



FIELD GUIDE

TO

**EDUCATION**

IN CONNECTICUT

2012



GREAT SCHOOLS FOR ALL

**CONNCAN**



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**CONNCAN**



# WHO ATTENDS CONNECTICUT PUBLIC SCHOOLS? (2010-2011)

**51.3%**  
MALE » 285,467

GENDER

**48.7%**  
FEMALE » 270,717

TOTAL STUDENTS: **556,184**



# WHO ATTENDS CONNECTICUT PUBLIC SCHOOLS? (2010-2011)

RACE	NUMBER OF STUDENTS	PERCENT OF TOTAL
American Indian/Alaska Native	2,090	0.38%
Asian	24,014	4.32%
Black/African American	72,803	13.09%
Hispanic/Latino	103,171	18.55%
Native Hawaiian/Pacific Islander	296	0.05%
Two or More Races	7,891	1.42%
White	345,919	62.20%
<b>Total</b>	<b>556,184</b>	
English Language Learners	30,345	5.50%
Free/Reduced Price Lunch	191,116	34.40%
Gifted and Talented*	23,111	4.10%
Students with Disabilities	63,486	11.41%

Source: Connecticut State Department of Education, 2011

\* 2009-2010 data



# PUBLIC SCHOOL DATA (2010-2011)

## SCHOOL TOTALS

NUMBER OF  
CAMPUSES

% OF ALL  
SCHOOLS

SCHOOL TOTALS		
	NUMBER OF CAMPUSES	% OF ALL SCHOOLS
<b>Traditional Public Schools</b>		
Elementary Schools	665	55.10%
Middle/Junior High Schools	171	14.17%
High Schools	181	15.00%
Non-Graded, Pre-K Schools	104	8.62%
<b>Connecticut Technical High Schools</b>		
High Schools	16	1.33%
<b>Charter Schools</b>		
Elementary Schools	8	0.66%
Middle/Junior High Schools	4	0.33%
High Schools	5	0.41%
<b>Full-Time Magnet Schools</b>		
Elementary Schools	24	1.99%
Middle/Junior High Schools	6	0.50%
High Schools	23	1.91%
<b>Total</b>	<b>1,207</b>	<b>100.00%</b>



# 194 SCHOOL DISTRICTS (2010-2011)

includes local and regional school districts and charter schools

DISTRICT SIZE	NUMBER OF STUDENTS	NUMBER OF DISTRICTS	% OF ALL STUDENTS
5,000 and Over	282,222	30	50.7%
3,000 - 5,000	124,946	32	22.5%
2,000 - 2,999	76,818	31	13.8%
1,000 - 1,999	42,291	30	7.6%
500 - 999	17,954	25	3.2%
Under 500	11,953	46	2.2%
<b>Total</b>	<b>556,184</b>	<b>194</b>	<b>100%</b>

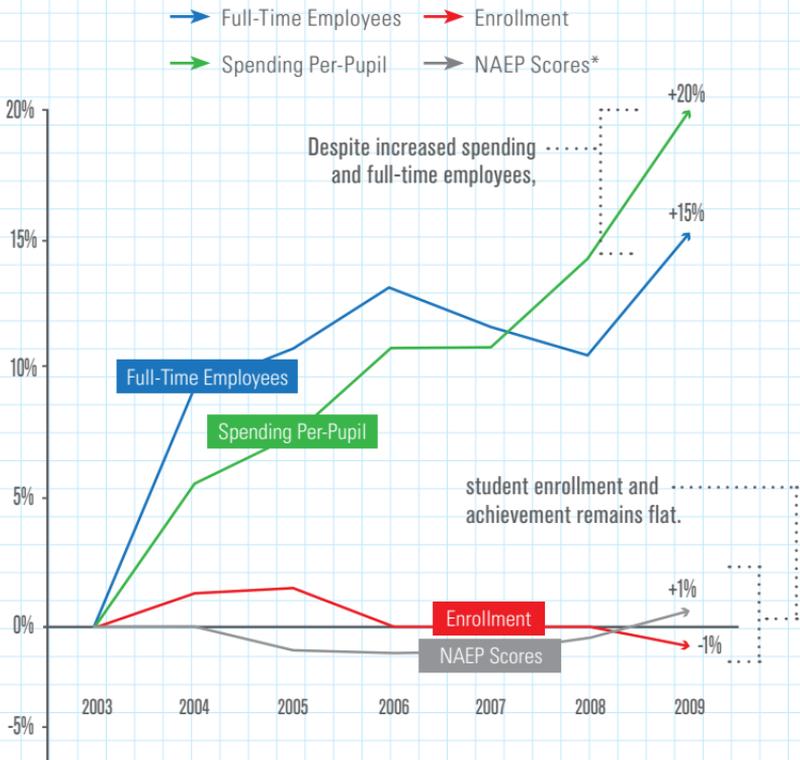
# CONNECTICUT'S NATIONAL ACHIEVEMENT GAP RANKINGS

**Worst** in the nation in 7 of 16 measures;  
among the bottom 10 in all 16

Gap	4th Grade Math	4th Grade Reading	8th Grade Math	8th Grade Reading
Low Income / Non-Low Income	<b>WORST</b>	<b>WORST</b>	<b>WORST</b>	5th Worst
African American / White	4th Worst	<b>WORST</b>	9th Worst	5th Worst
Hispanic & Latino / White	<b>WORST</b>	<b>WORST</b>	<b>WORST</b>	2nd Worst
English Language Learners (ELL) / Non-ELL	2nd Worst	6th Worst	4th Worst	2nd Worst

Source: National Center for Education Statistics, 2011

# CHANGES IN CONNECTICUT K-12 EDUCATION (2003-2009)



\*The National Assessment of Educational Progress (NAEP), or Nation's Report Card, is a national test given to a representative sample of students in all states to measure student performance

Sources: US Census Bureau, National Center for Education Statistics, Bureau of Labor Statistics



# COMPETITIVE FEDERAL STIMULUS GRANTS PER PUPIL

Connecticut has not been successful in bids for federal education grants. Neighboring states received vastly more in competitive stimulus grants per pupil as of 2/1/12.



