

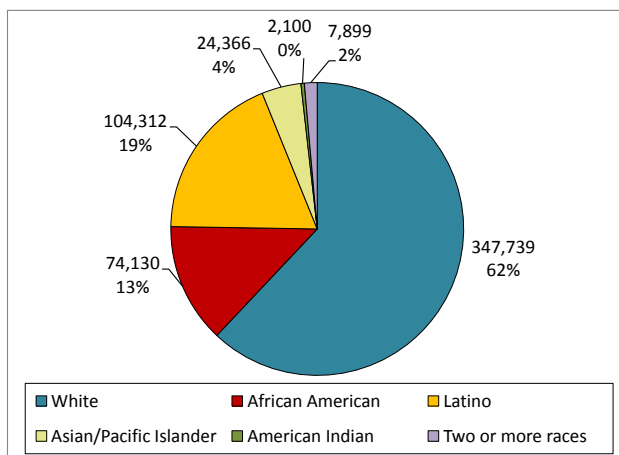
# Connecticut



## Who attends Connecticut's public schools?

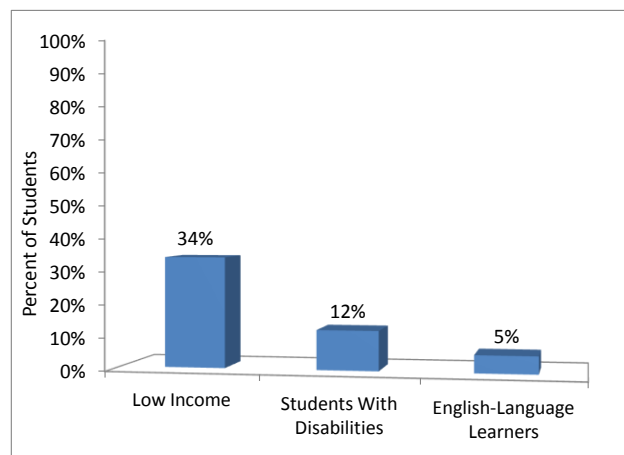
Total 2010-11 Public Elementary and Secondary Enrollment: 560,546

Student Enrollment by Race/Ethnicity



Data are for the 2010-11 school year.  
Percentages are rounded to the nearest whole number.

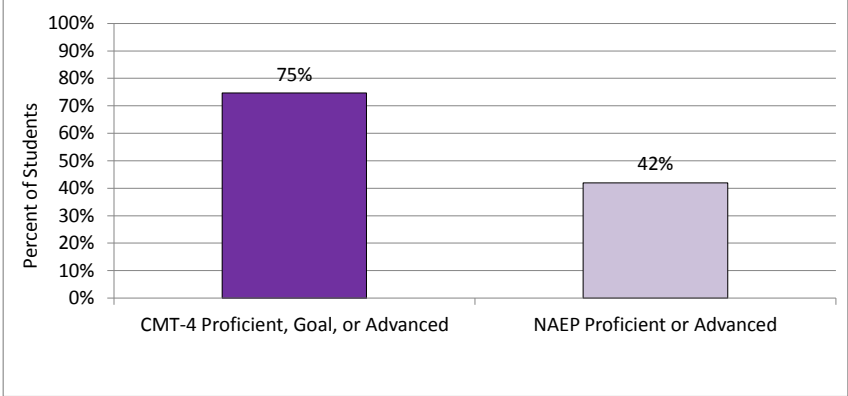
Student Enrollment by Income, Disability, and English Proficiency Status



Enrollment by income data are for the 2010-11 school year.  
Low-income students are students who qualify for free/reduced-price lunch.  
Enrollment by disability and English proficiency data are for 2009-10.

## How Do Connecticut's Testing Standards Compare With the National Assessment?

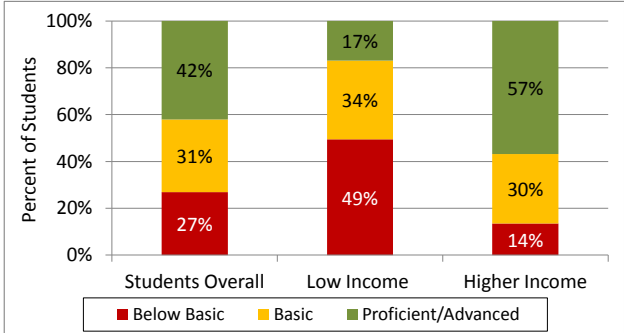
**4th Grade Reading: Percent of Students Proficient on the Connecticut Mastery Test, Fourth Generation (CMT-4) Compared With the Percent of Connecticut's Students Proficient on the National Assessment of Educational Progress (NAEP)**



