools	170
Technical high schools	17
Nongraded, prekindergarten schools	47
Charter schools:	
Elementary schools	6
Middle schools	6
High schools	4
Full-time magnet schools:	
Elementary schools	20
Middle schools	6
High schools	18
Part-time magnet school programs:	
High schools	6
Regional agricultural science and technology centers	19
Nonpublic schools	397
Adult education programs*	72

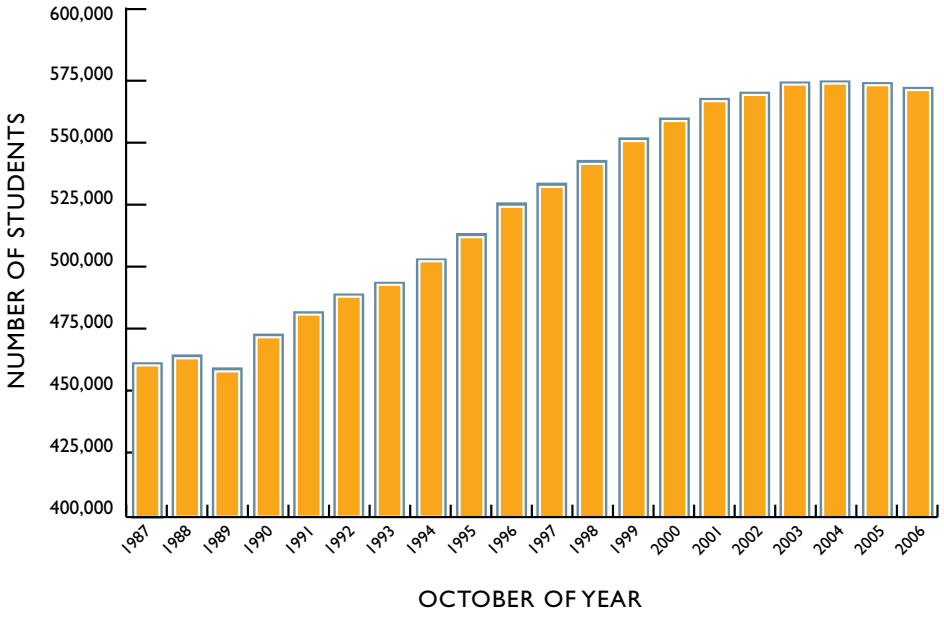
* The Adult Education Programs include 44 local school districts, three regional educational service centers and 16 cooperating eligible entities that serve all 169 cities and towns in Connecticut per state statute. Eight other organizations are funded solely through federal grant initiatives.

WHO ARE CONNECTICUT'S STUDENTS?

PUBLIC SCHOOL ENROLLMENT

In the past 20 years, public school enrollment increased by 24.5 percent, from 461,723 students in 1987 to 574,748 students in 2006. After increasing significantly between 1990 and 2002, enrollment leveled off and has now begun to decline slightly.

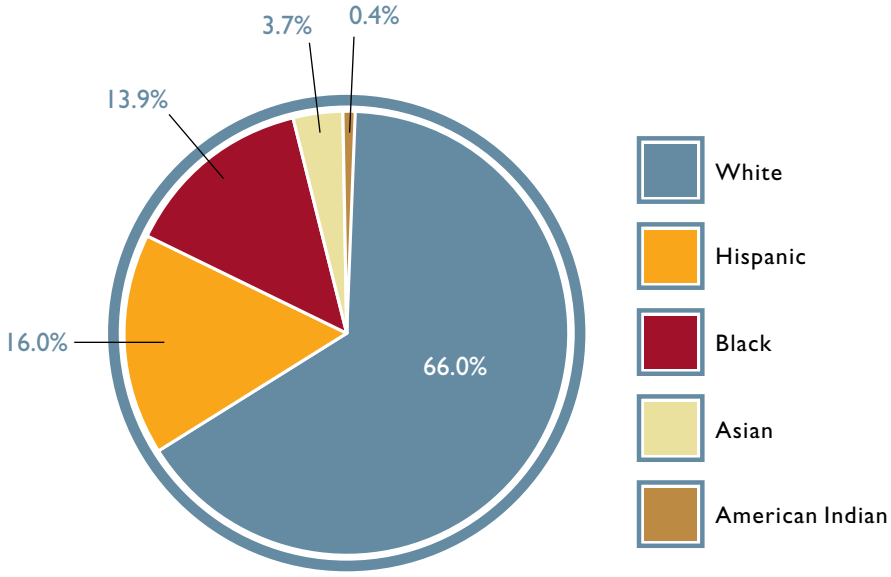
PUBLIC SCHOOL ENROLLMENT
1987 TO 2006



PUBLIC SCHOOL ENROLLMENT BY RACE/ETHNICITY

As the number of Connecticut students increased over the last decade, so has the percentage of students who are racial and/or ethnic minorities. In 2006–07, 34 percent of all students represented racial or ethnic minorities, a 5.5 percentage point increase from 1997-98. More than two-thirds of the enrollment gain between 1997-98 and 2006–07 was due to an increase in the Hispanic population, which grew by more than 40 percent.

PUBLIC SCHOOL ENROLLMENT
BY RACIAL/ETHNIC GROUP



PUBLIC SCHOOL ENROLLMENT BY GENDER

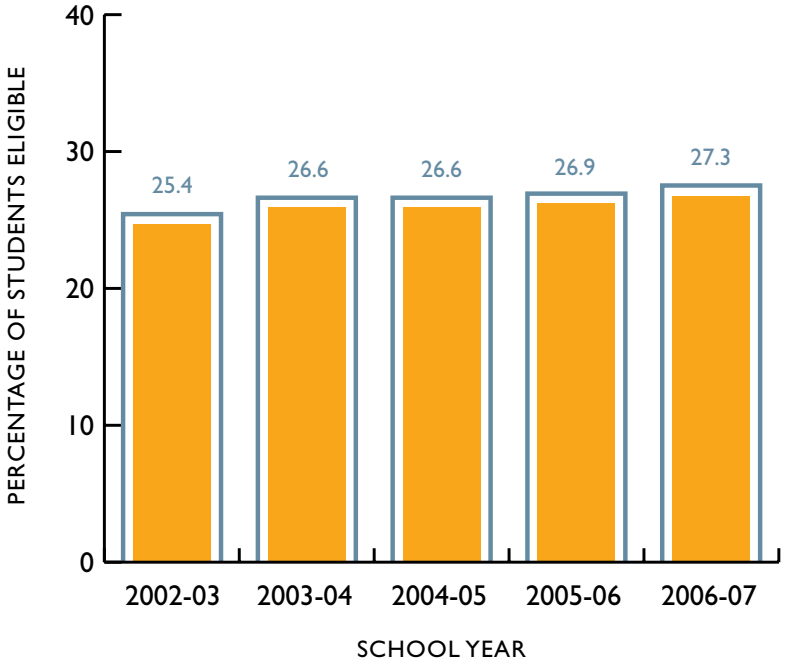
During the last five years, Connecticut's schools have consistently had more male students than female students. In this period, roughly 51.5 percent of Connecticut's students were male and 48.5 percent were female. The largest gap was in 2006 when there were 18,141 more males than females. The gap in 2004 was the smallest in the period, with just under 17,000 more males than females.

PUBLIC SCHOOL ENROLLMENT BY GENDER

ECONOMIC NEED

In October 2006, 27.3 percent of all Connecticut students were eligible to receive free or reduced-price meals. This means that approximately one in four Connecticut students came from families poor enough to qualify students for free or reduced-price meals. Over the last five years, Connecticut has seen the percentage of students eligible for free or reduced-price meals increase by 1.9 percentage points. This increase translates to approximately 11,400 newly eligible students — more students than the combined 2006–07 enrollment of the state's 36 smallest districts.

PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS*



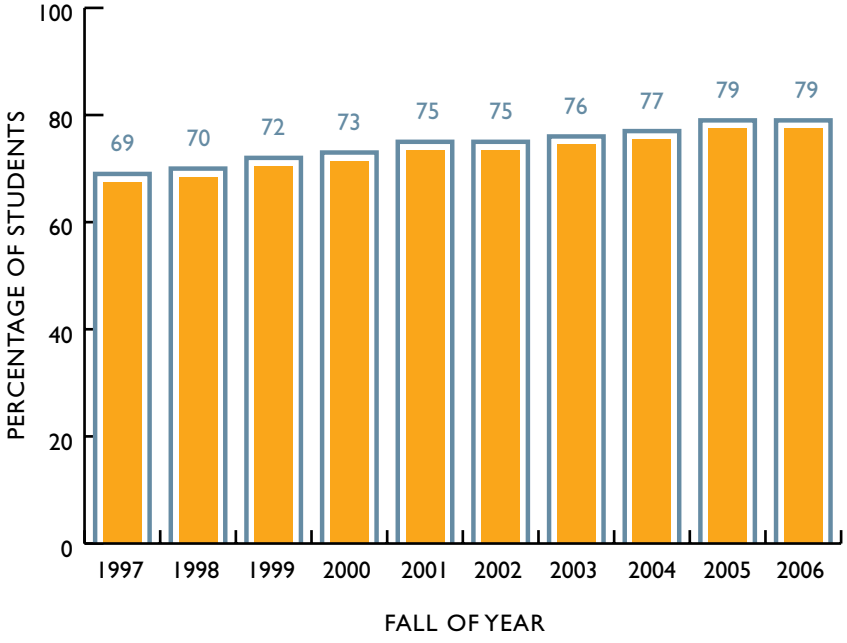
* In 2006–07, a family of four needed to earn less than $26,000 for a child to receive free meals, and less than $37,000 to receive reduced-price meals. The Connecticut State Department of Education uses eligibility for free or reduced-price meals as its poverty indicator.

KINDERGARTEN STUDENTS WITH PREKINDERGARTEN EXPERIENCE

The Connecticut State Board of Education believes that a "high-quality preschool education plays a significant role in the development of competent learners"* and the Board is committed to ensuring that all of the state's preschool-age children, including children with disabilities, are afforded an opportunity to participate in a high-quality preschool education. Such an experience fosters a child's overall development, including literacy and readiness for the public school kindergarten curriculum. The Board believes that a high-quality preschool education is essential to each child's future success both in school and as an adult.

Over the last decade, the percentage of kindergartners who entered kindergarten with a prekindergarten experience has increased by 10 percentage points to 79 percent in 2006–07. This means that over 2,000 more children entered kindergarten with a prekindergarten experience in 2006–07 than in 1997-98.

PERCENTAGE OF KINDERGARTEN STUDENTS WHO ATTENDED PRESCHOOL, NURSERY SCHOOL OR HEAD START

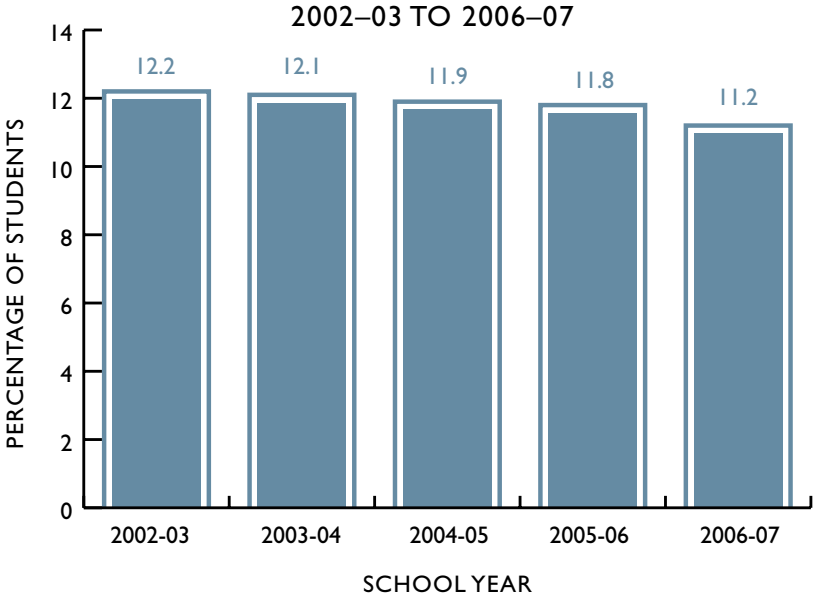


* From *A Superior Education for Connecticut's 21st Century Learners: Five-Year Comprehensive Plan for Education 2006-2011*, January 2007.

SPECIAL EDUCATION

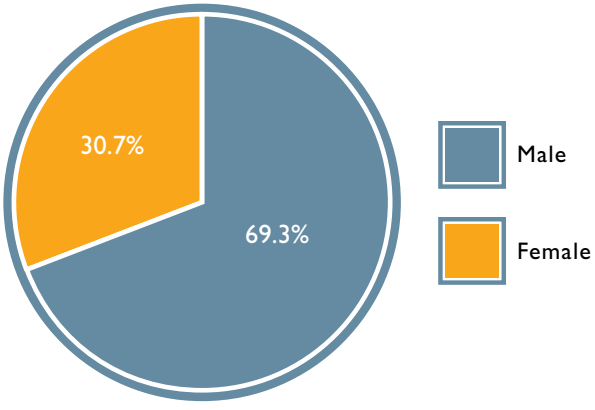
In 2006–07, 47,876 Connecticut public school students required special education services. This represents 11.2 percent of the total enrollment in Connecticut public schools. Over the last five years, the special education incidence rate has dropped by 1 percentage point, an 8.2 percent decrease.

SPECIAL EDUCATION INCIDENCE RATE
2002–03 TO 2006–07



While females make up 48.4 percent of the total enrollment in Connecticut public schools, they represent only 30.7 percent of special education students. This disparity was greatest in students with autism. In 2006–07, just over 15 percent of students identified as needing special education services for autism were female. The disparity was smallest in students identified as having an intellectual disability, where 45 percent of those identified were female.

SPECIAL EDUCATION STUDENTS
BY GENDER, 2006–07



ENGLISH LANGUAGE LEARNERS

In 2006–07, one in 20 of Connecticut's public school students was an English language learner. These 29,999 students spoke 129 different languages, ranging from Spanish and Portuguese to the Marathi and Kannada languages of India. While most districts only had to accommodate a few languages, 36 districts provided instruction for students speaking 20 or more different languages and two districts had student populations where over 40 different languages were spoken.

School districts must provide all English language learners with services to assist them in becoming proficient in the English language. Schools that have 20 or more students who speak a specific language other than English are required to offer a program of bilingual instruction to those students.