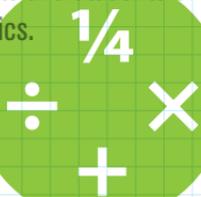
Sources:

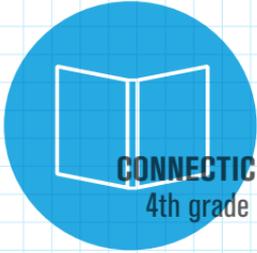
Education Week, [http://www.edweek.org/ew/section/infographics/stimulus\\_competitive.html](http://www.edweek.org/ew/section/infographics/stimulus_competitive.html);  
Figures include recent grants from the Race to the Top Early Learning Challenge,  
<http://www.ed.gov/news/press-releases/we-cant-wait-nine-states-awarded-race-top-early-learning-challenge-grants-awards>



## CONNECTICUT'S 2011 NAEP SCORES SHOW THAT STUDENTS OF COLOR AND LOW-INCOME STUDENTS ARE FAR BEHIND WHITE, MORE AFFLUENT PEERS.

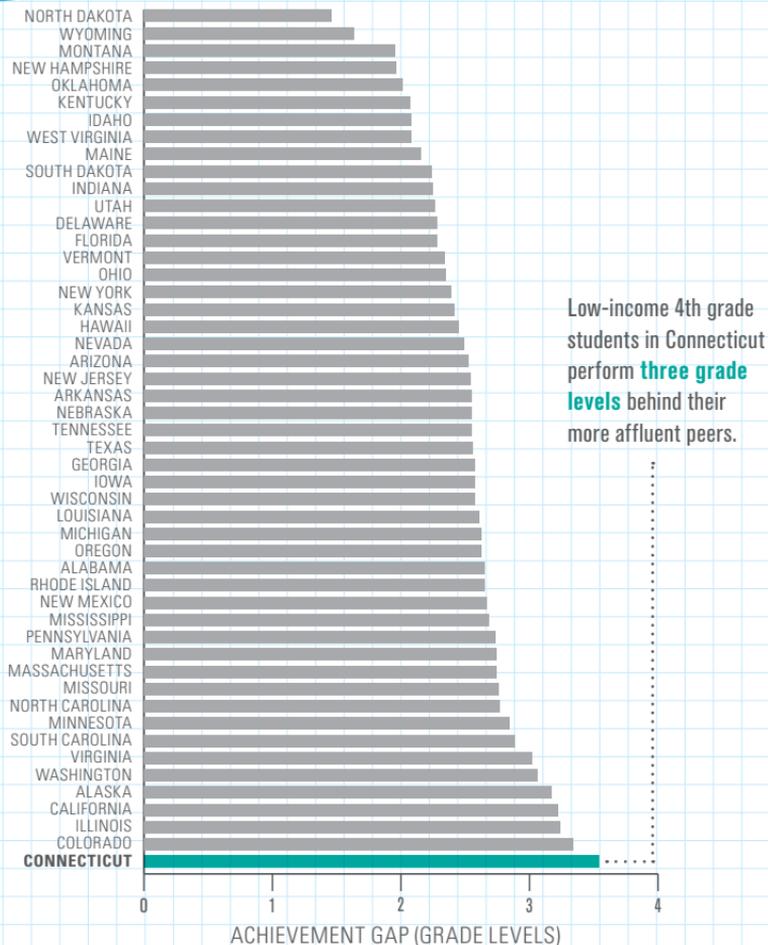
- **16.5%** of Connecticut's white 4th graders scored at an advanced reading level, compared to **2-3%** for African-American, Hispanic/Latino, and low-income 4th graders.
- More than **82%** of 4th grade low-income students and students of color in Connecticut are below proficient in reading.
- **13%** of white 8th graders scored at an advanced level for mathematics, compared to less than **2%** of low-income students and students of color.
- More than **86%** of 8th grade low-income students and students of color in Connecticut are below proficient in mathematics.