*Data are for the 2010-11 school year.*

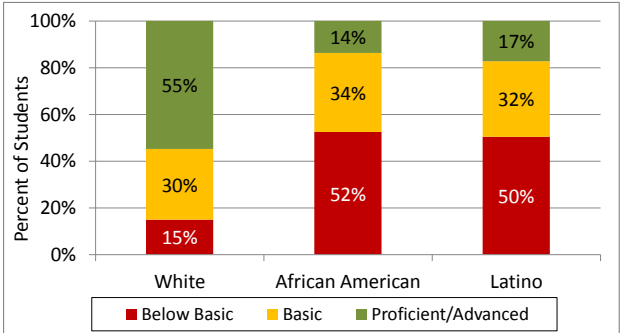
## How Do Connecticut's Students Perform on the National 4th Grade Reading Assessment?

**4th Grade Reading: National Assessment of Educational Progress Performance, by Income**



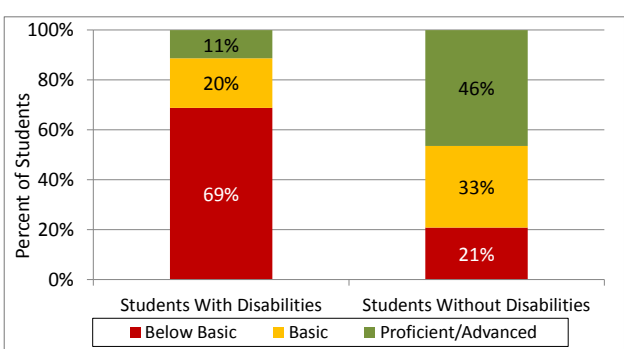
*Data are for 2011.*

**4th Grade Reading: National Assessment of Educational Progress Performance, by Race/Ethnicity**



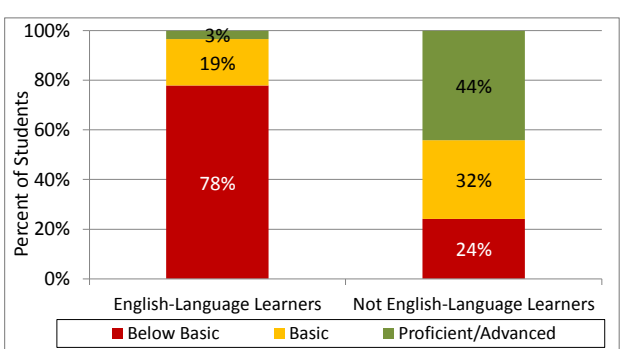
*Data are for 2011.*

**4th Grade Reading: National Assessment of Educational Progress Performance, by Disability Status**



*Data are for 2011.*

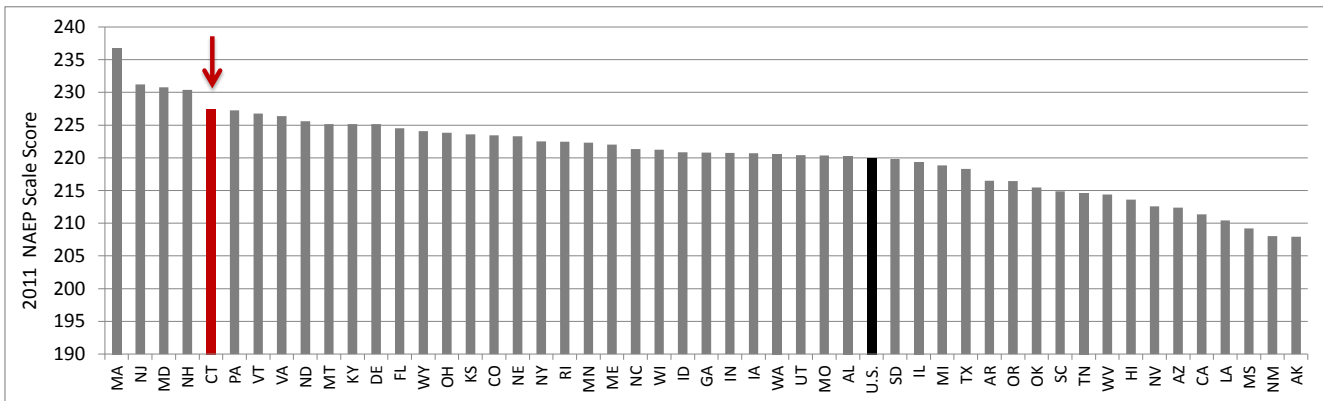
**4th Grade Reading: National Assessment of Educational Progress Performance, by English-Language Learner Status**