ENGLISH LANGUAGE LEARNERS: LANGUAGE SPOKEN AT HOME

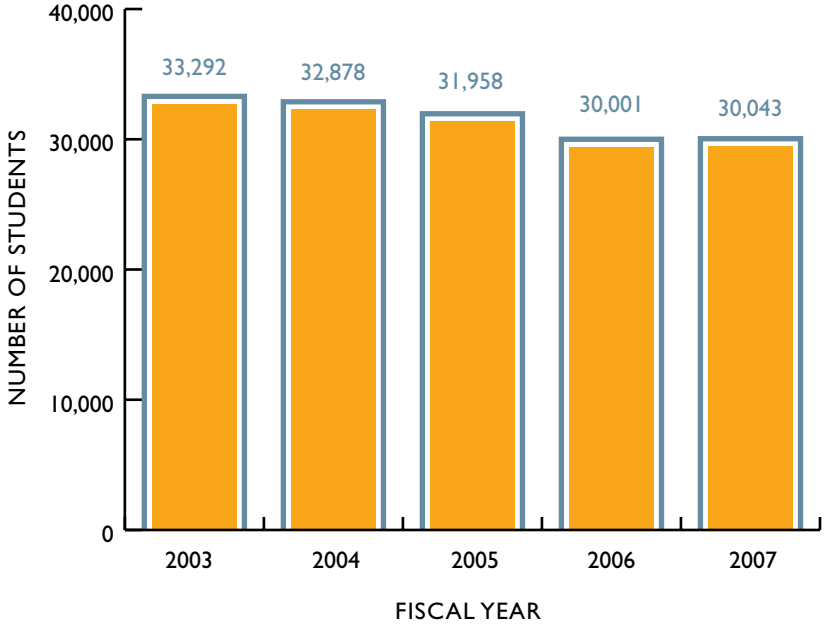
Primary Home Language	Student Count	Districts Represented	
		Number	Percentage
Spanish	21,308	139	71.6
Portuguese	1,199	67	34.5
Polish	765	71	36.6
Chinese	657	100	51.5
Creole-Haitian	581	31	16.0
Albanian	519	57	29.4
Vietnamese	399	60	30.9
Arabic	383	58	30.0
Serbo-Croation	351	35	18.0
Urdu	323	65	33.5
Russian	294	71	36.6
French	288	53	27.3
Korean	243	59	30.4
Gujarati	200	48	24.7
Japanese	175	20	10.3
Turkish	167	37	19.1
Bengali	155	36	18.6
Lao	113	35	18.0
Somali	108	5	2.6
Hindi	99	38	19.6
Other (109) languages	1,672	114	58.8
Total	**29,999**	**148**	**76.3**

CONNECTICUT'S ADULT LEARNERS*

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

Connecticut state statutes require that adult education services be provided by local school districts free of charge to any adult, 16 years of age or older, who is no longer enrolled in a public elementary or secondary school program. In the 2006–07 fiscal year, adult education programs served 30,043 Connecticut adult learners. This total represented a 10 percent decrease from the 2003–04 fiscal year.

ADULT EDUCATION ENROLLMENT



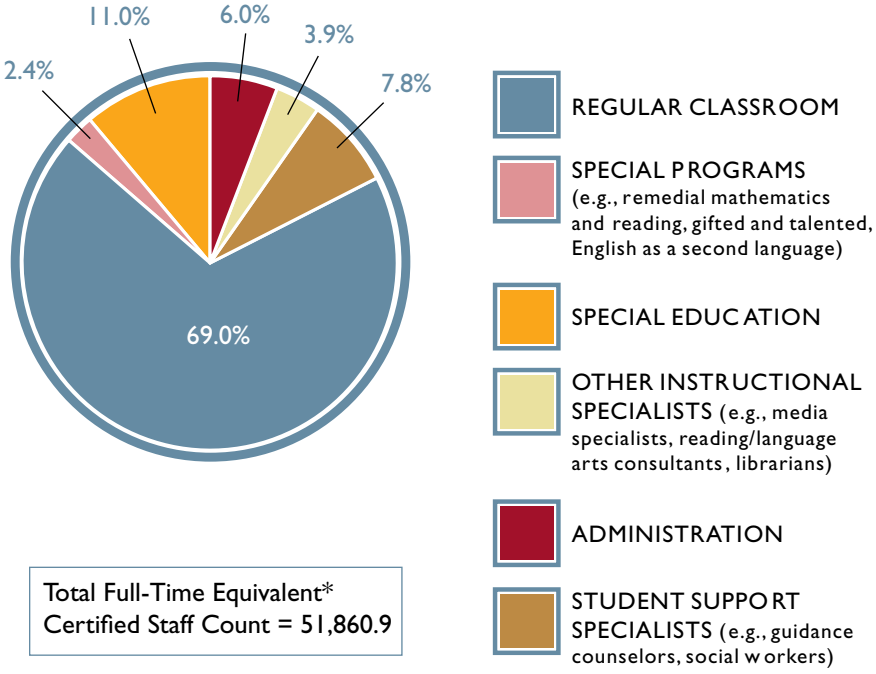
* For more information on adult education, please see page 29.

WHO ARE CONNECTICUT'S TEACHERS?

CERTIFIED STAFF MEMBERS

After dropping slightly in 2003–04, the total number of full-time equivalent* certified staff members working in Connecticut's public schools has increased steadily. Over the three years from 2003–04 to 2006–07, the number of certified staff members in Connecticut's public schools grew by more than 1,500 educators. Half of that increase was seen in the ranks of regular classroom teachers. All other areas saw increases as well, with administrators seeing the smallest number of new staff members.

2006–07 CERTIFIED STAFF MEMBERS BY TYPE

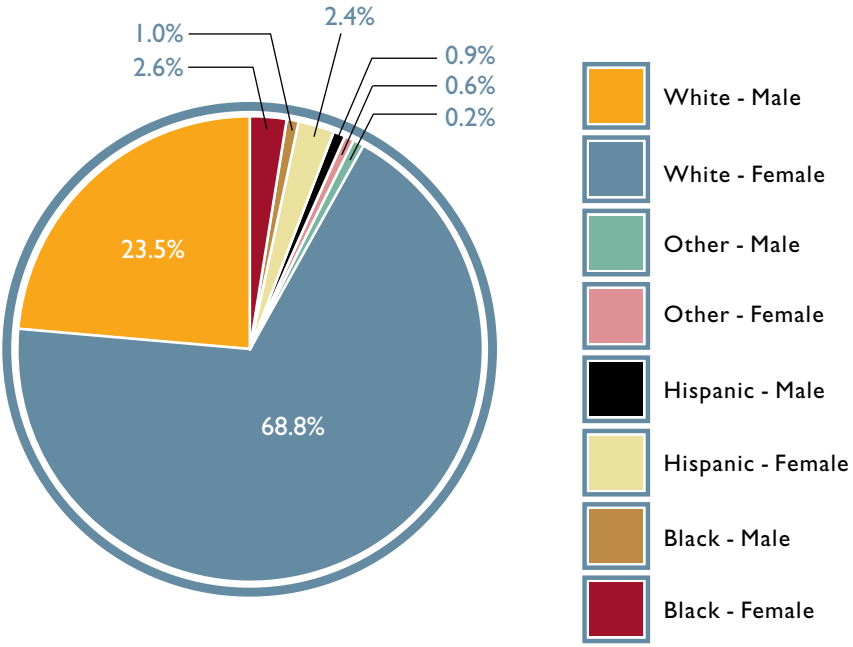


* Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required of a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a .4 FTE (2 days/5 days=.4 of full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

DEMOGRAPHICS OF CERTIFIED STAFF MEMBERS

While Connecticut's student population is somewhat diverse, with 34 percent of students drawn from racial or ethnic minorities, Connecticut's teaching force is quite homogeneous. White females represent approximately one-third of the state's student population but over two-thirds of the state's teaching force. Over the last decade, the disparity between the student population and teaching force has grown. During the 1997–98 school year, 66.8 percent of the teaching force was made up of white females. By 2006–07, that figure had grown by 2 percentage points to 68.8 percent.

CONNECTICUT'S CERTIFIED STAFF
BY GENDER AND RACE/ETHNICITY

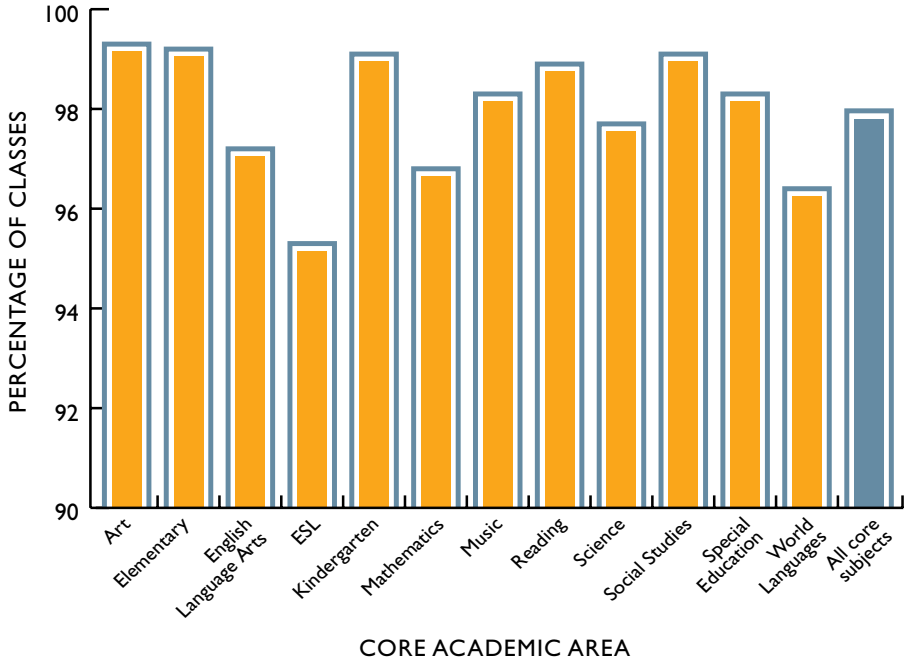


HIGHLY QUALIFIED TEACHERS

The federal No Child Left Behind (NCLB) Act of 2001 requires school districts and states to determine the number and percentage of core academic classes that were taught by teachers designated as "highly qualified." In Connecticut, a teacher must be fully certified in a subject he or she is teaching to be considered "highly qualified" in that subject. Teachers teaching under emergency certifications or teachers certified in one subject but teaching another are designated as "not highly qualified."*

In 2006–07, 98 percent of classes in Connecticut were taught by "highly qualified" teachers. This figure has remained relatively stable over the last several years.

PERCENTAGE OF CORE ACADEMIC CLASSES TAUGHT BY TEACHERS DEEMED TO BE "HIGHLY QUALIFIED" UNDER NCLB



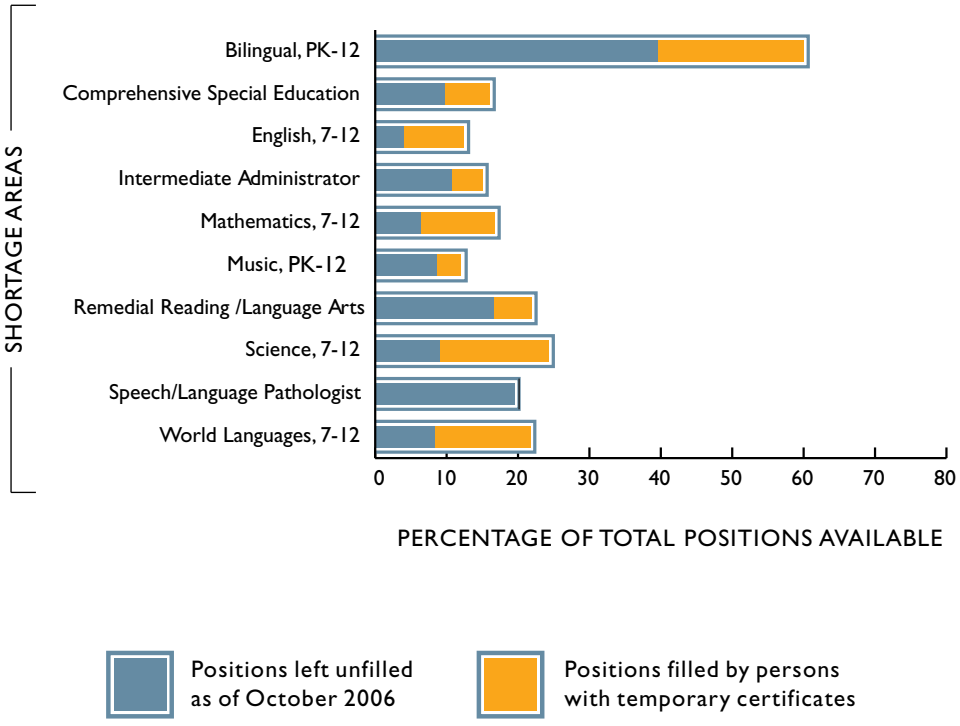
* A teacher who teaches more than one subject may be considered "highly qualified" for one of the subjects, but "not highly qualified" in another subject, depending on his or her certification.

TEACHER SHORTAGES

Before the start of each school year, districts work to fill vacancies caused by retirements, transfers and teachers leaving the profession. For the 2006–07 school year, Connecticut's public school districts had 5,087 full- and part-time certified staff positions to fill. By October 1, 2006, all but 321 of these positions had been filled. This means that school districts filled 94 percent of their positions, the second highest fill rate recorded since 1990.

Almost two-thirds of the positions left unfilled were in subject areas and/or positions in which Connecticut has a history of staffing shortages. The chart below details these shortage areas and the percentages of positions filled by persons with temporary certificates* or those left unfilled.

2006–07 CERTIFIED STAFFING SHORTAGE AREAS

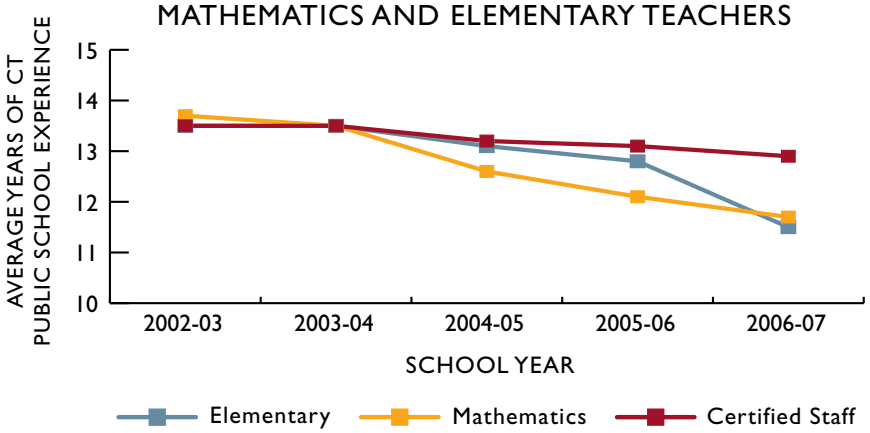


* Temporary certificates include Durational Shortage Area Permits, which allow persons who have received a certain level of college credit in a subject but are not certified in Connecticut to teach in that subject; and Temporary Authorization for Minor Assignment, where, under certain circumstances,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

STAFFING QUALITY INDICATORS

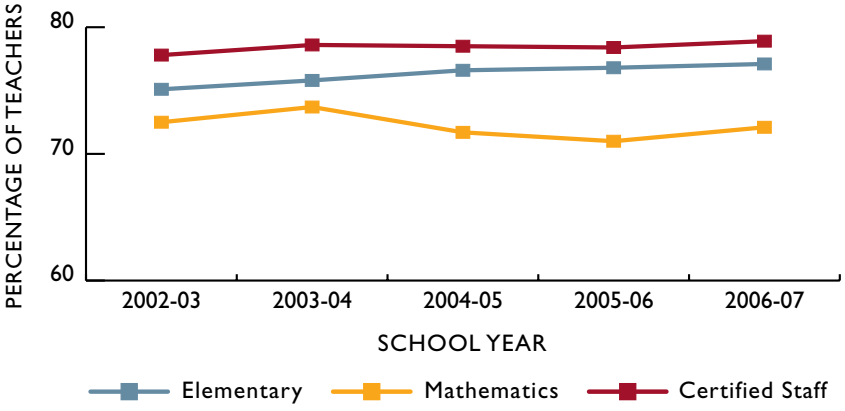
While the overall quality of Connecticut's teaching force remains high, the state has seen a slight reduction in the level of teaching experience. This decrease is more pronounced for middle and high school mathematics teachers and elementary teachers. Since the 2002–03 school year, the average number of years of experience for both mathematics and elementary teachers in Connecticut public schools has dropped by two years. For mathematics teachers the average dropped from 13.7 to 11.7 years and for elementary teachers the average dropped from 13.5 to 11.5 years.