## CONNECTICUT HAS THE NATION'S LARGEST ACHIEVEMENT GAP

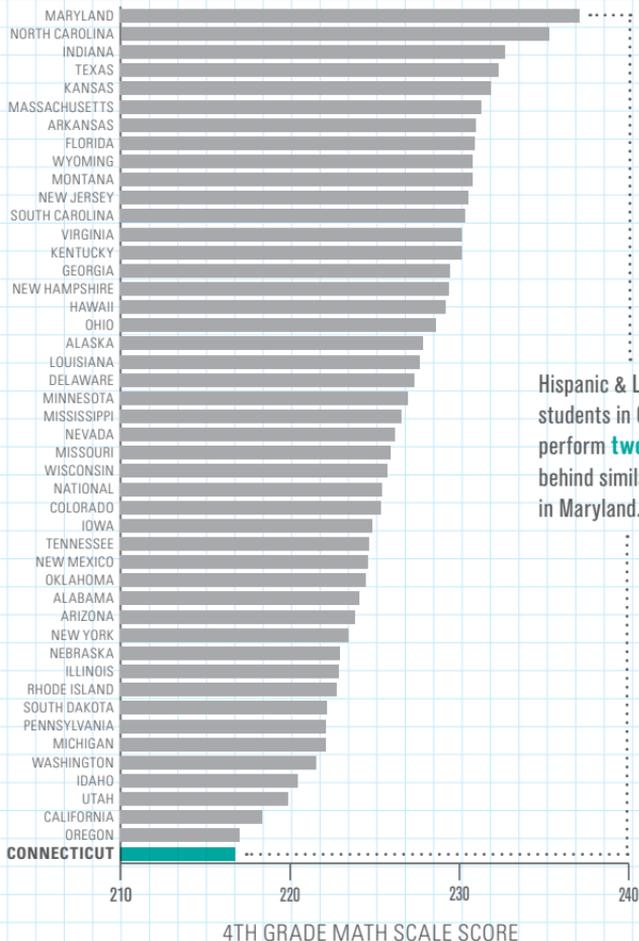
### 4th grade reading, low-income/non-low-income achievement gap



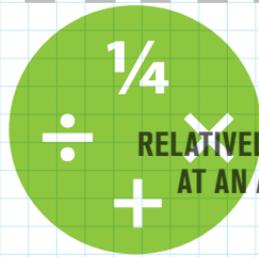
Source: National Center for Educational Statistics, 2011

**LOW-INCOME AND MINORITY STUDENTS IN OTHER STATES  
OUTPERFORM THEIR PEERS IN CONNECTICUT**

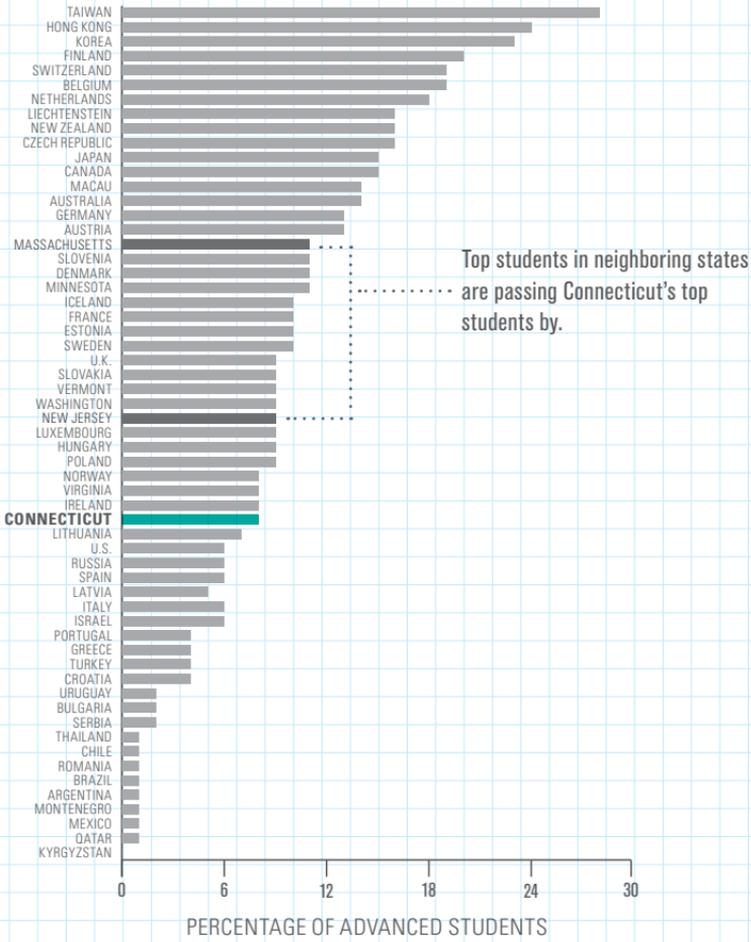
4th grade math, low-income Hispanic & Latino students



Hispanic & Latino 4th grade students in Connecticut perform **two grade levels** behind similar students in Maryland.



## RELATIVELY FEW CONNECTICUT STUDENTS PERFORM MATH AT AN ADVANCED LEVEL COMPARED TO NEIGHBORING STATES AND OTHER NATIONS



Source: National Center for Education Statistics; Hanushek, Petersen, and Woessmann. "U.S. Math Performance in Global Perspective" [http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG10-19\\_HanushekPetersonWoessmann.pdf](http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG10-19_HanushekPetersonWoessmann.pdf)