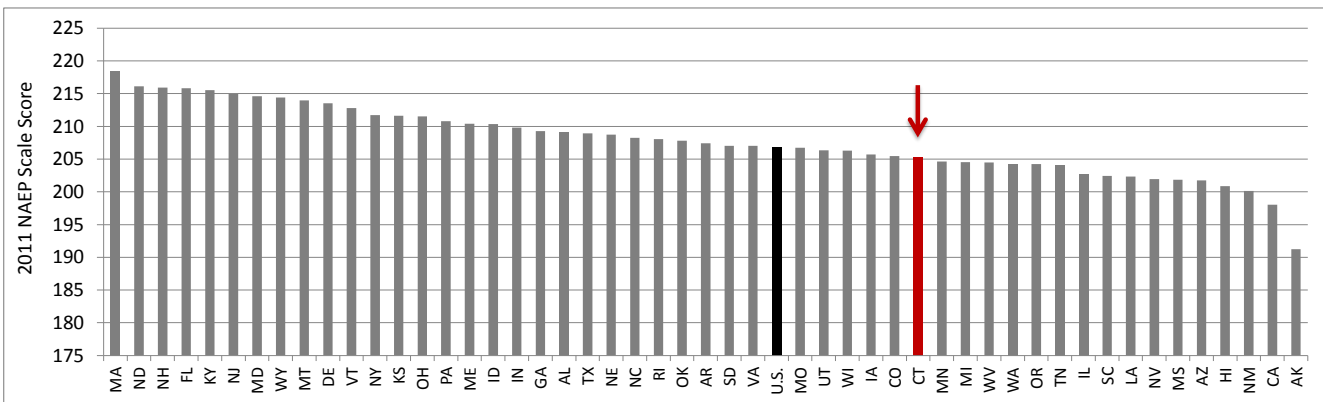
*Data are for 2011.*

## How Does Connecticut's Performance on the National Assessment Compare With Other States and the Nation?

### 4th Grade Reading: National Assessment of Educational Progress Score by State, for Students Overall



### 4th Grade Reading: National Assessment of Educational Progress Score by State, for Low-Income Students



#### 4th Grade Reading: Connecticut's Improvement on the National Assessment of Educational Progress Compared With the Highest Improving State, by Student Group

Student Group	Connecticut's 2003 – 2011 Improvement (Scale Score Points)	2003 – 2011 Improvement in the Highest Improving State
All Students	-1	13 (Alabama)
White	0	11 (Alabama)
African American	3	16 (New Jersey)
Latino	-2	16 (Maryland)
Low Income	0	16 (Alabama)
Higher Income	2	12 (Maryland)

*Improvement is calculated as the difference between 2003 and 2011 unrounded scale scores.*

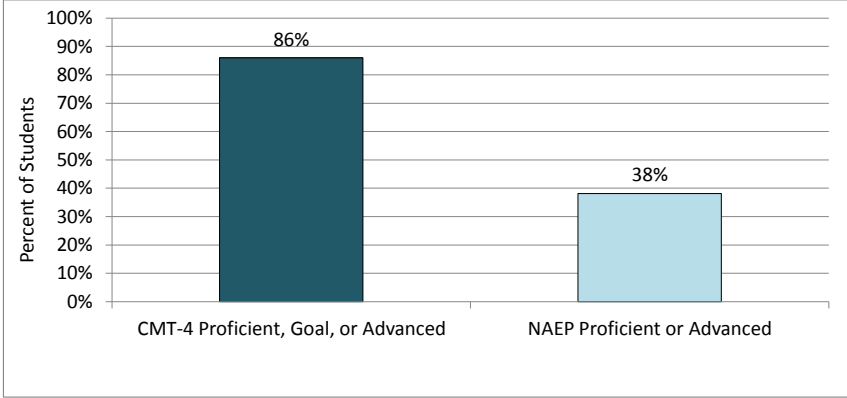
#### 4th Grade Reading: Connecticut's State Rank on the National Assessment of Educational Progress, by Student Group