AVERAGE YEARS OF EXPERIENCE: ALL CERTIFIED STAFF, MATHEMATICS AND ELEMENTARY TEACHERS



Content knowledge, often acquired through advanced degrees, is a second indicator of teacher quality. The percentage of all certified staff members with master's degrees has increased from 77.8 percent in 2002–03 to 78.9 percent in 2006–07, and the percentage of elementary teachers with master's degrees or higher has increased from 75.1 percent in 2002–03 to 77.1 percent in 2006–07. Over the same period, the percentage of mathematics teachers who have earned master's or higher degrees has dropped slightly from 72.5 percent in 2002–03 to 72.1 percent in 2006–07.

PERCENTAGE OF STAFF MEMBERS WITH MASTER'S DEGREES OR HIGHER

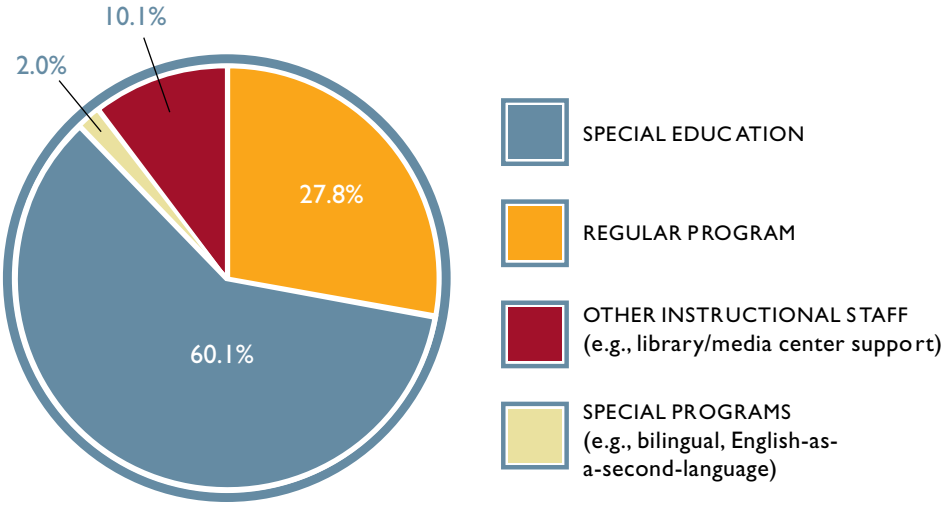


PARAPROFESSIONAL INSTRUCTIONAL STAFF

Paraprofessional instructional staff members play vital roles in many students' educational experiences. Paraprofessionals assist certified teachers, provide tutoring, act as reading assistants and perform a variety of other tasks that supplement and enhance the work of certified teachers. A majority of the state's paraprofessional instructional staff works with special education students, assisting some of the state's most academically challenged students.

In 2006–07, the 14,143.2 full-time equivalent (FTE)* paraprofessional instructional staff members represented 35.3 percent of the total noncertified school staff members in the state. The other 25,940 FTE noncertified staff members provided nursing, security, administrative support, maintenance and other services.

2006–07 PARAPROFESSIONAL INSTRUCTIONAL STAFF



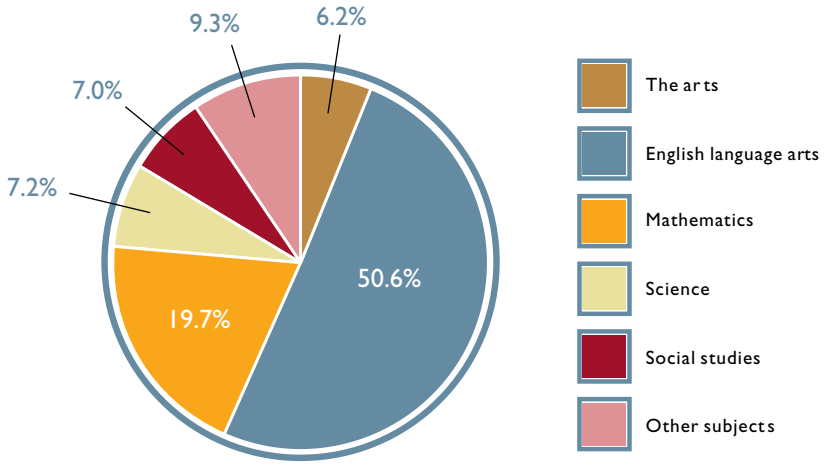
* Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required of a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a .40 FTE (2 days/5 days=.4 of full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

WHAT ARE WE TEACHING OUR STUDENTS?

INSTRUCTIONAL TIME BY SUBJECT FOR ELEMENTARY STUDENTS

During the 2006–07 school year, Connecticut's public elementary schools devoted, on average, 194 hours (or roughly 65 minutes per day) to mathematics instruction in Grade 2, an 11.5 percent increase in hours from 1997–98. Mathematics also represents the second largest portion of all Grade 2 instruction, with 19.7 percent of Grade 2 time devoted to mathematics in 2006–07 compared to 17.8 percent in 1997–98.

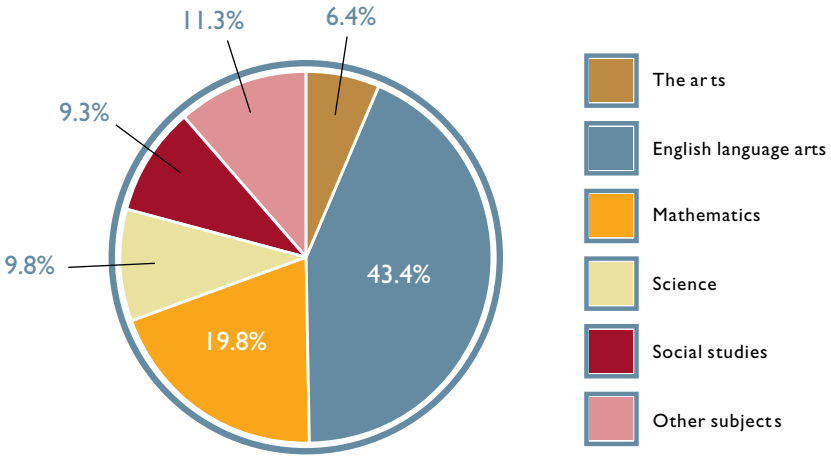
PERCENTAGE OF HOURS OF INSTRUCTION BY SUBJECT: GRADE 2



Average Hours of Instruction in Grade 2 = 983

In Grade 5, the average number of hours devoted to mathematics was essentially the same as in Grade 2. The 195 hours devoted to mathematics in 2006–07 represents an increase of over 16 hours from 1997–98.

PERCENTAGE OF HOURS OF INSTRUCTION BY SUBJECT: GRADE 5



Average Hours of Instruction in Grade 5 = 985

HIGH SCHOOL CREDITS REQUIRED FOR GRADUATION

Connecticut law requires that high school students successfully complete at least 20 credits* of course work and receive a minimum number of credits in specific subjects to graduate. In 2005–06, 173 of the 186 high schools that graduated students** required their graduates to complete more than the state minimum 20 credits. Furthermore, most high schools had additional subject-specific requirements that exceeded the state mandates. For example, 64.5 percent of the high schools required more than the state-required two credits in science. The table below details the state subject requirements and the number of high schools that require more than the state minimum number of credits in specific subjects.

In addition to schools requiring more credits than state law requires, many Connecticut high school graduates exceed the requirements set by state statutes and local requirements. In fact, even though only five high schools required more than the state-mandated three credits in mathematics, 64 percent of the class of 2006 graduated with four or more credits in the subject. While only 15 schools required any course work in world languages, 59 percent of the graduates earned three or more credits in a language.

CREDITS REQUIRED FOR GRADUATION BY SUBJECT

Subject	State Requirement*	Number of High Schools that Require Credits Beyond the State Minimum
English	4	3
Mathematics	3	5
Social studies	3	26
Science	2	120
Art or vocational ed.	1	70
Physical education	1	75
Health	0	122
World languages	0	20
Other specific req.	0	68
Community service	0	9

* Section 10-221a of the *Connecticut General Statutes* stipulates that a course credit must consist of no less than the equivalent of a 40-minute class period for each day of a school year. For a 180-day school year, this translates to 120 hours of instruction for a full credit and 60 hours for a half-credit.

** A number of high schools did not graduate students in 2006 and, therefore, did not submit data on credits required for graduation. Many of these schools were new magnet schools that had not yet added Grade 12.

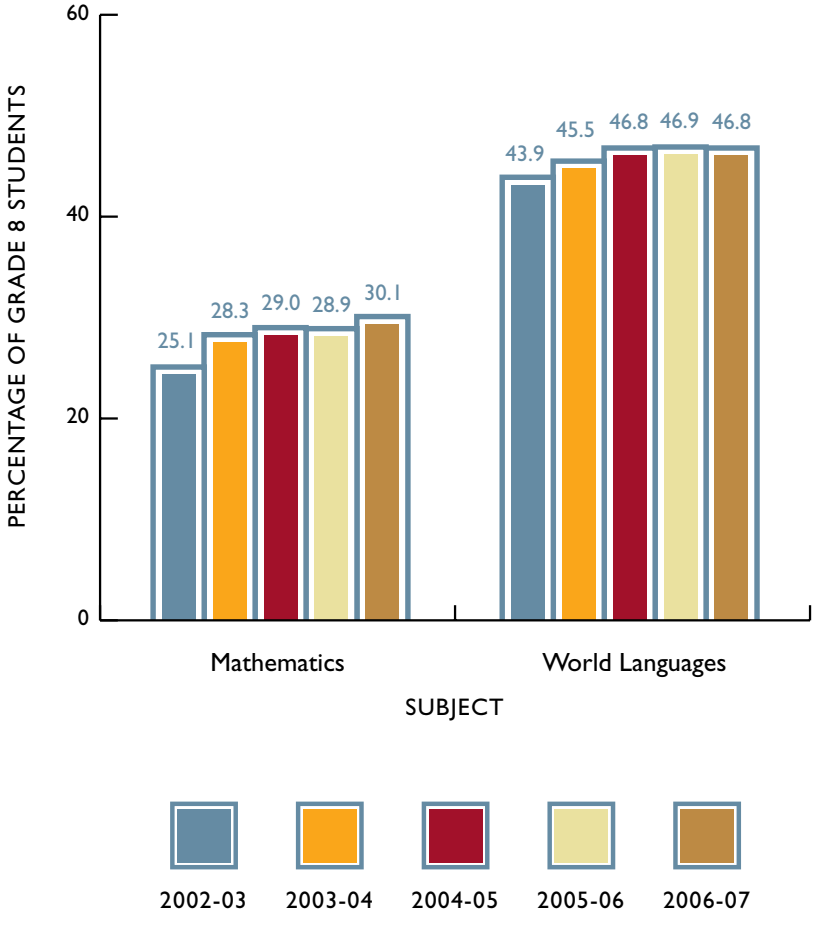
HIGH-SCHOOL-LEVEL COURSES TAKEN IN GRADE 8

Since the 2002–03 school year, Connecticut has seen a slight increase in the percentage of Grade 8 students taking high-school-level mathematics and world languages courses. Taking high-school-level courses in Grade 8 can prepare students to take more rigorous courses in high school and provide them with greater opportunities in the future.

Algebra is the high-school-level course most often taken in Grade 8, but offerings also can include integrated mathematics and geometry. By successfully completing these courses in Grade 8, students are able to take more advanced mathematics, such as calculus and statistics, when they reach high school.

The most common world languages offered at the middle school level include the traditional languages of Spanish, French and Latin. Some Connecticut middle schools, however, offer instruction in other languages, such as Chinese, Japanese, German and Italian.

PERCENTAGE OF GRADE 8 STUDENTS TAKING HIGH-SCHOOL-LEVEL COURSES 2002–03 TO 2006–07



HIGH SCHOOL COURSES FOR COLLEGE CREDIT

Courses that can yield college credit are among the most academically rigorous courses offered at the high school level. While Advanced Placement (AP)* is the most prevalent form of these courses, several other college credit programs exist (e.g., the UConn Early College Experience Program and International Baccalaureate). Many of these courses offer students an opportunity to earn both high school and college credit. Since 2001, high school student enrollment in college credit courses has risen by 41 percent, from 33,027 in 2001–02 to 46,438 in 2005–06.

HIGH SCHOOL COURSES FOR COLLEGE CREDIT, 2006–07

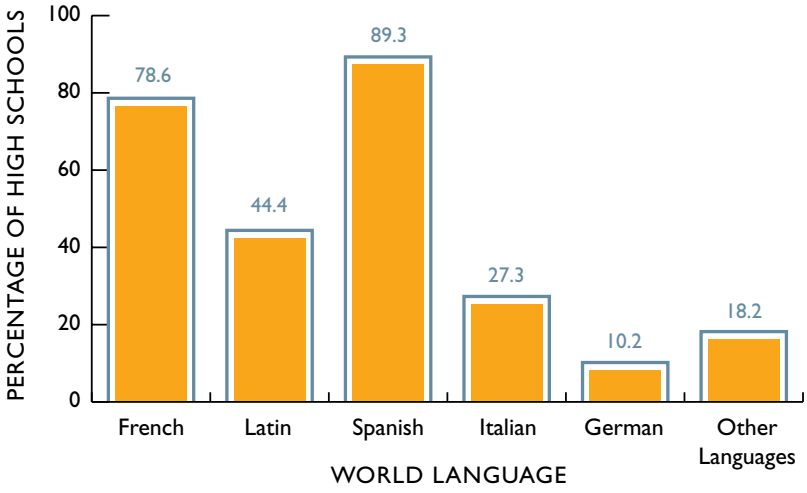
	Enrollment in College Credit Courses	Percentage of High Schools Offering	
		Advanced Placement Courses	Other Courses for College Credit
The arts	1,297	43.0	15.4
English	8,024	74.7	43.5
World languages	2,958	53.8	19.4
Mathematics	5,582	73.1	41.4
Science	8,844	67.2	38.7
History and social sciences	11,555	75.3	30.1
Other	8,178	40.9	60.8

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

INSTRUCTION IN THE ARTS AND WORLD LANGUAGES

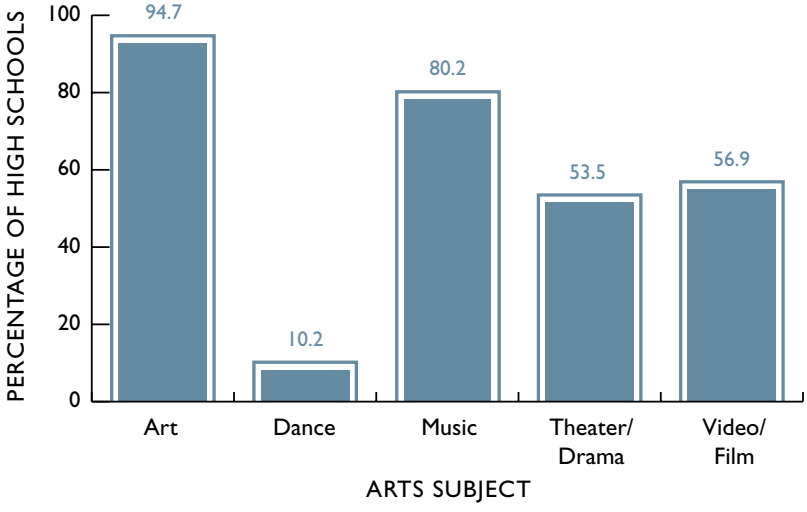
One indicator of the breadth of a high school's educational program is the availability of elective courses. State statutes do not include a graduation requirement for world languages (see page 23 for more on graduation requirements); yet, 91 percent of Connecticut's high schools offered at least one world language course in 2006–07. Connecticut high schools offered instruction in 12 world languages, including Polish, Portuguese, Russian, Japanese and others.