# CONNECTICUT'S STANDARDIZED ASSESSMENTS:

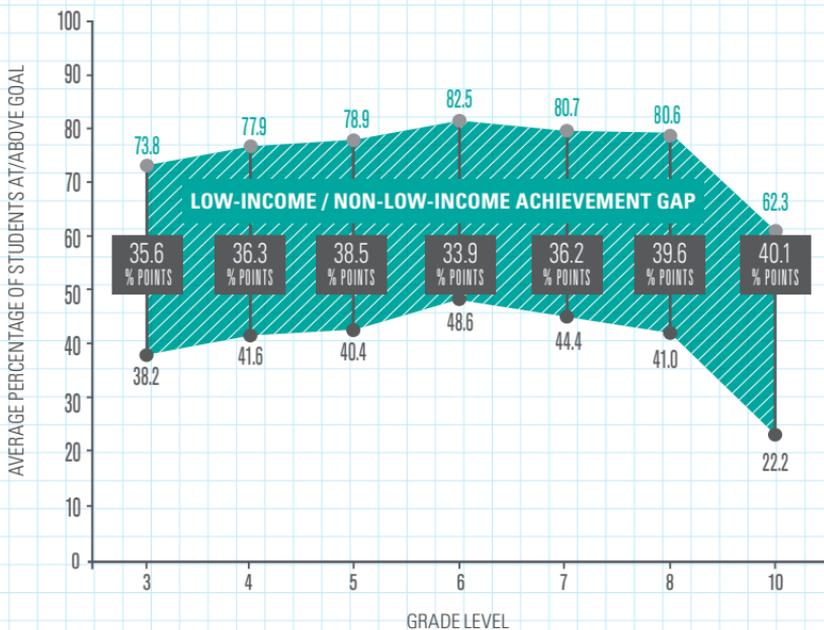
## THE CONNECTICUT MASTERY TEST & CONNECTICUT ACADEMIC PERFORMANCE TEST

The State Department of Education reports scores for schools and districts as the percentage of students scoring at one of five levels: advanced, at goal, proficient, basic, and below basic. According to the State Department of Education, a student scoring at the “Goal” level has the knowledge, skills, and critical thinking abilities that are “reasonable to expect of students” within their grade level.

ConnCAN uses the “Goal” standard (which is more rigorous than “Proficient” on the CMT and CAPT) to set the bar for rating schools. “Goal” is the state’s best estimate of students meeting or exceeding grade-level expectations.

# LOW-INCOME / NON-LOW-INCOME ACHIEVEMENT GAP, 2011 CMT AND CAPT

- Non-Low-Income Students
- Gap (Percentage Points)
- Low-Income Students

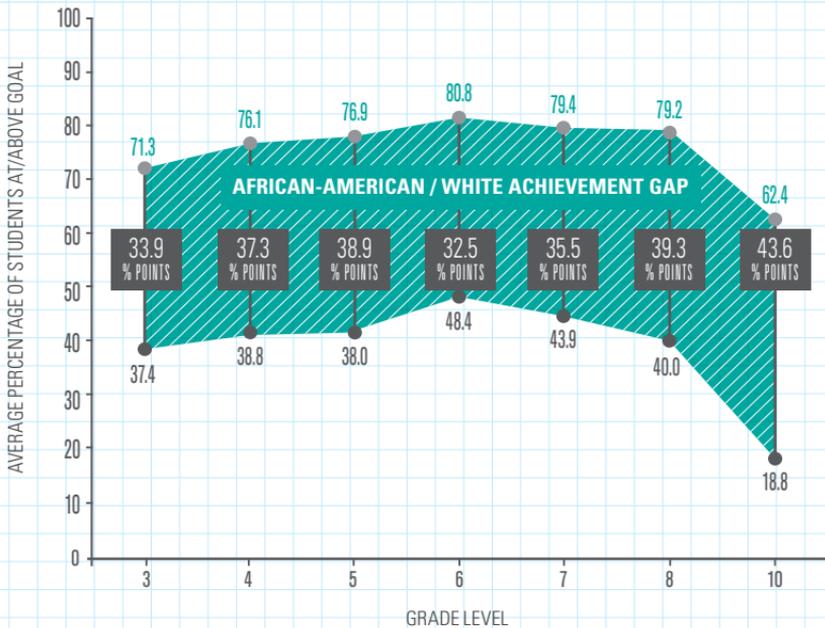


Sources:

<http://solutions1.emetric.net/cmtpublic/Index.aspx>, 2011; <http://solutions1.emetric.net/captpublic/Index.aspx>, 2011

# AFRICAN-AMERICAN / WHITE ACHIEVEMENT GAP, 2011 CMT AND CAPT

- White Students
- Gap (Percentage Points)
- African-American Students

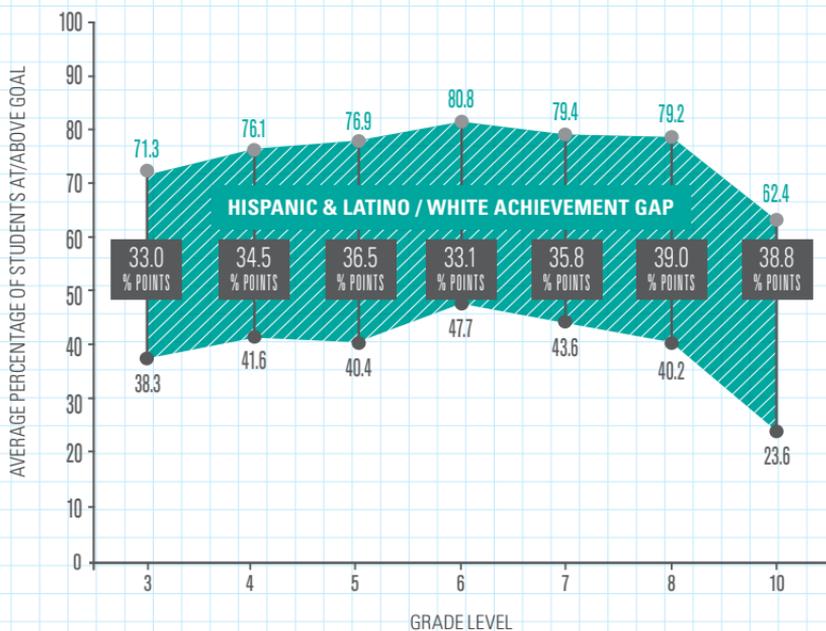


Sources:

<http://solutions1.emetric.net/cmtpublic/Index.aspx>, 2011; <http://solutions1.emetric.net/captpublic/Index.aspx>, 2011

# HISPANIC & LATINO / WHITE ACHIEVEMENT GAP, 2011 CMT AND CAPT

- White Students
- Gap (Percentage Points)
- Hispanic & Latino Students

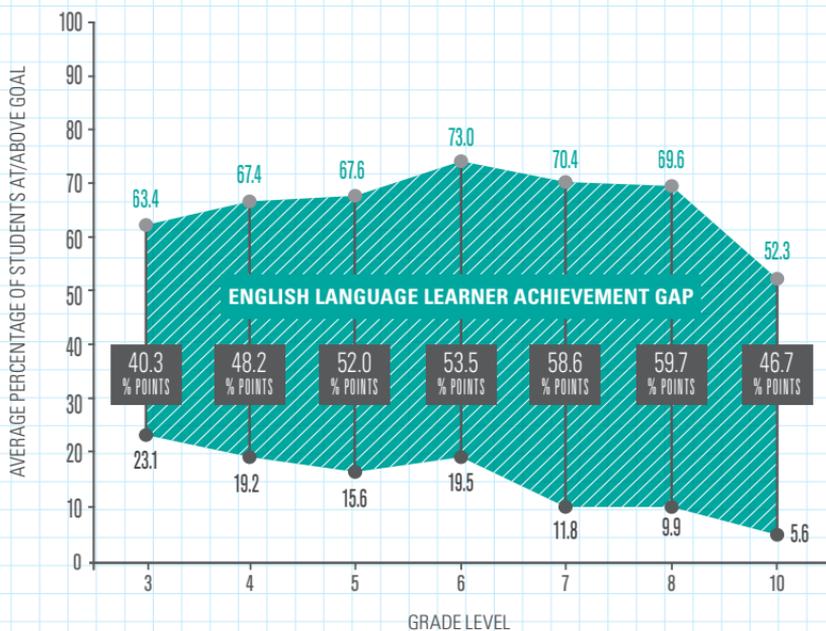


Sources:

<http://solutions1.emetric.net/cmtpublic/Index.aspx>, 2011; <http://solutions1.emetric.net/captpublic/Index.aspx>, 2011

# ENGLISH LANGUAGE LEARNER ACHIEVEMENT GAP, 2011 CMT AND CAPT

- Non-ELL Students
- Gap (Percentage Points)
- ELL Students



Sources:

<http://solutions1.emetric.net/cmtpublic/Index.aspx>, 2011; <http://solutions1.emetric.net/captpublic/Index.aspx>, 2011



# 2011 SUCCESS STORY SCHOOLS:

Schools with at least 75% low-income and minority students and one of those student groups outperforms the state average at or above goal on the CMT/CAPT

ConnCAN School and District Report Cards:  
<http://www.conncan.org/learn/reportcards>



## ELEMENTARY SCHOOLS

Black Rock School

Davis Street 21st Century Interdistrict Magnet School

Edith E. Mackrille School

Highville Charter School

Jefferson Elementary School

Mead School

Multicultural Magnet School

Nichols School

Park City Magnet School

Second Hill Lane School

University of Hartford Magnet School

Vogel-Wetmore School

Westover School

Worthington Hooker School

*Bridgeport*

*New Haven*

*West Haven*

*Hamden*

*Norwalk*

*Ansonia*

*Bridgeport*

*Stratford*

*Bridgeport*

*Stratford*

*Hartford*

*Torrington*

*Stamford*

*New Haven*



# 2011 SUCCESS STORY SCHOOLS:

Schools with at least 75% low-income and minority students and one of those student groups outperforms the state average at or above goal on the CMT/CAPT

## MIDDLE SCHOOLS

Achievement First Hartford Academy

Amistad Academy

High Horizons School

House of Arts, Letters and Science Academy

Jumoke Academy

Multicultural Magnet School

Park City Magnet School

Roton Middle School

Worthington Hooker School

*Hartford*

*New Haven*

*Bridgeport*

*New Britain*

*Hartford*

*Bridgeport*

*Bridgeport*

*Norwalk*

*New Haven*



#1

## HIGH SCHOOLS

Amistad Academy

*New Haven*

Sources:

<http://solutions1.emetric.net/cmtpublic/Index.aspx>, 2011; <http://solutions1.emetric.net/captpublic/Index.aspx>, 2011; See also <http://www.conncan.org/learn/success>