Student Group	State Rank Based on Performance in 2011	State Rank Based on 2003 – 2011 Improvement
All Students	5 out of 50	43 out of 50
White	4 out of 50	39 out of 50
African American	21 out of 45	28 out of 41
Latino	30 out of 47	31 out of 40
Low Income	34 out of 50	40 out of 50
Higher Income	3 out of 50	40 out of 50

*Performance ranks are based on 2011 NAEP data. Improvement ranks are based on 2003 – 2011 improvement. All ranks are based on unrounded scale scores and do not take statistical significance into account. Lower numbers indicate better rankings (i.e., a rank of 1 means that the state has the best performance of all states). Ranks are based on states that have enough students in a particular group to report NAEP results. For example, in 2011, 47 states reported fourth-grade reading results for Latino students.*

## How Do Connecticut's Testing Standards Compare With the National Assessment?

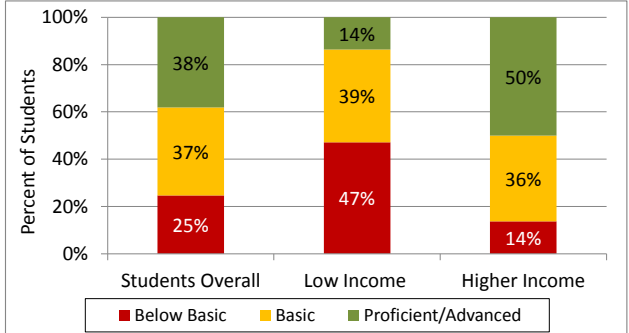
**8th Grade Math: Percent of Students Proficient on the Connecticut Mastery Test, Fourth Generation (CMT-4) Compared With the Percent of Connecticut's Students Proficient on the National Assessment of Educational Progress (NAEP)**



*Data are for the 2010-11 school year.*

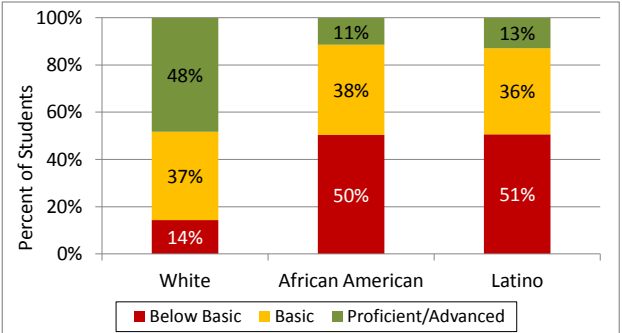
## How Do Connecticut's Students Perform on the National 8th Grade Math Assessment?

