

Districts and schools

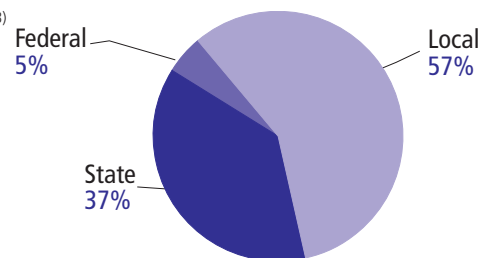
	1993-94	2003-04
Number of districts (CCD)	166	166
Number of public schools (CCD)		
Elementary	625	663
Middle	177	192
High	162	202
Combined	15	34
Other	18	8
Total	997	1,099
Number of charter schools (CCD)		
		12

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$3,186,798	\$4,019,659
Noninstructional	241,914	224,501
Support	1,596,594	2,058,828
Total	5,025,306	6,302,988
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)		
	\$10,126	\$11,057

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$106,557,518

KEY:	
*	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too small to calculate
FTE	= Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	6,078	11,582
K-8	352,299	393,604
9-12	127,404	168,826
Total (K-12)	479,703	562,430

Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	2%	3%
Black, non-Hispanic	13	14
Hispanic	11	15
White, non-Hispanic	73	68

Students with disabilities (OSEP)	9%	11%
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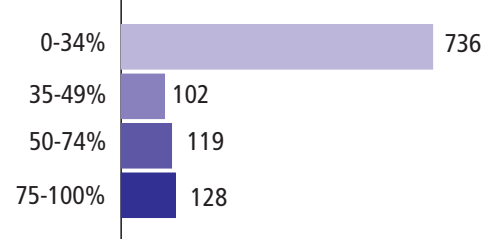
Students with limited English proficiency (NCELA)	4%	5%
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Migrant students (OME)	1%	1%
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	28%	31%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	n/a
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)



*14 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	16,144	19,475
Middle	7,409	9,714
High	9,595	12,667
Combined	403	824
Other	559	23
Total	34,110	42,703

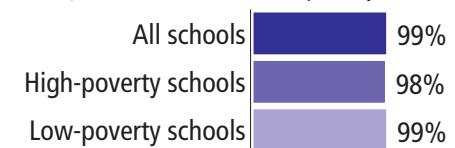
Number of FTE non-teacher staff (CCD)

Instructional aides	6,178	11,567
Instructional coordinators	416	367
Administrators	2,442	3,526
Other	18,452	27,537
Total	27,488	42,997

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	84%	71%
Mathematics	84	62
Science	90	77
Social studies	92	79

Percentage of core courses taught by highly qualified teachers, 2003-04 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	3%
Avg. freshman graduation rate (NCES)	80	77
College-going rate (IPEDS/NCES)	59	62

NAEP state results (NCES)

	1994	2005
Reading, Grade 4		
Proficient level or above	38%	39%
Basic level or above	68	71
Math, Grade 8		
Proficient level or above	31%	35%
Basic level or above	70	70

Statewide Accountability Information

See Appendix B for Connecticut's definitions of proficient for reading and mathematics for grades 4, 8, and high school.

See <http://www.csde.state.ct.us/public/der/edfacts/performance.htm> for more details on the statewide accountability system.

State assessment for NCLB accountability: Connecticut Mastery Test (CMT)

State student achievement levels: Below Basic, Basic, Proficient, Advanced, Goal

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 4	Reading	57%	55%
	Mathematics	65	64
Grade 8	Reading	57	55
	Mathematics	65	64
High school	Reading	62	62
	Mathematics	59	59

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	345 (72%)	789 (81%)	128 (77%)
Identified for improvement:			
Year 1	81 (17%)	122 (12%)	39 (23%)
Year 2	4 (*)	4 (*)	0
Corrective action	8 (2%)	8 (*)	0
Restructuring	0	0	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary and Middle school indicator: Writing assessment	70% or more students at basic or above, or increase from previous year.	Met
High school indicator: Graduation rate	-	-

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	260	3%
Supplemental educational services:	711	23%

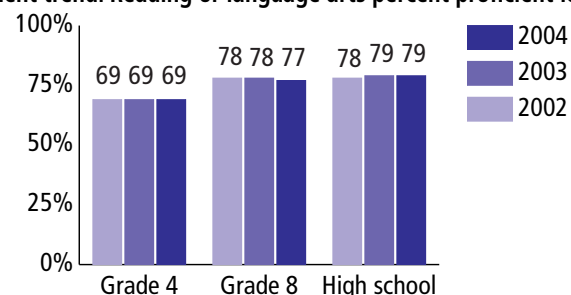
Student Achievement 2003-04

Connecticut Mastery Test, used for NCLB accountability

Reading or language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	69%	77%	79%
Economically disadvantaged students	43	52	56
Migrant students	30	27	*
Students with disabilities	29	34	39
Students with limited English proficiency	22	17	38
Black, non-Hispanic	45	52	54
Hispanic students	41	50	55
White, non-Hispanic	78	87	87

Student achievement trend: Reading or language arts percent proficient level or above



Mathematics

Proficient level or above for: Grade 4 Grade 8 High school

All students	80%	77%	76%
Economically disadvantaged students	61	50	48
Migrant students	49	31	*
Students with disabilities	49	36	39
Students with limited English proficiency	47	29	35
Black, non-Hispanic	58	48	42
Hispanic students	61	48	46
White, non-Hispanic	88	88	86

Student achievement trend: Mathematics percent proficient level or above