# HIGH SCHOOL GRADUATION RATES AND GAPS, CLASS OF 2010

	4-YEAR GRADUATION RATE	GRADUATION GAP
All Students	81.8%	n/a

## RACE

Hispanic & Latino	64.0%	24.7 pts.	20.0 pts.
White	88.7%		
African American	68.7%		

## GENDER

Female	85.4%	6.9 pts.
Male	78.5%	

## ENGLISH LANGUAGE LEARNER STATUS

Non-English Language Learners	82.7%	22.6 pts.
English Language Learners	60.1%	

## SOCIOECONOMIC STATUS

Non-Low income	88.4%	25.7 pts.
Low income	62.7%	

## SPECIAL EDUCATION STATUS

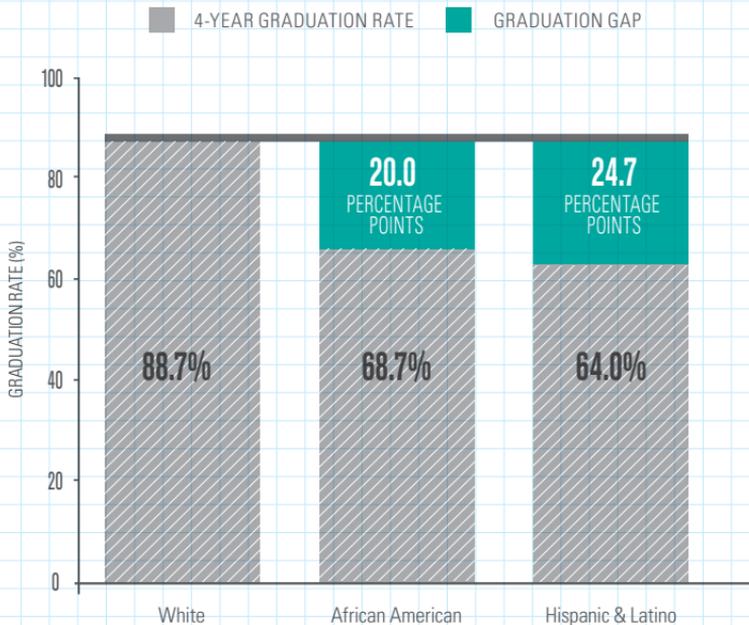
Non-Special Education	84.3%	21.8 pts.
Special Education	62.5%	

Source: Connecticut State Department of Education, 2011



# TOO MANY CONNECTICUT STUDENTS DON'T GRADUATE ...

## CONNECTICUT'S HIGH SCHOOL GRADUATION GAP, CLASS OF 2010

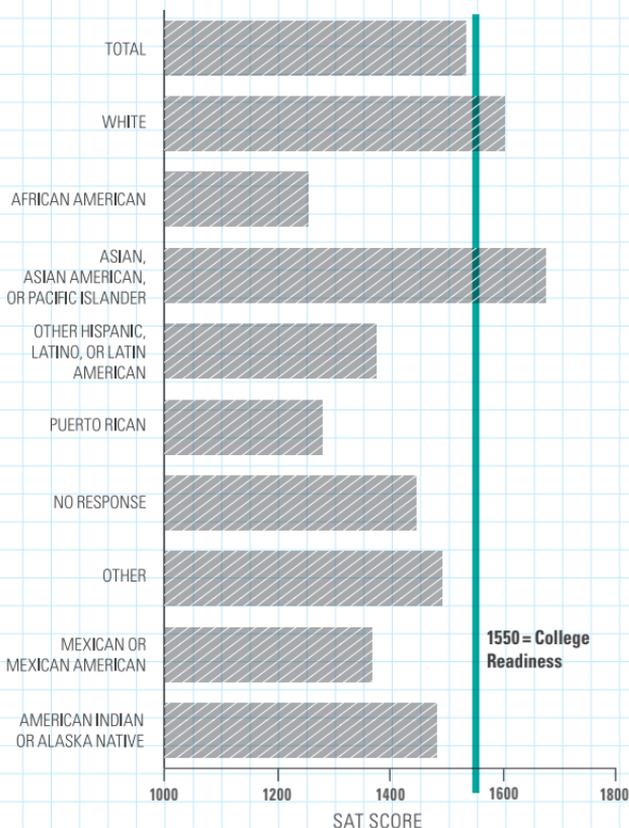


Source: Connecticut State Department of Education, 2011

# ... AND WHEN THEY DO, THEY'RE NOT READY FOR COLLEGE AND CAREERS.

## SAT SCORES (2011)

Combined math, verbal, and writing out of a total possible score of 2400\*



\* In ascending order by number of test takers

Source: The College Board, 2011

## CONNECTICUT'S HIGH SCHOOL GRADUATES AREN'T READY FOR COLLEGE:

- **66%** of students attending Connecticut State Universities and **73%** of students attending community colleges require remedial math and/or English.

## THERE ARE SOCIAL AND ECONOMIC CONSEQUENCES FOR NOT PREPARING ALL STUDENTS IN CONNECTICUT FOR COLLEGE + CAREERS:

- Dropouts of the Connecticut high school class of 2011 will lose more than **\$1.4 BILLION** in lifetime earnings because they lack a high school diploma.
- Each class of high school dropouts costs the state approximately **\$155.4 MILLION** in additional lifetime healthcare costs.
- College remedial courses for these students cost the state an estimated **\$84 MILLION** per year.
- A 5% increase in male high school graduation rates would add more than **\$63 MILLION** to the state's economy each year by providing \$31.6 million in crime-related savings and almost \$31.7 million in additional earnings.

### Sources:

Alliance for Excellent Education, "The High Cost of High School Dropouts" November 2011, <http://www.all4ed.org/files/HighCost.pdf>; Alliance for Excellent Education, "Dropouts, Diplomas, and Dollars" August 2008, <http://www.all4ed.org/files/Econ2008.pdf>; Connecticut P-20 Council, "Connecticut College and Career Readiness Toolkit" 2011, <http://www.ctregents.org/files/pdfs/p20/p20-CT-Toolkit.pdf>