**8th Grade Math: National Assessment of Educational Progress Performance, by Income**



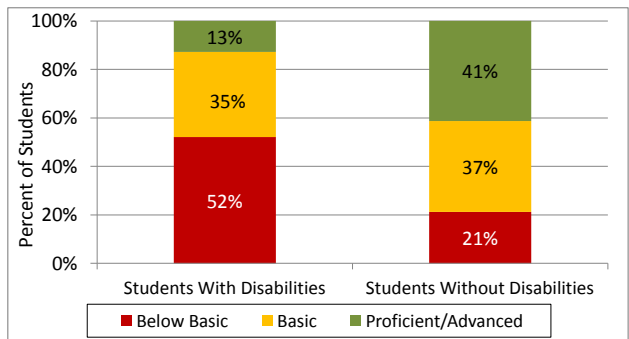
*Data are for 2011.*

**8th Grade Math: National Assessment of Educational Progress Performance, by Race/Ethnicity**



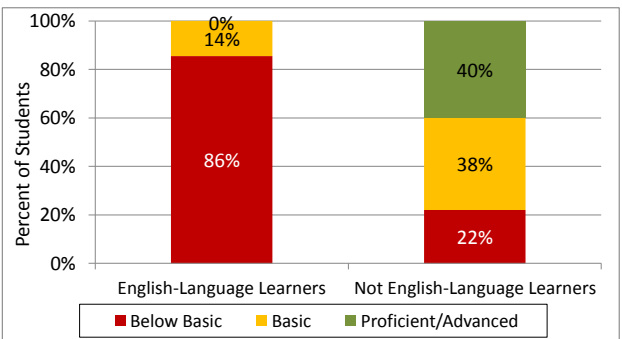
*Data are for 2011.*

**8th Grade Math: National Assessment of Educational Progress Performance, by Disability Status**



*Data are for 2011.*

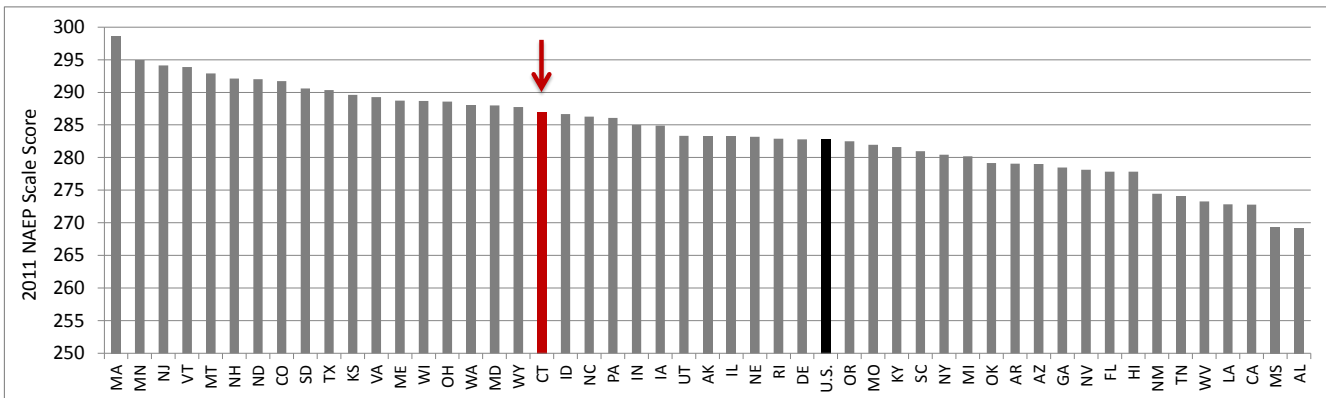
**8th Grade Math: National Assessment of Educational Progress Performance, by English-Language Learner Status**



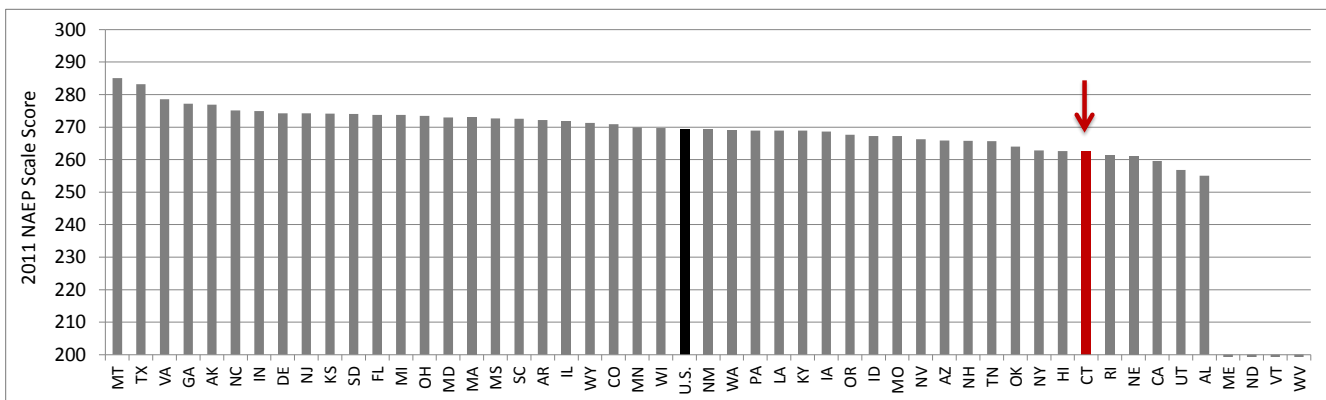
*Data are for 2011.*

## How Does Connecticut's Performance on the National Assessment Compare With Other States and the Nation?

### 8th Grade Math: National Assessment of Educational Progress Score by State, for Students Overall



### 8th Grade Math: National Assessment of Educational Progress Score by State, for Latino Students



Note: ME, VT, ND, and WV do not have 2011 data for this group.