PERCENTAGE OF HIGH SCHOOLS OFFERING INSTRUCTION IN SELECTED WORLD LANGUAGES, 2006–07



There is a state graduation requirement of one credit in either the arts or vocational education. In 2006–07, over 95 percent of high schools offered at least one course in the arts. One-quarter of all Connecticut high school students were enrolled in art and one in five were enrolled in music.

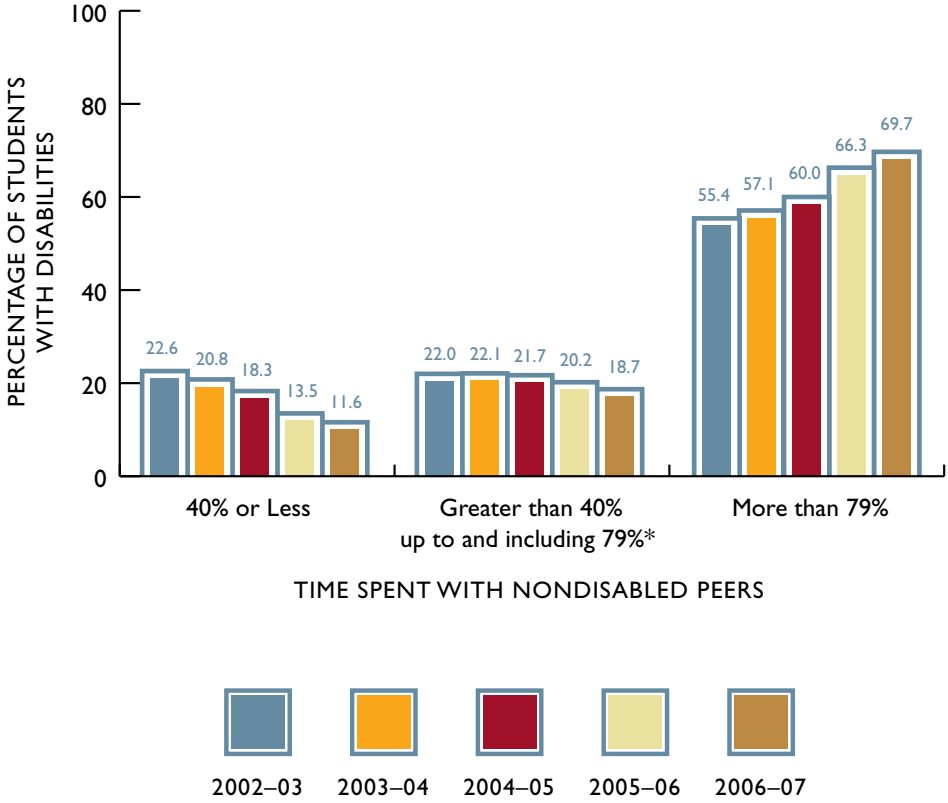
PERCENTAGE OF HIGH SCHOOLS OFFERING COURSES IN THE ARTS, 2006–07



TIME STUDENTS WITH DISABILITIES SPEND WITH NONDISABLED PEERS

For students with disabilities, time spent with nondisabled peers is an important indicator of access to the general curriculum, as well as a demonstration of compliance with the federal Individuals with Disabilities Education Act (IDEA) requirement that students with disabilities be educated with their nondisabled peers to the maximum extent appropriate. To monitor this requirement of IDEA, the federal Office of Special Education Programs has established three levels of time special education students spend with nondisabled peers — 40 percent or less of the students' time, between 40 percent and up to and including 79 percent of their time, and greater than 79 percent of their time. Over the last five years, Connecticut schools have increased the percentage of students with disabilities who spend 79.1 percent or more of their time with nondisabled peers by over 14 percentage points. Over the same period, the percentage of students who spent 40 percent or less of their time with nondisabled peers has decreased from 22.6 percent in 2002–03 to 11.6 percent in 2006–07.

PERCENTAGE OF STUDENTS WITH DISABILITIES BY TIME SPENT WITH NONDISABLED PEERS



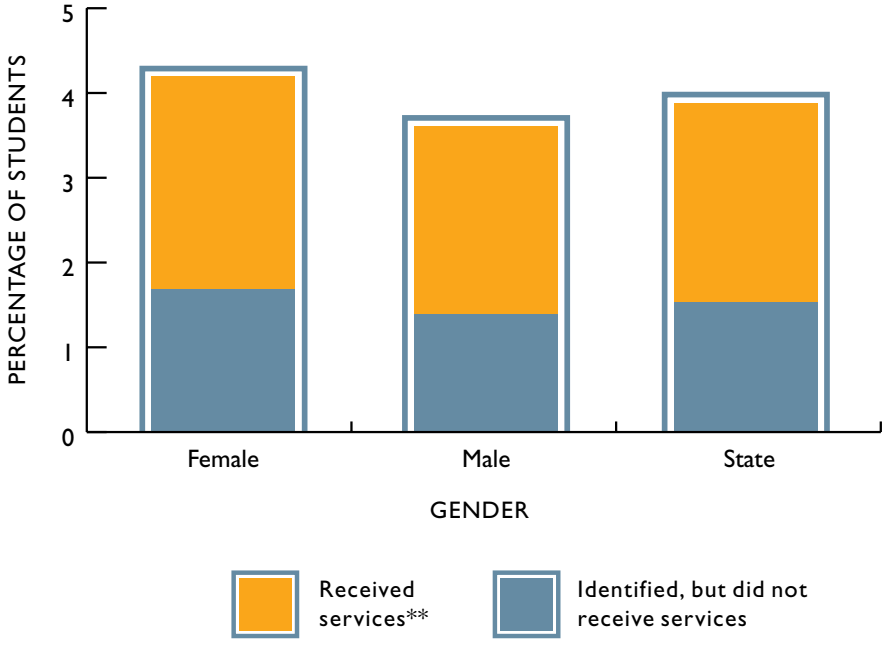
* The category "Greater than 40 percent and up to and including 79 percent" includes students in nonpublic placements.

GIFTED AND TALENTED

In 2006–07, 3.9 percent of students were identified as being gifted and/or talented. These students are defined as having "extraordinary learning ability or outstanding talent in the creative arts."* Females were more likely to be identified as gifted and/or talented, with an identification rate of 4.2 percent compared to a rate of 3.6 percent for males.

While Connecticut state law requires that school districts evaluate and identify gifted and talented students, districts are not required to provide them with additional services. In 2006–07, just over 60 percent of gifted and talented students received some type of additional services.

2006–07 PERCENTAGE OF STUDENTS IDENTIFIED AS GIFTED OR TALENTED, BY GENDER AND BY SERVICES RECEIVED



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

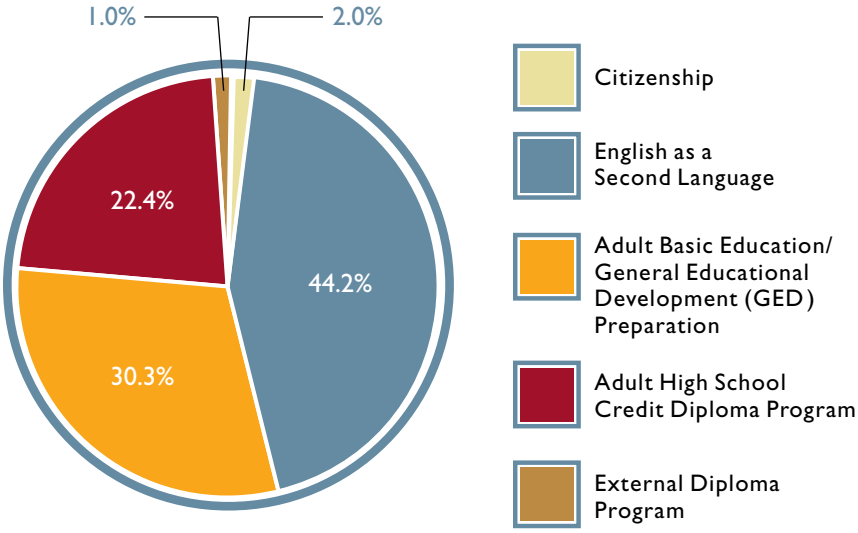
** This category includes students identified as being both gifted and talented but only receiving services related to one of the two identifications. This group represents just under 2 percent of the overall gifted and talented population.

ADULT EDUCATION PROGRAMS

Connecticut's 30,000 adult learners participated in a variety of programs. A majority of the programs were focused on high school completion. These programs resulted in almost 5,200 adults receiving some form of adult high school credit diploma, which will provide them with an opportunity to participate more fully in Connecticut's economy.

The next largest group of adult education programs in Connecticut were those in English as a second language. These programs helped 13,280 non-English speaking adults become more fluent in English.

ADULT EDUCATION PROGRAMS BY TYPE

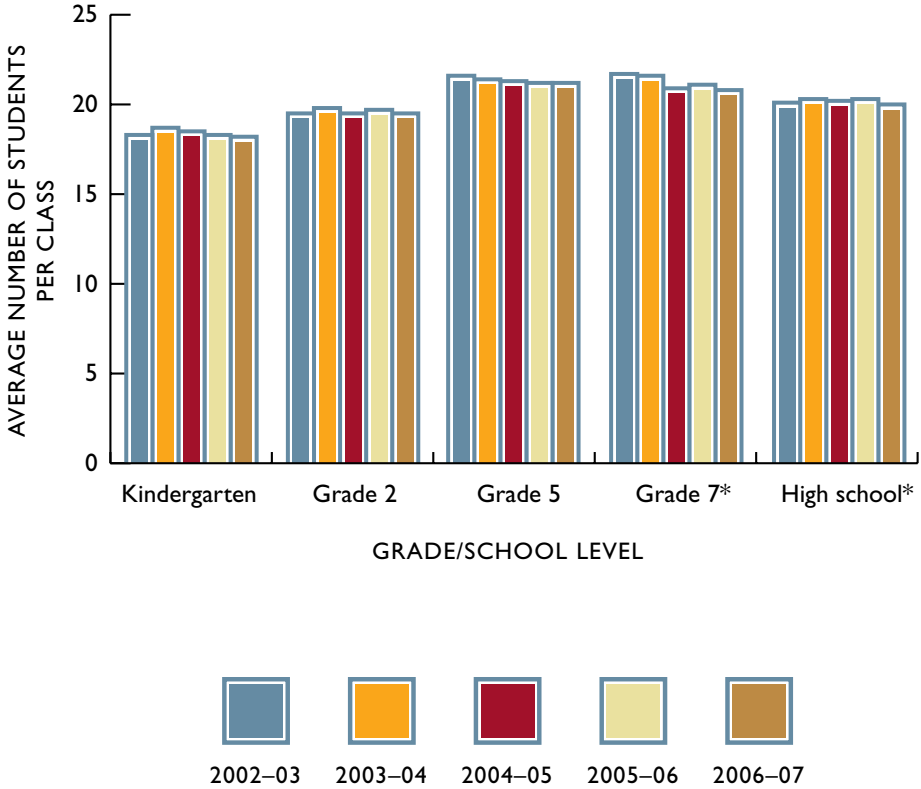


WHAT RESOURCES ARE WE DEVOTING TO EDUCATION?

AVERAGE CLASS SIZE

The largest single resource that school districts devote to education is teachers. Average class size is one way to measure this resource over time. Over the last five years, average class sizes have remained relatively stable. During this period, average class size for kindergarten has been between 18 and 19, Grade 2 average class size has remained between 19.5 and 19.8, and Grade 5 average class size has hovered around 21.4. Class size at the high school level* remained relatively stable over the last five years, ranging from 20 to 20.3. Only in Grade 7 was there notable improvement in average class size*, dropping from 21.7 to 20.8.

AVERAGE CLASS SIZE OF SELECTED GRADES AND HIGH SCHOOL 2002–03 TO 2006–07



* 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.

FAMILY LITERACY, EVEN START AND FAMILY RESOURCE CENTERS

Family Literacy, Even Start and Connecticut's Family Resource Centers are three programs linking families and schools in ways that expand the learning process to parents and the wider community. Family Literacy programs give families access to the training and support they need to create literate home environments and enhance the academic achievement of their children. Even Start is a comprehensive program that integrates early childhood education with education for parents in order to create literate home environments. Family Resource Centers establish, within communities, a full continuum of early childhood and family support services that foster the optimal development of the child and family. Programs offered by Family Resource Centers include early childhood education, parenting classes, adult education, family literacy programs and after-school programs.

After remaining stable for several years, the number of Family Literacy Centers and estimated number of families served declined in 2006–07. Like the Family Literacy Centers, the Even Start program saw a reduction in the number of families served and in the number of centers in 2006–07. This reduction continued a pattern of decline in program participation that began in 2004–05. Due to a change in how Family Resource Centers track clients, comparisons to prior years are not possible for the number of individuals served, but the number of centers remained the same in the past two years.

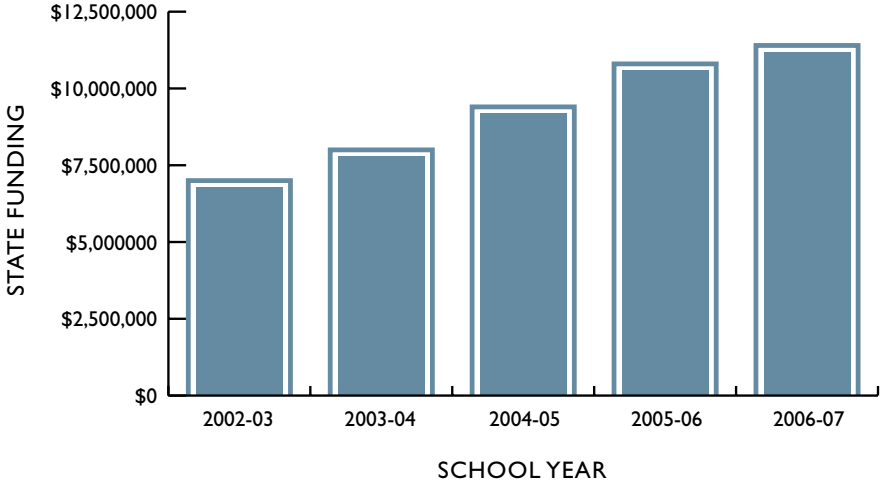
	FAMILY LITERACY		EVEN START		FAMILY RESOURCE CENTERS	
	Number of Centers	**Estimated # of Families Served**	**Number of Centers**	**Number of Families Served**	**Number of Centers**	**Number of Individuals Served***
2002–03	12	300	9	215	61	N/A
2003–04	12	300	9	217	61	N/A
2004–05	12	300	9	197	62	N/A
2005–06	12	300	8	189	62	N/A
2006–07	11	275	6	149	62	17,451

* Prior to 2006–07, the state collected data on the number of families served, not the number of individuals.