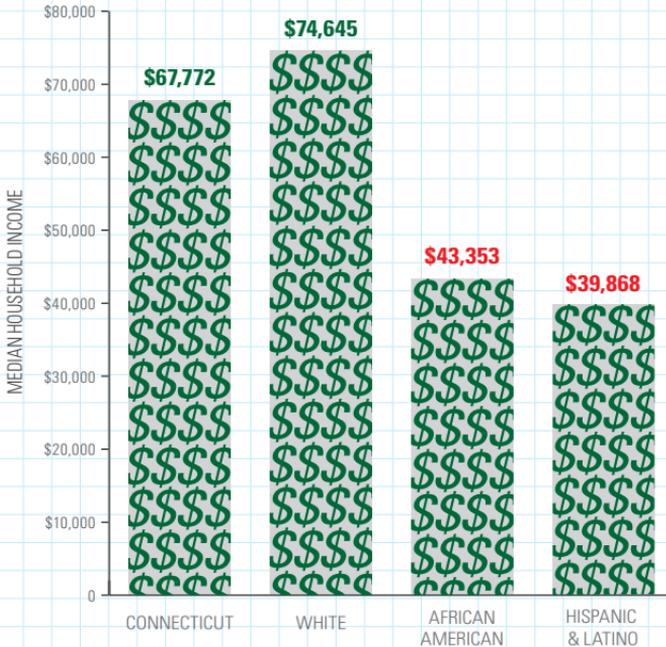


ONLY **36%** OF STUDENTS FROM CONNECTICUT'S HIGH SCHOOL CLASS OF 2004 EARNED A FOUR-YEAR COLLEGE DEGREE WITHIN SIX YEARS.

BY 2018, **65%** OF CONNECTICUT JOBS WILL REQUIRE SOME FORM OF HIGHER EDUCATION.



## ACHIEVEMENT GAPS LEAD TO EARNINGS GAPS: INCOME LEVEL BY RACE (2005-2009)



Sources: Connecticut Board of Regents, 2011; Georgetown Center on Education and the Workforce <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/connecticut.pdf>; Connecticut Association for Human Services, "Opportunity in Connecticut: The Impact of Race, Poverty and Education on Family Economic Success," 2012 <http://www.cahs.org/pdf/OpportunityInCT.pdf>



# CONNECTICUT TEACHER PROFILES

	FULL-TIME EQUIVALENTS	PERCENTAGE OF TOTAL
<b>Gender</b>		
Female	27,089	73.28%
Male	9,875	26.72%
<b>Ethnicity</b>		
African American	1,106	2.99%
Hispanic and Latino	1,263	3.42%
White	34,146	92.38%
Other	449	1.21%



## GENERAL EDUCATION TEACHERS

- State average percentage of minority general education teachers: **7.6%**
- Districts with the highest percentage of minority general education teachers: Jumoke Academy (**50.0%**), Achievement First Bridgeport Academy (**31.3%**), Hartford (**25.0%**), and Bloomfield (**25.0%**)
- Statewide percentage of teachers with at least a masters degree: **78.0%**
- State average years of experience: **13.7**

## SCHOOL AND DISTRICT ADMINISTRATORS

- State average percentage of minority school and district administrators: **10.5%**
- 129 (**65.2% of**) districts have **0%** minority administrators
- State average number of years of experience for school and district administrators: **22.4**



## CONNCAN FIELD GUIDE TO EDUCATION IN CONNECTICUT

# TEACHER PREPARATION IN CONNECTICUT (2010-2011)

Teacher Preparation Program	Number Graduating	% of all CT Teacher Prep. Grads
Southern Connecticut State University	702	19.8%
Central Connecticut State University	580	16.3%
Sacred Heart University	475	13.4%
University of Connecticut	433	12.2%
University of Bridgeport	244	6.9%
Alternative Route to Certification	213	6.0%
University of New Haven	186	5.2%
University of Hartford	142	4.0%
Eastern Connecticut State University	136	3.8%
Quinnipiac University	129	3.6%
Fairfield University	104	2.9%
Western Connecticut State University	97	2.7%
St. Joseph College	87	2.4%
Connecticut College	11	0.3%
Albertus Magnus College	5	0.1%
Mitchell College	5	0.1%
Yale University	5	0.1%
<b>Total</b>	<b>3,554</b>	<b>100%</b>

Sources:

CT Mirror <http://www.ctmirror.org/sites/default/files/documents/Teacher%20Preparation%20Graduates.pdf>;  
[http://www.sde.ct.gov/sde/lib/sde/pdf/cert/found\\_of\\_rdg\\_test\\_2010-11\\_annual\\_report.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/cert/found_of_rdg_test_2010-11_annual_report.pdf), 2011



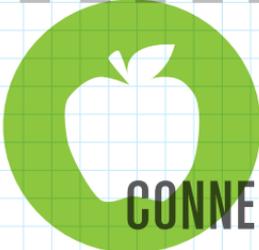
## TEACHER PREPARATION IN CONNECTICUT: FOUNDATIONS OF READING TEST (2010-2011)\*

Teacher Preparation Program	Total # Test Takers	Total # Passed to Date	% Passed to Date
Southern Connecticut State University	154	126	82%
Central Connecticut State University	104	96	92%
Sacred Heart University	181	157	87%
University of Connecticut	30	29	97%
University of Bridgeport	166	142	86%
University of New Haven	69	57	83%
University of Hartford	49	36	73%
Eastern Connecticut State University	120	101	84%
Quinnipiac University	57	55	96%
Fairfield University	14	14	100%
Western Connecticut State University	53	43	81%
St. Joseph College	44	34	77%
Connecticut College	5	-	-
Mitchell College	2	-	-
Teach for America	18	15	83%
<b>Total</b>	<b>1,066</b>	<b>905</b>	<b>84.9%</b>

Sources: see page 26

\*The Foundations of Reading Test is required for all students graduating from teacher preparation programs in elementary education. It assesses their knowledge of teaching reading skills as part of the teacher certification process.

