

Connecticut

<http://www.state.ct.us/sde>

School and Teacher Demographics

Per pupil expenditures \$9,753
(CCD, 1999-2000)

Number of Districts 166
(CCD, 2000-01)

Number of Charter Schools 16
(CCD, 2000-01)

Number of Public Schools (CCD)

	1993-94	2000-01
Elementary	624	662
Middle	177	190
High	135	182
Combined	11	39
Total	947	1,073

Number of FTE Teachers (CCD)

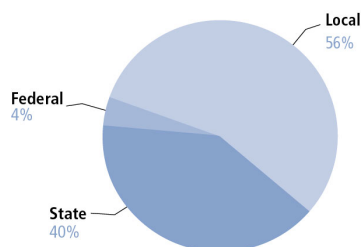
	1993-94	2000-01
Elementary	16,127	18,825
Middle	7,409	9,203
High	8,577	11,877
Combined	383	566
Total	32,496	40,471

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

	1994	2000
English	84%	71%
Math	84	62
Science	90	77
Social Studies	92	79

Sources of Funding

District Average
(CCD, 1999-2000)



Student Demographics

Public school enrollment
(CCD)

	1993-94	2000-01
Pre-K	6,216	10,512
K-8	352,360	395,966
9-12	127,655	155,770
Total (K-12)	480,015	551,736

Race/ethnicity
(CCD)

	1993-94	2000-01
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	2%	3%
Black	13	14
Hispanic	11	13
White	73	70
Other	-	-

Students with disabilities (OSEP)	1993-94 12%	2000-01 11%
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Students with limited English proficiency (ED/NCBE)	1993-94 4%	2000-01 4%
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Migratory students (OME)	1993-94 1%	2000-01 1%
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All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program
(CCD, 2000-01)

Data Not Available

Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year.)

Statewide Goal for Schools on State Assessment

Above 40 on 100 point performance index (three subjects) based on a two-year weighted average and two-year performance trend relative to the state average performance trend.

Expected School Improvement on Assessment

Sufficient progress (index above 40) within three years.

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Key

* = Less than 0.5 percent
— = Not applicable

n/a = Not available

= Sample size too small to calculate

High Poverty Schools = 75-100% of students qualify for lunch subsidies

Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	87 20%	359 80%	446 100%
Schools meeting AYP Goal	n/a	n/a	n/a
Schools identified for Improvement	26 30%	2 1%	28 6%

Title I Allocation \$76,603,693

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

NAEP State Results

	Grade 4	Grade 8
Reading, 2002		
Proficient level and above	43%	37%
Basic level and above	75	76
Math, 2000		
Proficient level and above	32%	34%
Basic level and above	77	72

Connecticut**Student Achievement 2000-01****Assessment:**

Connecticut Matery Test (Elementary and Middle School); Connecticut Academic Performance Test (High School).

State Definition of Proficient:

Reading: Proficient: Students who score at this level can comprehend most grade-level or below-grade-level textbooks and other materials. They can generally determine the main idea, have an adequate understanding of the author's purpose and are able to make some judgments about a test's quality and themes.

Mathematics: Proficient: Students who score at this level demonstrate adequately developed conceptual understanding and computational skills, and adequately developed problem-solving skills.

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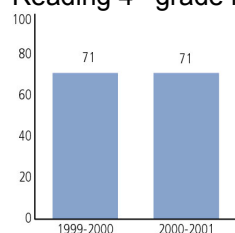
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Elementary School
Grade 4 Reading

Students in:	Below Basic	Basic	Proficient	Goal
All schools	20%	10%	13%	58%
Title I schools				
High poverty Schools	52	15	15	18
Students with limited English proficiency	70	13	9	8
Migratory students	68	11	14	6
Students with Disabilities	54	12	13	21

Grade 4 Mathematics

Students in:	Below Basic	Basic	Proficient	Goal
All schools	9%	9%	20%	61%
Title I schools				
High poverty Schools	25	20	28	26
Students with limited English proficiency	40	20	20	20
Migratory students	39	26	17	18
Students with Disabilities	32	18	24	26

Student Achievement TrendReading 4th grade meets Proficient

Middle School
Grade 8 Reading

Students in:	Below Basic	Basic	Proficient	Goal
All schools	15%	8%	11%	66%
Title I schools				
High poverty Schools	45	15	14	26
Students with limited English proficiency	73	10	7	11
Migratory students	72	17	3	8
Students with Disabilities	49	13	13	25

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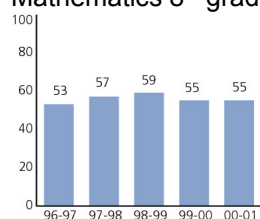
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Grade 8 Mathematics

Students in:	Below Basic	Basic	Proficient	Goal
All schools	11%	13%	21%	55%
Title I schools				
High poverty Schools	30	28	24	19
Students with limited English proficiency	53	21	15	12
Migratory students	54	27	16	3
Students with Disabilities	40	22	22	17

Student Achievement Trend

Mathematics 8th grade meets Proficient



High School

Grade 10 Language Arts

Students in:	Below Basic	Basic	Proficient	Goal
All schools	7%	15%	36%	42%
Title I schools				
High poverty Schools	17	34	37	12
Students with limited English proficiency	45	21	25	9
Migratory students	39	37	20	4
Students with Disabilities	29	30	31	10

Grade 10 Mathematics

Students in:	Below Basic	Basic	Proficient	Goal
All schools	11%	12%	32%	45%
Title I schools				
High poverty Schools	36	27	28	10
Students with limited English proficiency	37	22	28	13
Migratory students	57	22	20	2
Students with Disabilities	34	23	29	14

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High School Indicators	1993-94	2000-01
High school dropout rate (CCD, event)	5%	3%
	1994-95	2000-01
Postsecondary enrollment (NCES, High school grads enrolled in college)	59%	62%

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 subsidies