OPEN CHOICE AND INTERDISTRICT MAGNET SCHOOL FUNDING

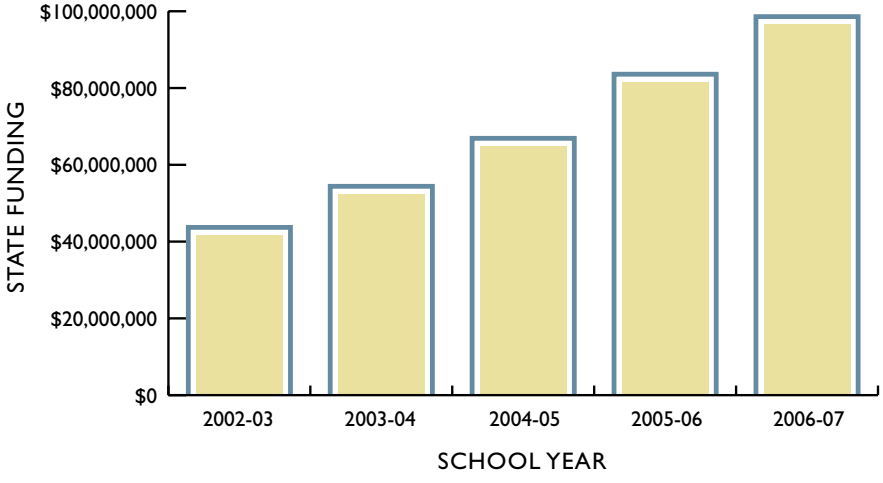
The Open Choice Program provides urban students with an opportunity to attend public schools in nearby suburban school districts on a space-available basis in the Bridgeport, Hartford, New Haven and New London regions. Some progress has been made in meeting the requirements of the *Sheff v. O'Neill* school desegregation agreement. Participation in Open Choice has risen from 1,583 in 2002–03, to 1,773 in 2006–07. Over the same period, state funding increased by $4,400,000.

STATE FUNDING FOR THE OPEN CHOICE PROGRAM



Interdistrict magnet schools also respond to the *Sheff v. O'Neill* agreement. Interdistrict magnet schools receive state support for building construction and operations. Student participation in magnet schools has risen from 10,431 in 2002–03, to 17,686 in 2006–07. State spending on magnet schools increased in that period, from $43,700,000 to $98,600,000.

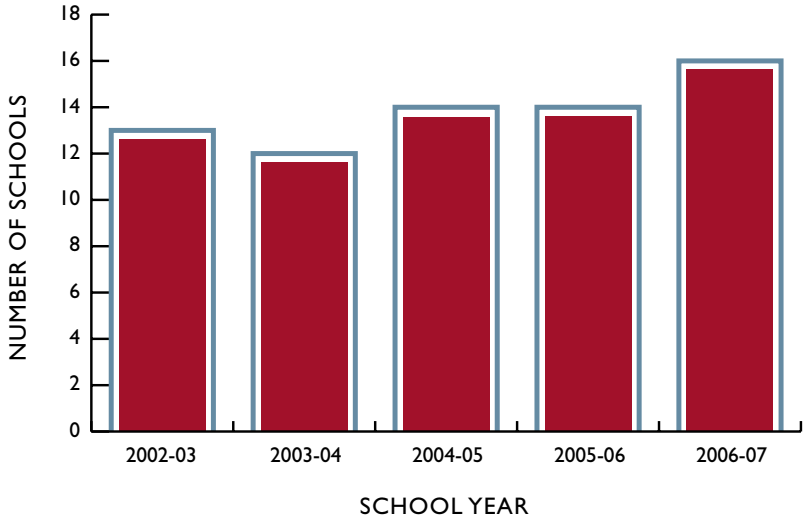
STATE FUNDING FOR INTERDISTRICT MAGNET SCHOOLS



CHARTER SCHOOLS

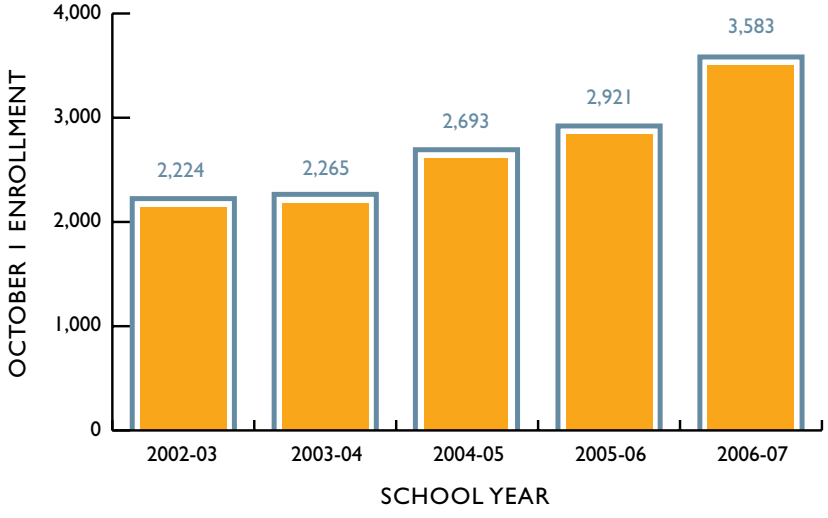
One of the many ways in which Connecticut attempts to meet the diverse needs of its students is through charter schools, which operate outside the traditional school district structure. These schools are funded by the state and are given operational latitude to create innovative opportunities for improved student learning. Over the last three years, the state has added four new charter schools.

COUNT OF CONNECTICUT CHARTER SCHOOLS BY YEAR



Enrollment in Connecticut's charter schools has increased by 61 percent over the last five years, from 2,224 in 2002–03, to 3,583 in 2006–07.

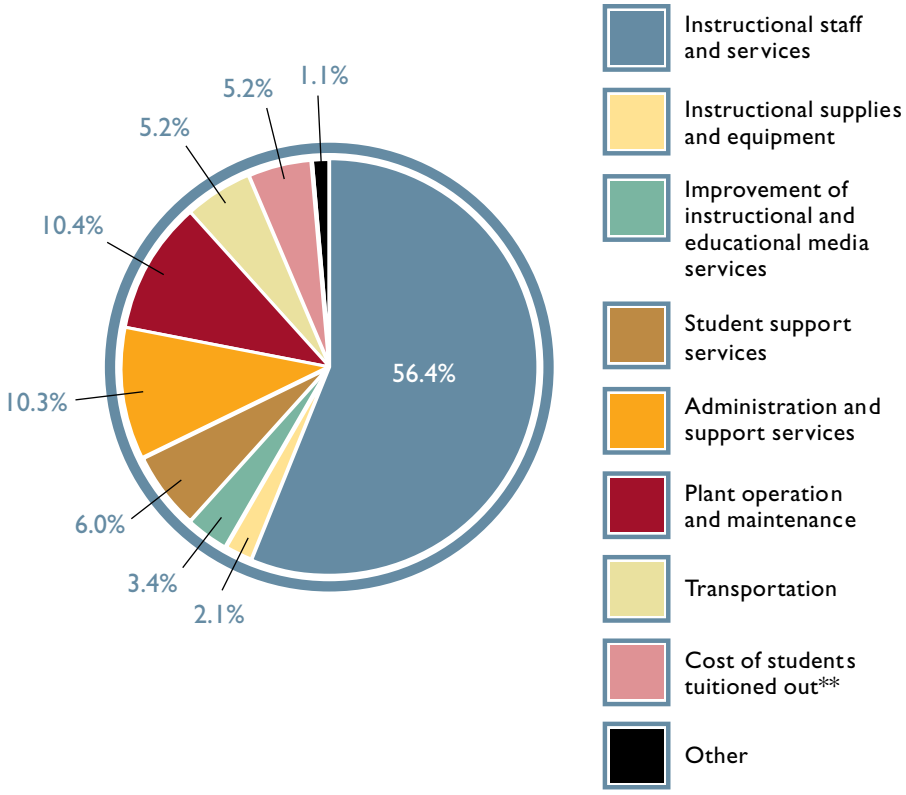
CHARTER SCHOOL ENROLLMENT: 2002–03 TO 2006–07



2006–07 EXPENDITURE DATA*

The people of Connecticut spend billions of dollars each year to educate the state's students. These funds pay for everything from teachers' salaries and benefits to computers and textbooks, and from school buses to heat and electricity for school buildings. In 2006–07, the state's overall school expenditures (excluding investments in land, buildings and debt) totaled $6,994,216,544, an increase of 5.2 percent from 2005–06. Instructional staff and services represented a majority of the total expenditures: 56.4 cents of every education dollar was devoted to this area.

2006–07 EXPENDITURES*



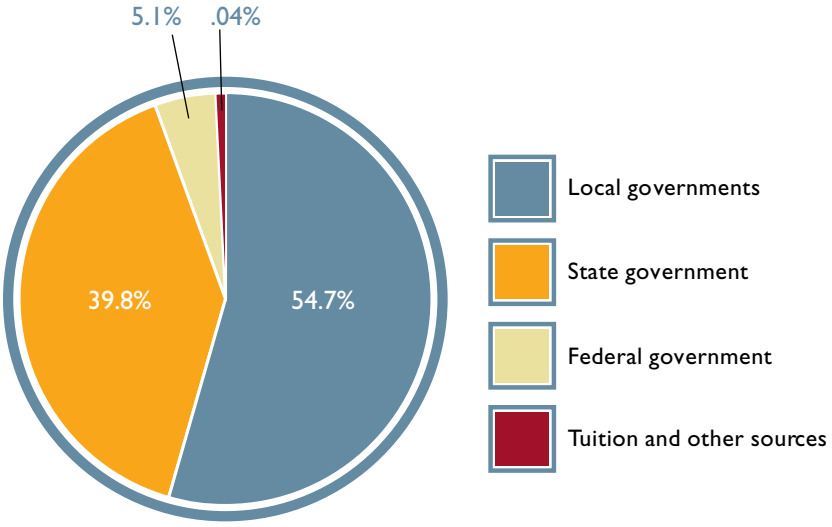
* These data are preliminary and are subject to change.

** Approximately $41,300,000 of the cost of students tuitioned out was sent to other Connecticut public school districts and, therefore, is also included under the various expenditure categories.

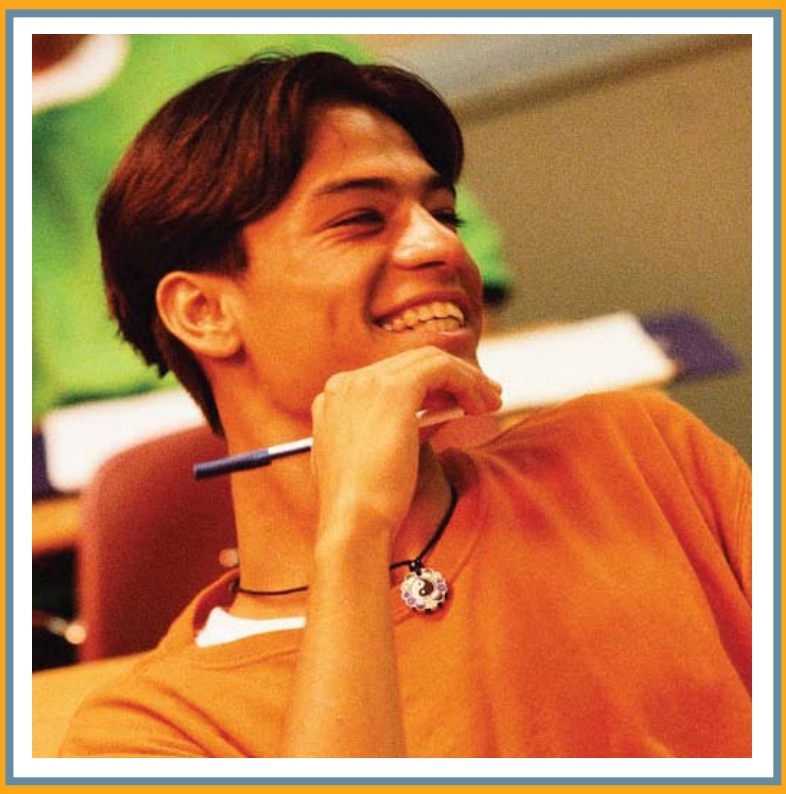
2006–07 REVENUE SOURCES

Connecticut school districts draw their revenue from three main sources: local government, state government and, to a lesser extent, the federal government. While local governments continue to be the leading source of school district revenue, the proportion of school budgets funded by local governments has dropped since the 1996–97 school year. In 1996–97, 56.2 percent of school district revenue came from local districts and by 2006–07, that figure decreased to 54.7 percent. During that period, both federal and state government's share of school district revenue increased.

2006–07 SCHOOL DISTRICT REVENUE BY SOURCE*



* Revenue sources do NOT include state-funded Teachers' Retirement Board contributions, Connecticut Technical High School operations, the State Department of Education budgeted costs for salaries and leadership activities and other state-funded school districts, such as the Department of Children and Families and Department of Correction.



HOW WELL ARE WE DOING?

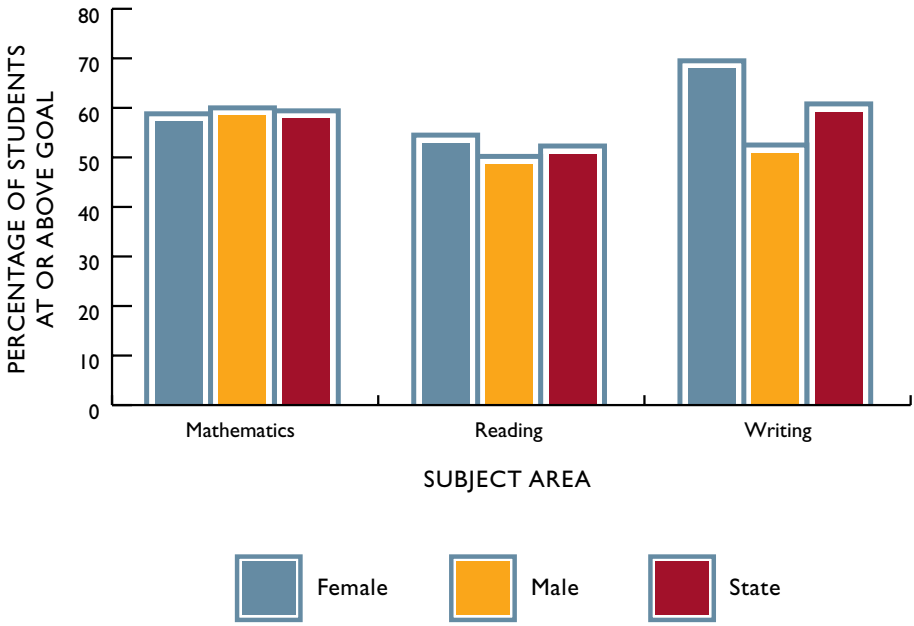
2007
CONNECTICUT MASTERY TEST (CMT)

GRADE 3

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

Spring 2007 CMT results for Grade 3 indicate that female students outperformed male students on the reading assessment and significantly outperformed their male classmates on the writing assessment. On the mathematics assessment, males and females performed at essentially the same level.