Note: SDE reports pass rates by first test taking attempt and best attempt. The rates reported here are best attempt.



# CONNECTICUT EDUCATOR DISMISSALS (2009-2011)

- In the 2009-2010 school year, **53 educators statewide were dismissed, representing about 0.1% of the total workforce** of 52,300 (teachers and administrators). Twenty-seven of the 53 terminated educators had more than four years of experience and were therefore likely tenured.
- Last year (2010-2011 school year), 4,230 educators left their position, for a variety of reasons, out of a total active staff count of 53,200. **Twenty-two educators were dismissed, representing about 0.04% of the total workforce.** Of these 22 educators, 12 had more than four years of experience and were therefore likely tenured.
- The Connecticut Association of Boards of Education estimates that costs to dismiss a tenured teacher average about **\$100,000 per dismissal**. This is consistent with national estimates, which show that the cost to dismiss a tenured teacher ranges from \$100,000-\$200,000 per dismissal.

Sources:

Connecticut State Department of Education; "Devil in the Details: An Analysis of State Teacher Dismissal Laws" (June 2010), 2012; Center for American Progress, [http://www.americanprogress.org/issues/2010/06/devil\\_in\\_details.html](http://www.americanprogress.org/issues/2010/06/devil_in_details.html)



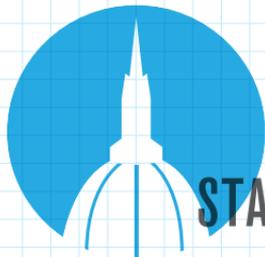
## SCHOOL FINANCE

Connecticut spent \$8.19 billion in 2008-09 on elementary and secondary education.

- The average expenditure per pupil was **\$14,531**.
- Connecticut spent more per-pupil than **44** other states.
- **38.0%** came from the State, **4.2%** from the Federal government, and **57.8%** from local sources.

The Education Cost Sharing Grant (ECS) is the largest state educational grant, distributing \$1.89 billion to towns to support education.

- The ECS formula is supposed to use enrollment and town wealth data to drive more funding to towns with less ability to raise revenue, but years of flat-funding and stop-loss provisions means that Connecticut isn't really using a funding formula.
- Students participating in public school choice programs aren't funded equitably or consistently because they are left out of the ECS formula.



# STATE EDUCATION LEADERSHIP

STEFAN PRYOR – COMMISSIONER OF EDUCATION

## STATE BOARD OF EDUCATION MEMBERS

Allan B. Taylor – Chairperson

Theresa Hopkins-Staten – Vice Chairperson

Simon C. Brewer

Ellen Camhi

Joshua Friedman

Charles A. Jaskiewicz III

Terry H. Jones

Robert A. Kennedy

Estela López

Patricia B. Luke

Patricia Keavney-Maruca

Ferdinand L. Risco, Jr.

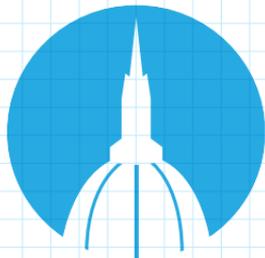
Joseph J. Vrabley, Jr.

Stephen P. Wright

## MORE INFORMATION:

State Department of Education Website: [www.sde.ct.gov](http://www.sde.ct.gov)

General Assembly Education Committee Website: [www.cga.ct.gov/ED](http://www.cga.ct.gov/ED)



## CONNCAN FIELD GUIDE TO EDUCATION IN CONNECTICUT

### GENERAL ASSEMBLY EDUCATION COMMITTEE LEADERSHIP

HOUSE OF REPRESENTATIVES	SENATE
Rep. Andrew Fleischmann Co-Chair	Sen. Andrea Stillman Co-Chair
Rep. Douglas McCrory Vice Chair	Sen. John Fonfara Vice Chair
Rep. Marilyn Giuliano Ranking Member	Sen. Toni Boucher Ranking Member

### GENERAL ASSEMBLY EDUCATION COMMITTEE MEMBERS

Rep. Tim Ackert	Sen. Beth Bye	Rep. Christie Carpino
Rep. Michelle Cook	Rep. Paul Davis	Rep. Henry Genga
Rep. Auden Grogins	Sen. Toni Harp	Rep. Gary Holder-Winfield
Rep. DebraLee Hovey	Rep. Susan Johnson	Rep. David Kiner
Rep. Noreen Kokoruda	Rep. Brenda Kupchick	Rep. Gail Lavielle
Rep. Timothy LeGeyt	Rep. Matthew Lesser	Rep. Christopher Lyddy
Rep. Steven Mikutel	Rep. Patricia Miller	Rep. Sandy Nafis
Rep. Michael Molgano	Rep. Tom Reynolds	Rep. Jason Rojas
Rep. Robert Sanchez	Rep. Prasad Srinivasan	Sen. Len Suzio

# ABOUT CONNCAN

ConnCAN – the Connecticut Coalition for Achievement Now – is leading a movement to improve educational outcomes for Connecticut’s kids. We bring advocates, policy makers, parents, educators, and people like you together to change the system and give all kids access to great public schools.

Since 2005 we’ve been hard at work doing just that. And the opportunity has never been greater to fundamentally transform the way we deliver on the promise of a great public education.



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[FACEBOOK.COM/CONNCAN](https://facebook.com/conncan)

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Visit [www.conncan.org/actnow](http://www.conncan.org/actnow) to learn how.