CONNECTICUT MASTERY TEST — GRADE 3
PERCENTAGE OF STUDENTS AT OR ABOVE GOAL



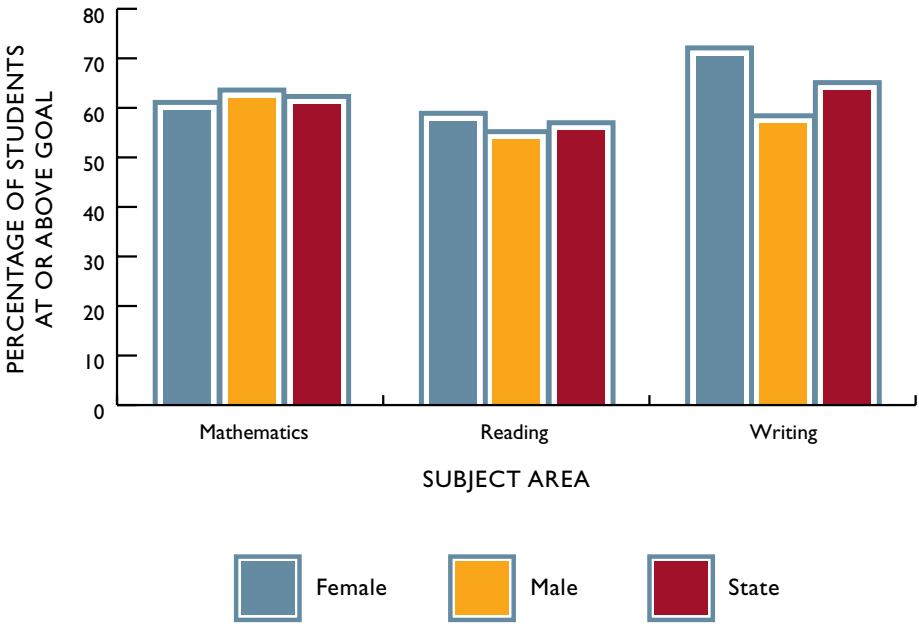
2007
CONNECTICUT MASTERY TEST (CMT)

GRADE 4

Results from the spring 2007 CMT indicate that the overall achievement level of Connecticut's Grade 4 students continued to be quite high. In mathematics, the percentage of students scoring at the goal level rose from 58.8 in 2006, to 62.3 in 2007. In writing, 65.1 percent of Grade 4 students achieved at the goal level in 2007, an increase of 2.6 percentage points from 2006. In reading in 2007, while scores were still high, the percentage of students scoring in the goal range dropped 0.8 of a percentage point from 2006.

As in Grade 3, female Grade 4 students scored at or above goal at a higher rate than their male counterparts in reading and writing. In mathematics, 63.6 percent of males scored in the goal range, compared to 61.1 percent of females.

CONNECTICUT MASTERY TEST — GRADE 4
PERCENTAGE OF STUDENTS AT OR ABOVE GOAL

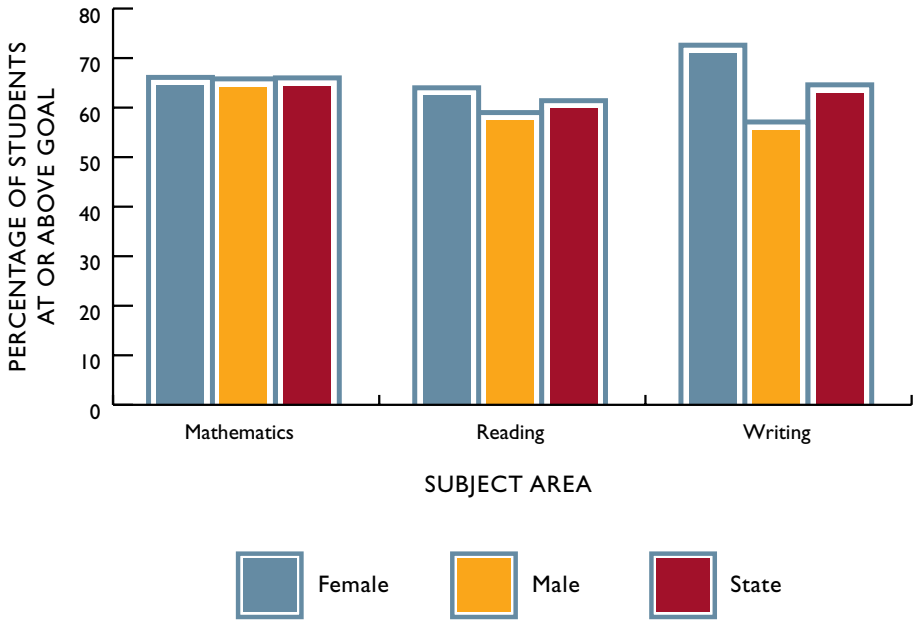


2007
CONNECTICUT MASTERY TEST (CMT)

GRADE 5

Grade 5 CMT results for 2007 indicate that there continued to be a sizable gap in writing achievement between female students and their male peers. On the writing assessment, 72.6 percent of females scored at or above the goal level, compared to 57.1 percent of male students. In reading, the gap was much smaller. Sixty-four percent of females scored at or above goal on the 2007 Grade 5 reading assessment. On the same assessment, 59 percent of males scored at the goal level or higher. Only in mathematics did the two genders score in the goal range at essentially the same rate.

CONNECTICUT MASTERY TEST — GRADE 5
PERCENTAGE OF STUDENTS AT OR ABOVE GOAL

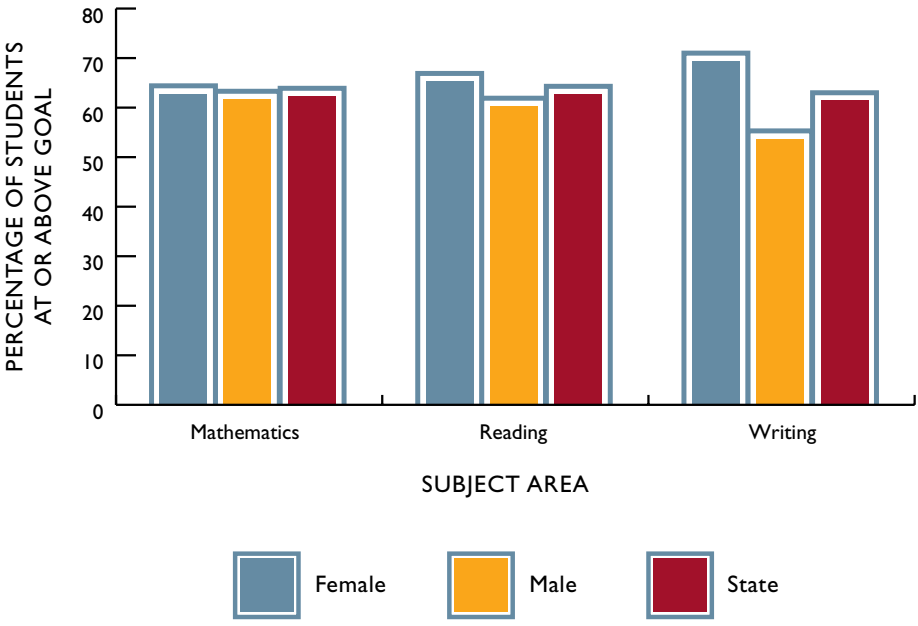


2007
CONNECTICUT MASTERY TEST (CMT)

GRADE 6

On all three assessments of the 2007 CMT, over 60 percent of Connecticut's Grade 6 students scored at or above the goal level. The highest level of achievement was on the reading assessment, where 64.3 percent of students scored at or above goal. The lowest level of achievement was on the writing assessment, on which Grade 6 students scored in the goal range at the slightly lower rate of 63 percent. Once again, the writing assessment saw the greatest achievement gap between females and males with a gap of almost 16 percentage points. In reading, there was a much smaller gap of 5 percentage points, with 66.9 percent of females scoring at or above goal compared to 61.9 of males. In mathematics, there was only a small difference between the percentages of females and males scoring at or above goal; 64.4 percent of females and 63.3 percent of males.

CONNECTICUT MASTERY TEST — GRADE 6
PERCENTAGE OF STUDENTS AT OR ABOVE GOAL

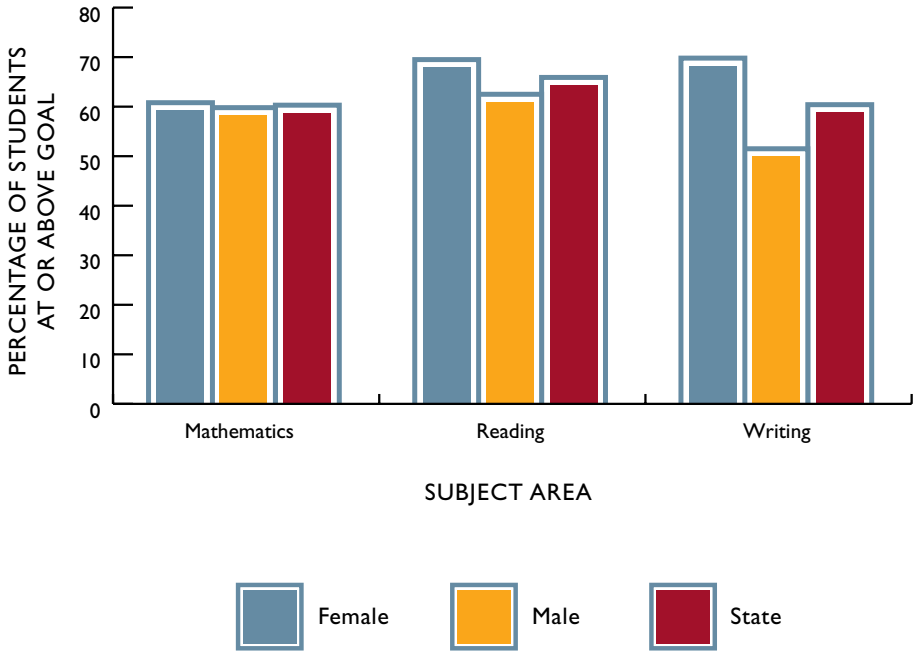


2007
CONNECTICUT MASTERY TEST (CMT)

GRADE 7

On the Grade 7 CMT, the achievement gap between females and males on the reading and writing assessments persisted. In writing, 69.8 percent of females scored at or above goal, compared to 51.5 percent of their male classmates. In reading, the gap was smaller (7 percentage points), but remained significant. In mathematics, the percentage of students scoring in the goal range did not vary significantly by gender.

CONNECTICUT MASTERY TEST — GRADE 7
PERCENTAGE OF STUDENTS AT OR ABOVE GOAL

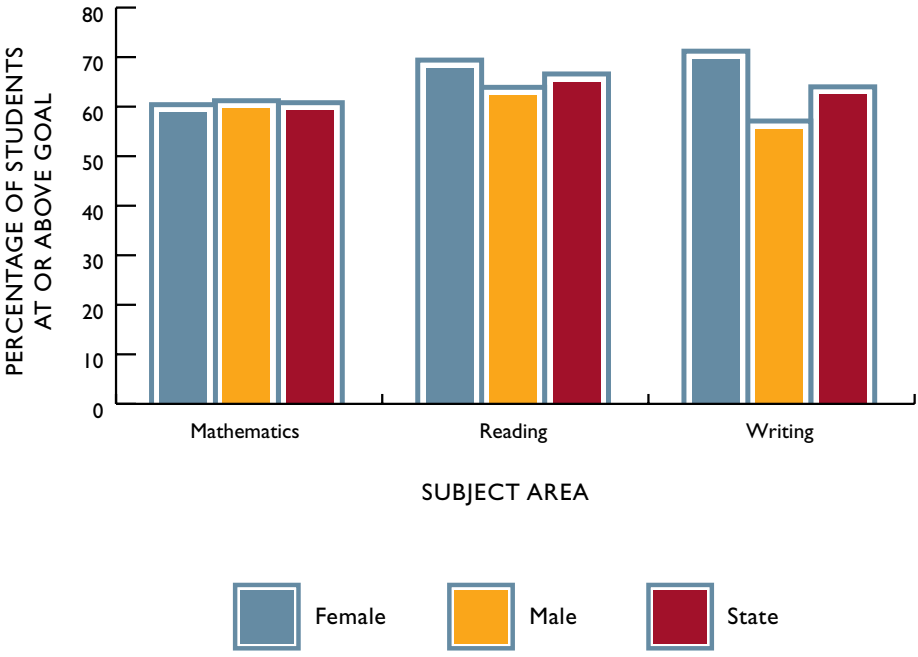


2007
CONNECTICUT MASTERY TEST (CMT)

GRADE 8

Overall, the 2007 CMT saw continued strong performance by Connecticut's eighth graders, with over 60 percent of students scoring at or above goal on all three assessments. On the reading and writing assessments, female students again showed their strength in the literacy skills. On both assessments, more than 69 percent of Connecticut's female Grade 8 students scored at or above goal. By comparison, male Grade 8 students scored 63.9 percent on the reading assessment and 57.1 percent on the writing assessment. As in the previous grades, mathematics was the only subject in which both genders scored at almost the same level. Both genders scored within 0.4 of a percentage point of the state's at or above goal percentage of 60.8.

CONNECTICUT MASTERY TEST — GRADE 8
PERCENTAGE OF STUDENTS AT OR ABOVE GOAL

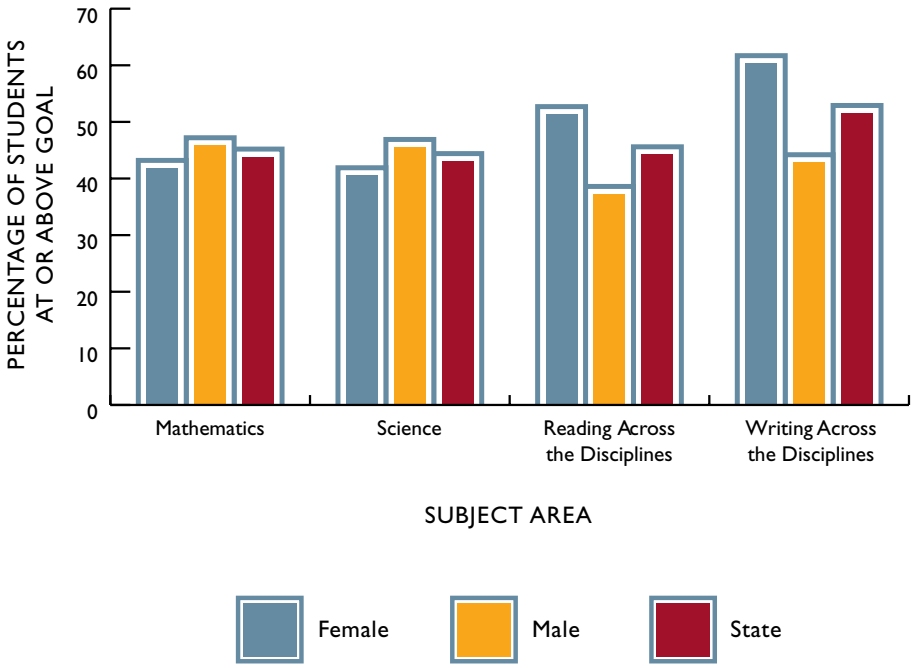


2007 CONNECTICUT ACADEMIC PERFORMANCE TEST (CAPT)

Grade 10 students take the Connecticut Academic Performance Test (CAPT) in the spring of each year. Spring 2007 marked the first administration for the third generation of the CAPT. The CAPT is aligned with Connecticut's curriculum frameworks and provides information on how well students are performing with respect to the critical skills required in the content areas of mathematics, reading, writing and science. As on the CMT, CAPT scores are reported at five achievement levels (below basic, basic, proficient, goal and advanced). While Connecticut uses the proficient level for NCLB purposes, the state continues to use the higher standard of goal or above as its benchmark for achievement.

Female students significantly outperformed their male peers on the reading and writing portions of the CAPT. On both of these assessments the achievement gaps were at least 14 percentage points. On the science and mathematics assessments, however, male students scored higher than their female classmates.

2007 CONNECTICUT ACADEMIC PERFORMANCE TEST
PERCENTAGE OF STUDENTS AT OR ABOVE GOAL



ADEQUATE YEARLY PROGRESS (AYP)

Under the federal No Child Left Behind (NCLB) Act of 2001, states are required to hold schools, districts and themselves to yearly standards of achievement on standardized tests in reading and mathematics. These standards are used to determine if schools, districts and states are making Adequate Yearly Progress (AYP) as a whole, and for specific subgroups of students (including racial/ethnic groups, special education students and English language learners). Schools, districts and states failing to meet the AYP levels of achievement for two consecutive years in the same subject are considered to be in need of improvement and must take specific steps to improve their test scores. Connecticut uses the CMT and the CAPT for determining AYP.

During the 2006–07 school year, roughly 30 percent of Connecticut's schools failed to make AYP. While still high, the number of schools failing to make AYP decreased from 330 in 2005–06 to 315 in 2006–07. The number of districts failing to make AYP remained at 32. The state, as a whole, continued to fail to make AYP due to having specific subgroups of students not meet the achievement standards in both reading and mathematics.

2006–07 PERCENTAGE OF SCHOOLS AND DISTRICTS FAILING TO MEET ADEQUATE YEARLY PROGRESS (AYP)

	Elementary/ Middle Schools	High Schools	District Level
Whole school/district mathematics and reading achievement	14.2%	13.7%	6.4%
Whole school/district mathematics academic achievement only	0.5%	5.5%	1.2%
Whole school/district reading academic achievement only	4.3%	1.1%	1.2%
Subgroup only mathematics and reading academic achievement	9.4%	6.0%	9.9%
Subgroup only mathematics academic achievement	0.2%	1.1%	0.0%
Subgroup only reading academic achievement	4.2%	0.0%	0.6%

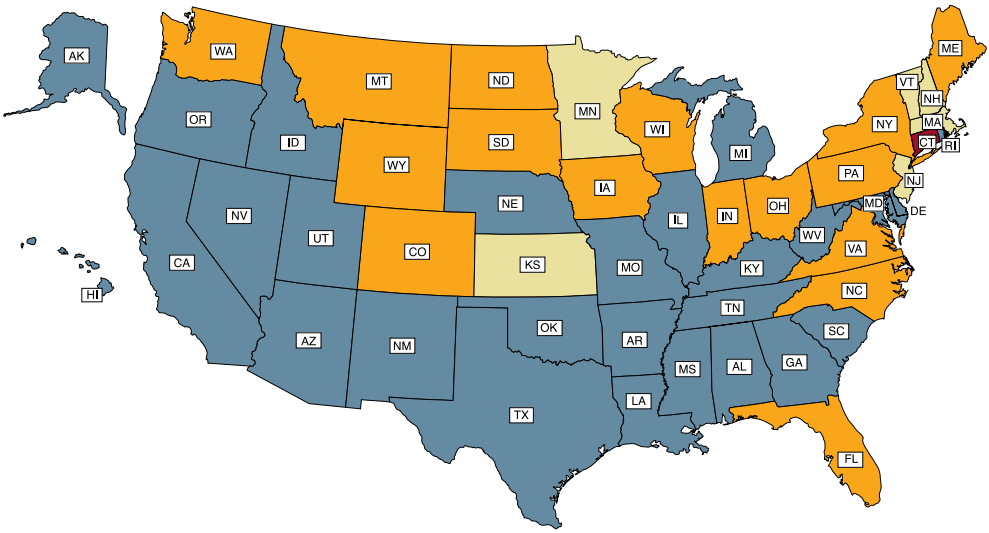
2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

GRADE 4 MATHEMATICS
Percent At Or Above Proficient

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card." It is a congressionally-mandated assessment in various subject areas administered by the National Center for Education Statistics, a branch of the U.S. Department of Education. It is the only nationally representative continuing assessment of what America's students know and can do in various subject areas.

On the spring 2007 assessment of mathematics, 45 percent of Connecticut's Grade 4 students scored at or above the proficient level. This compares favorably to the nation's score of 39 percent at or above proficient.

Connecticut outperformed 27 states and its performance was statistically equal to 16 other states. Six states performed better than Connecticut: Massachusetts, New Hampshire, Vermont, New Jersey, Minnesota and Kansas.



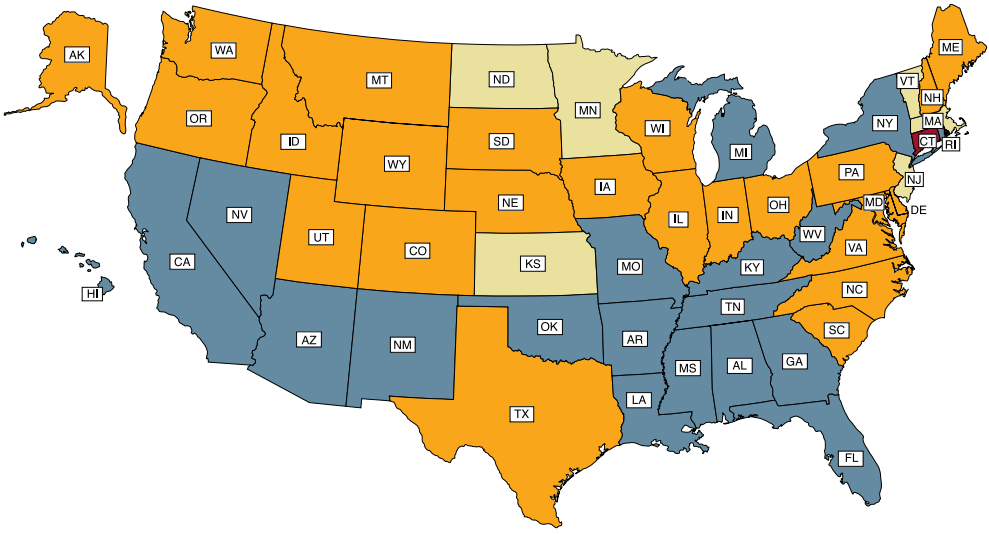
- Focal state/jurisdiction (Connecticut)
- Has a higher percentage at or above proficient than focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower percentage at or above proficient than the focal state/jurisdiction

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

GRADE 8 MATHEMATICS
Percent At Or Above Proficient

On the spring 2007 Grade 8 NAEP mathematics assessment, 35 percent of Connecticut's students reached the proficient level or above, 4 percentage points higher than the national figure of 31 percent.

On a state-by-state level, Connecticut outperformed 19 states. Again, six states scored higher than Connecticut: Massachusetts, Vermont, New Jersey, Minnesota, North Dakota and Kansas. Connecticut's performance was comparable to the remaining states.



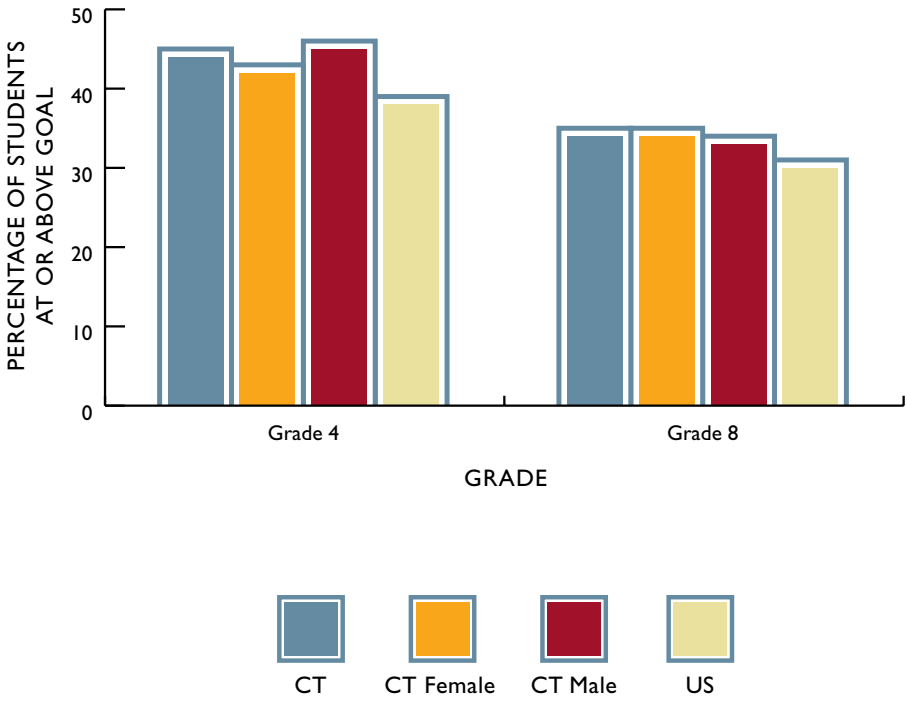
- Focal state/jurisdiction (Connecticut)
- Has a higher percentage at or above proficient than focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower percentage at or above proficient than the focal state/jurisdiction

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

MATHEMATICS
Percent At Or Above Proficient

While Connecticut as a whole performed well on the 2007 NAEP assessment of mathematics, some gender differences were apparent. On the Grade 4 assessment, Connecticut's male students outperformed their female classmates by 3 percentage points. On the Grade 8 assessment, however, the state's female students scored higher than their male peers by 1 percentage point. In each of the grades, both females and males outperformed the nation as a whole.

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
MATHEMATICS
BY GENDER, STATE AND NATION

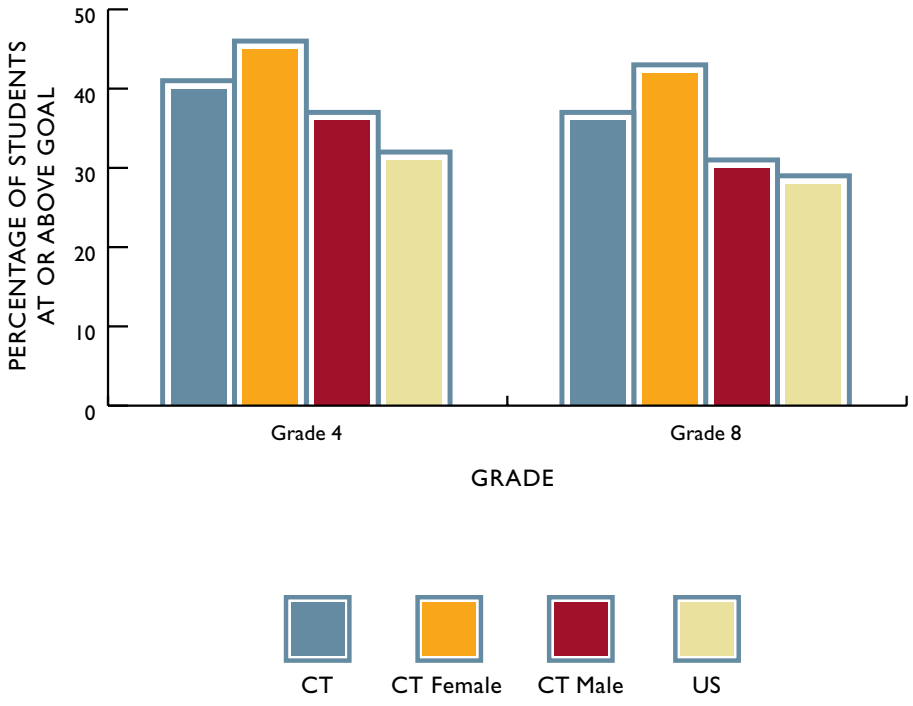


2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

READING
Percent At Or Above Proficient

Just as Connecticut's CMT and CAPT assessments show an achievement gap in reading between male and female students, so did the 2007 NAEP. On the Grade 4 NAEP reading assessment, 46 percent of Connecticut's female students scored at or above the proficient level, while only 37 percent of their male counterparts scored at that level. At Grade 8, the achievement gap was even larger, with 43 percent of female students meeting the proficiency standard, compared to 31 percent of male students.

2007 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
READING
BY GENDER, STATE AND NATION



SAT® I REASONING TEST

The SAT® I Reasoning Test is one of the nation's most commonly used college readiness assessments. Beginning with the 2006 administration of the SAT® I, the test was divided into three sections, with the addition of a writing assessment to the existing mathematics and critical reading (formerly verbal) assessments. All three of the assessments are graded on a scale of 200 to 800 points.

In the spring of 2007, Connecticut high school students averaged a score of 502 on the critical reading assessment, down from 505 in the spring of 2006. The scores on the writing assessment were also down slightly, dropping from 504 in 2006 to 503 in 2007. The largest decrease was on the mathematics assessment, where the average score dropped by 6 points, from 510 in 2006 to 504 in 2007.

Gender differences seen on the CAPT in mathematics and writing persisted on the SAT® I, with females outperforming males in writing, and males scoring higher in mathematics. In reading, however, males scored higher than females, which was a departure from the pattern seen on the CAPT and CMT.

SAT® I REASONING TEST BY GENDER*

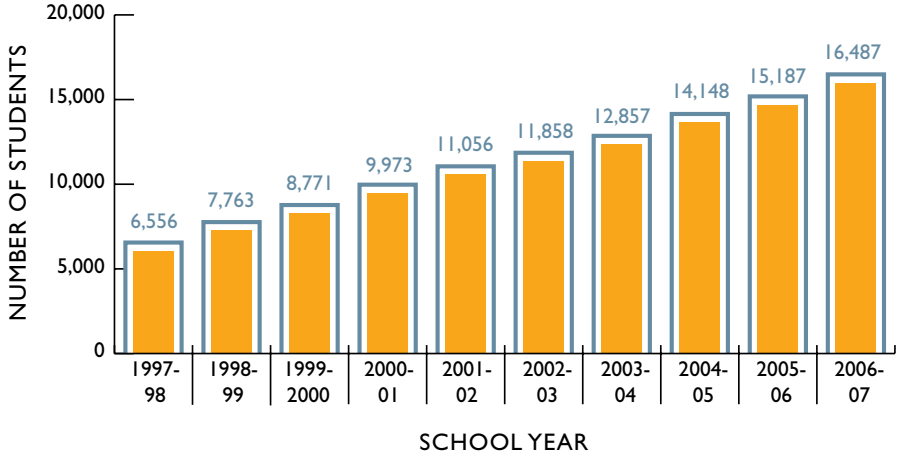
	CRITICAL READING		MATHEMATICS		WRITING**	
Spring of	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
2003	499	510	491	527	N/A	N/A
2004	503	513	490	529	N/A	N/A
2005	507	514	497	529	N/A	N/A
2006	504	506	494	528	510	497
2007	500	504	489	523	508	497

* Scores are of those who reported their gender.
** The SAT writing test did not exist prior to 2006.

ADVANCED PLACEMENT

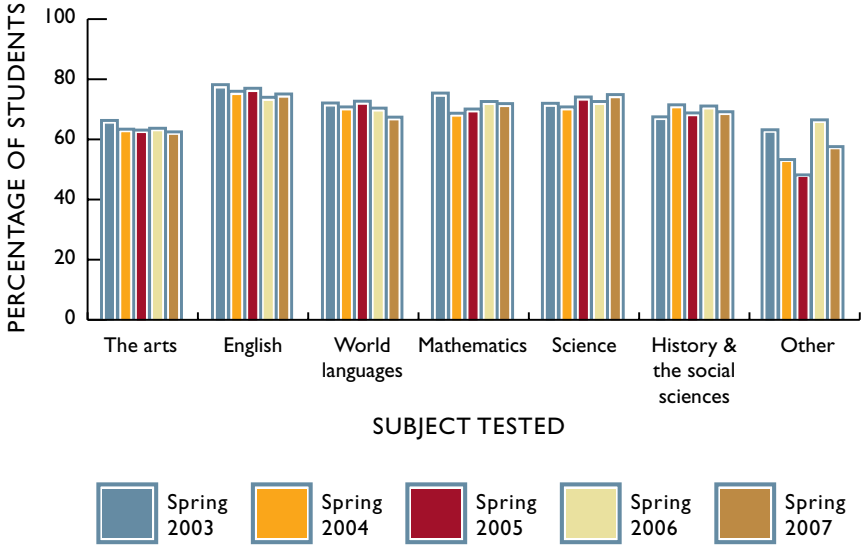
The Advanced Placement (AP) program is a rigorous high school program of college-level courses and examinations. Connecticut AP exam participation has increased by more than 160 percent in the last decade. During the same period, total high school enrollment increased by 25 percent.

NUMBER OF STUDENTS TAKING AN ADVANCED PLACEMENT TEST



With the increased number of students taking AP exams, the percentage of students scoring 3 or more has remained relatively stable in most subject areas over the last four years, with courses in the "Other" category (e.g., computer sciences) being the one exception. The American Council on Education has established a minimum score of 3 (on a scale of 1 through 5) for a college credit to be awarded for a student's achievement on an AP exam.

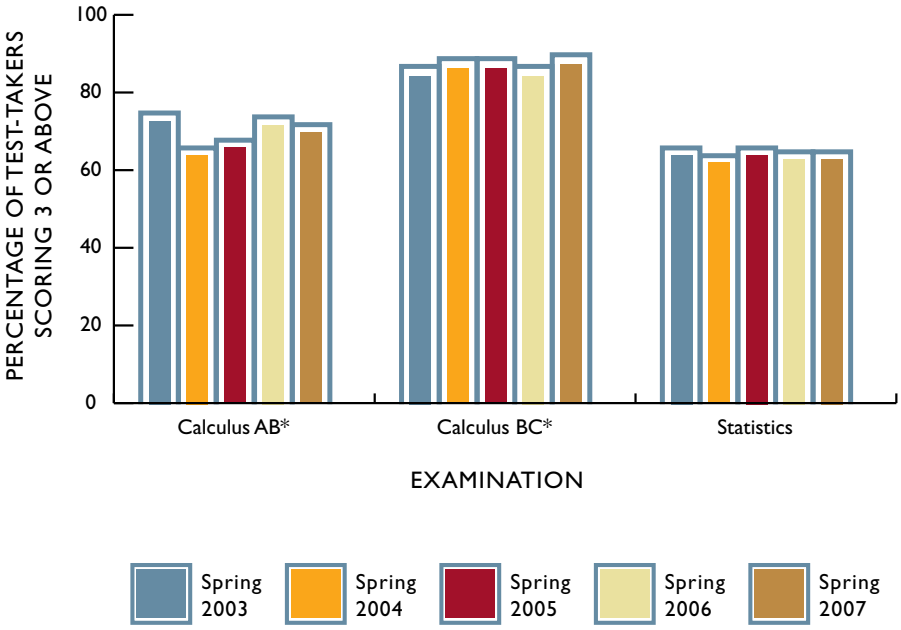
ADVANCED PLACEMENT EXAMINATIONS
PERCENTAGE OF STUDENTS SCORING 3 OR ABOVE



ADVANCED PLACEMENT EXAMINATION IN MATHEMATICS

On the spring 2007 Advanced Placement examinations in mathematics, Connecticut students continued to perform well in Calculus (courses AB and BC*), as well as in Statistics. On the Calculus AB examination, 72 percent of Connecticut's examinees scored 3 or higher. On the same assessment, only 59 percent of students taking the test nationwide achieved at that level. Similarly, on the Calculus BC assessment, 90 percent of Connecticut examinees scored 3 or higher, compared to 80 percent nationally. While the gap was smaller on the Statistics examination, Connecticut's 65 percent of students scoring at or above 3 was 6 percentage points higher than the national average.

ADVANCED PLACEMENT MATHEMATICS EXAMINATIONS
PERCENTAGE OF STUDENTS SCORING 3 OR ABOVE



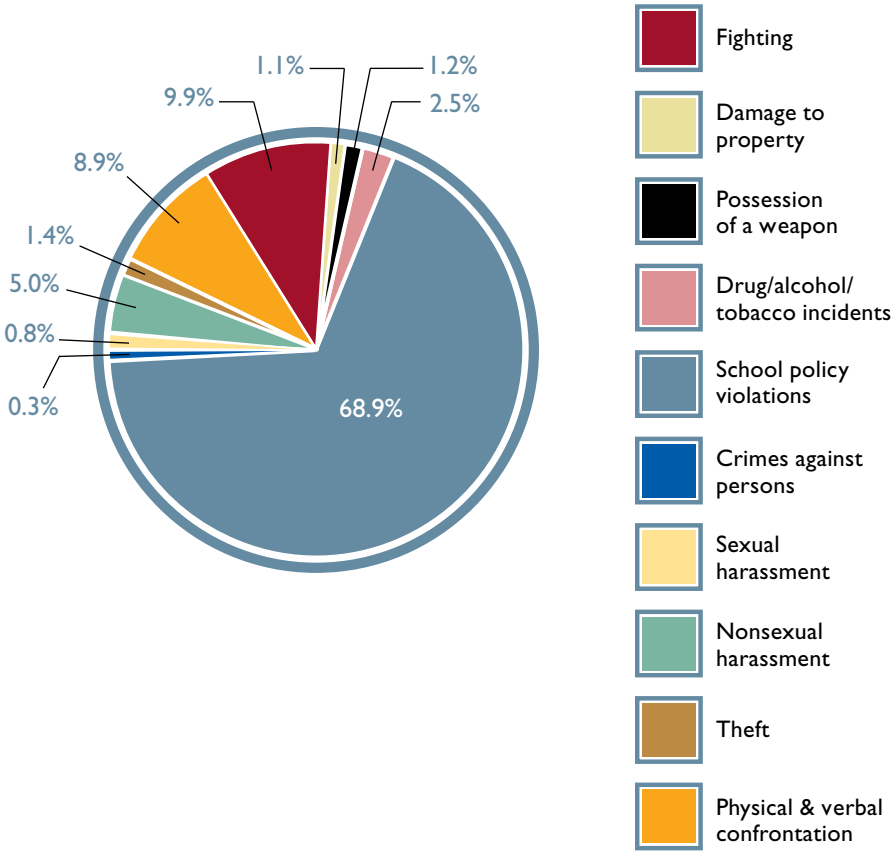
* According to the College Board, the AP's parent organization, both Calculus AB and Calculus BC are designed to be rigorous and challenging. The difference between the courses is that Calculus AB covers concepts that students are expected to have mastered before entering Calculus BC. Calculus BC also contains more advanced topics and concepts than the Calculus AB course.

SCHOOL DISCIPLINE*

To perform at their best, students need a safe learning environment. One of the ways school climate is tracked in Connecticut is by monitoring the number and type of disciplinary incidents occurring in the state's schools. In 2006–07, there were over 160,000 disciplinary offenses that were considered serious offenses or were sufficient to warrant a suspension or expulsion.

This large number of total incidents (both serious and policy offenses) involved 11 percent of Connecticut's students. This means that almost nine out of 10 students were not involved in either serious or policy offenses.

DISCIPLINARY OFFENSES, 2006–07

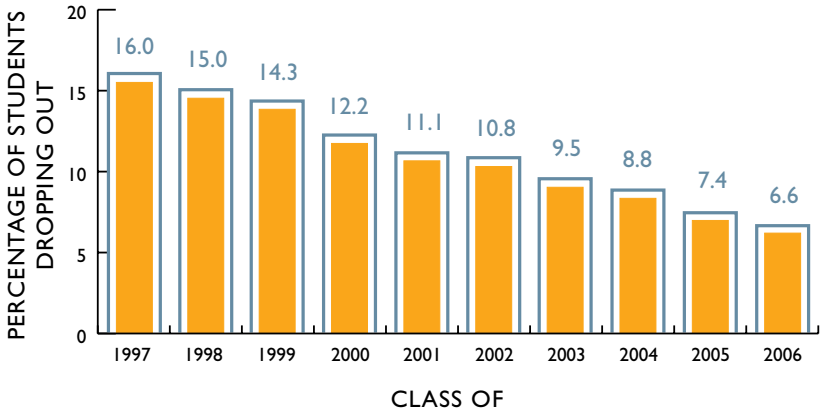


* These data have not been audited and are considered preliminary and subject to change.

DROPOUT RATE

Since the class of 1997, Connecticut's cumulative four-year percentage of high school dropouts (the percentage of students of a class of students that drop out between Grade 9 and graduation) has been consistently declining. Over this period, the cumulative dropout rate decreased from 16 percent for the class of 1997 to 6.6 percent for the class of 2006.

CUMULATIVE FOUR-YEAR
HIGH SCHOOL DROPOUT RATE



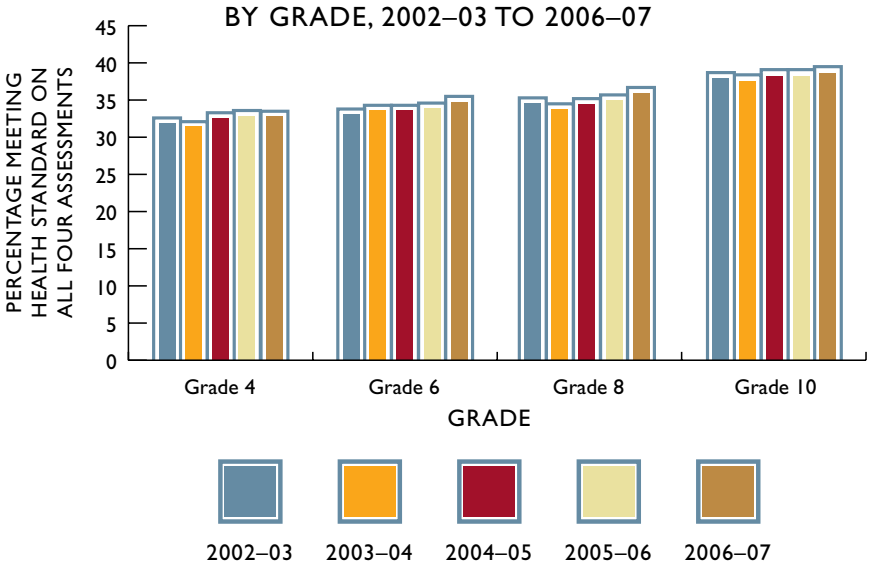
After years of decline, the annual dropout rate (the percentage of students that drop out in a single year) increased slightly in the 2005–06 school year. While the dropout rate remained low, the rate increased for both females and males by 0.1 of a percentage point.

ANNUAL DROPOUT RATE
2001–02 TO 2005–06

CONNECTICUT PHYSICAL FITNESS ASSESSMENT

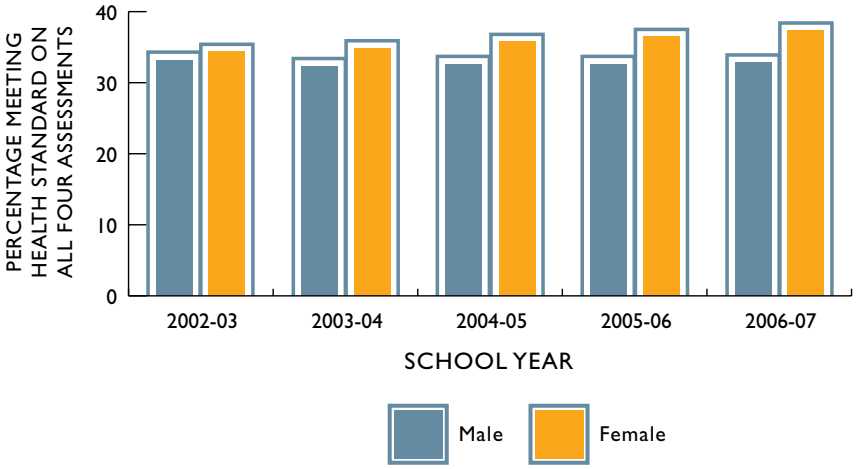
Across all grades statewide, results of the Connecticut Physical Fitness Assessment (CPFA) have remained relatively constant for the last five years. For all four grades tested (Grades 4, 6, 8 and 10), between 30 and 40 percent of students met the "Health" standard on all four assessments in each of the last five years. The CPFA contains four separate assessments that test students for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

PERCENTAGE PASSING ALL FOUR PHYSICAL FITNESS ASSESSMENTS BY GRADE, 2002–03 TO 2006–07



While over 30 percent of both males and females met the "Health" standard on the CPFA, females met the standard at a higher rate in each of the last five years. Since the standards are different, depending on a student's age and gender, these comparisons should be viewed with some caution, but may indicate an area of concern.

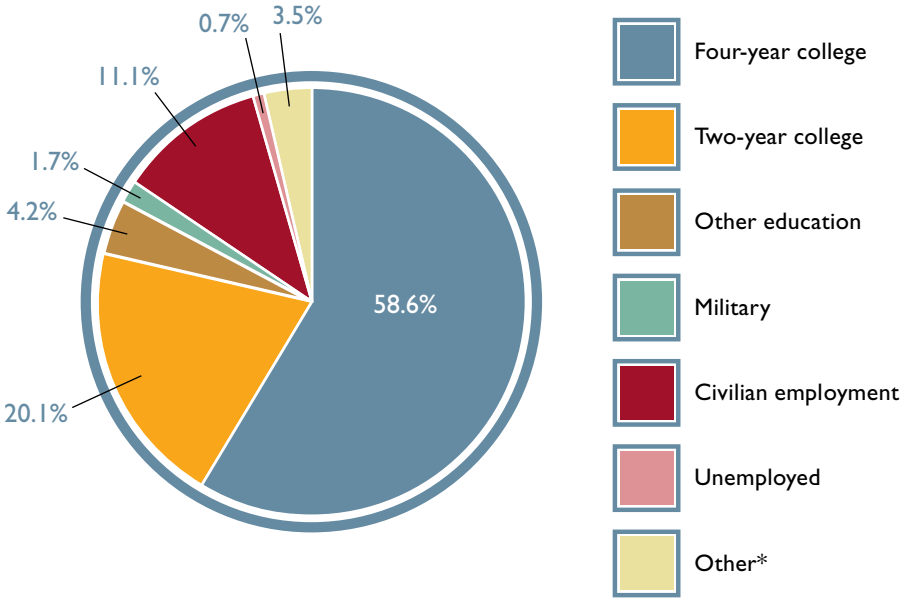
PERCENTAGE PASSING ALL FOUR PHYSICAL FITNESS ASSESSMENTS BY GENDER, 2002–03 TO 2006–07



ACTIVITIES OF SPRING 2006 CONNECTICUT PUBLIC HIGH SCHOOL GRADUATES

In the spring of 2006, 36,222 students graduated with diplomas from Connecticut public high schools. Well over half of these graduates attended a four-year college or university. An additional 24 percent of the graduates continued their education at two-year colleges or other educational institutions. Of the graduates who did not further their education, three out of four were engaged in civilian employment. In all, over 95 percent of the 2006 graduates were either furthering their education or engaged in military or civilian employment.

ACTIVITIES OF SPRING 2006 GRADUATES



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

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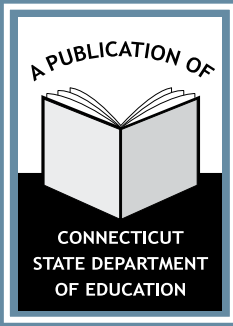
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