8th Grade Math: Connecticut's Improvement on the National Assessment of Education Progress Compared With the Highest Improving State, by Student Group		
Student Group	Connecticut's 2003 – 2011 Improvement (Scale Score Points)	2003 – 2011 Improvement in the Highest Improving State
All Students	3	13 (Arkansas)
White	4	17 (Hawaii)
African American	8	19 (New Jersey)
Latino	4	24 (Arkansas)
Low Income	4	19 (Massachusetts)
Higher Income	6	16 (Texas)

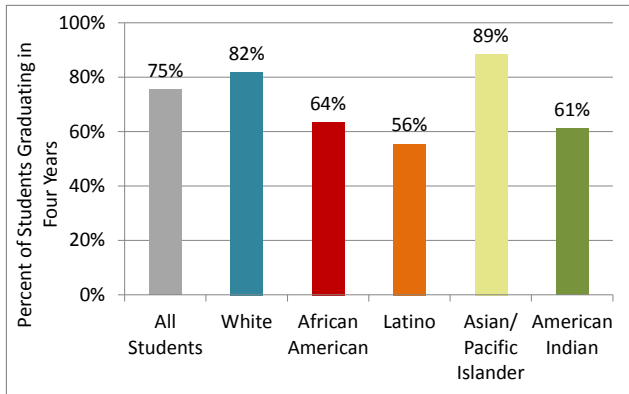
Improvement is calculated as the difference between 2003 and 2011 unrounded scale scores.

8th Grade Math: Connecticut's State Rank on the National Assessment of Educational Progress, by Student Group		
Student Group	State Rank Based on Performance in 2011	State Rank Based on 2003 – 2011 Improvement
All Students	19 out of 50	43 out of 50
White	8 out of 50	37 out of 50
African American	25 out of 43	29 out of 40
Latino	41 out of 46	33 out of 36
Low Income	45 out of 50	46 out of 50
Higher Income	18 out of 50	42 out of 50

Performance ranks are based on 2011 NAEP data. Improvement ranks are based on 2003 – 2011 improvement. All ranks are based on unrounded scale scores and do not take statistical significance into account. Lower numbers indicate better rankings (i.e., a rank of 1 means that the state has the best performance of all states). Ranks are based on states that have enough students in a particular group to report NAEP results. For example, in 2011, 43 states reported eighth-grade math results for African-American students.

## Are Connecticut's Students Graduating From High School? How Do Connecticut Graduation Rates Compare With Other States?

**Connecticut's Estimated On-Time High School Graduation Rates, by Race/Ethnicity**



Data are for 2009.

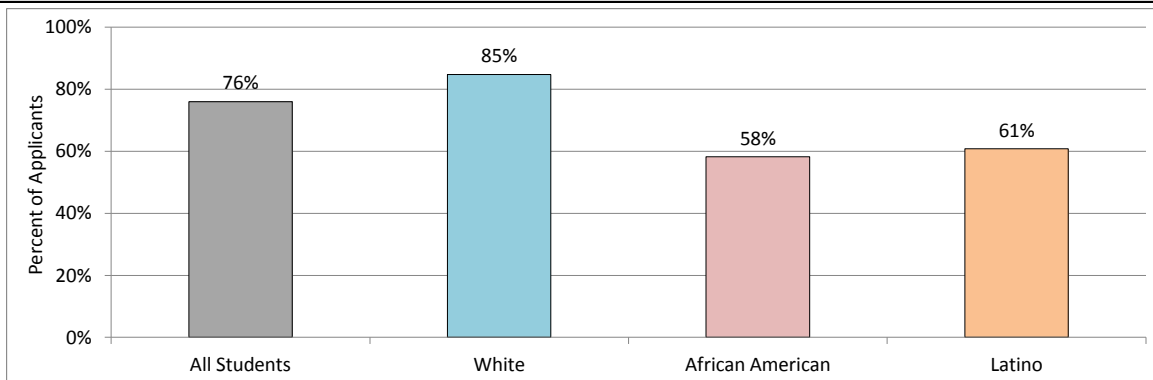
**U.S. Average Graduation Rates and Connecticut's Graduation Rate State Rank, by Race/Ethnicity**

Group	Estimated U.S. Average Graduation Rate	State Rank
All Students	76%	28 out of 50
White	82%	22 out of 48
African American	64%	32 out of 48
Latino	66%	47 out of 48
Asian/Pacific Islander	92%	40 out of 48
American Indian	65%	35 out of 48

Data are for 2009. Lower numbers indicate better rankings. State ranks are based on estimated on-time graduation rates. Graduation rate data by student group were only available for 48 states.

## Are Connecticut's Graduates Prepared for College and Careers?

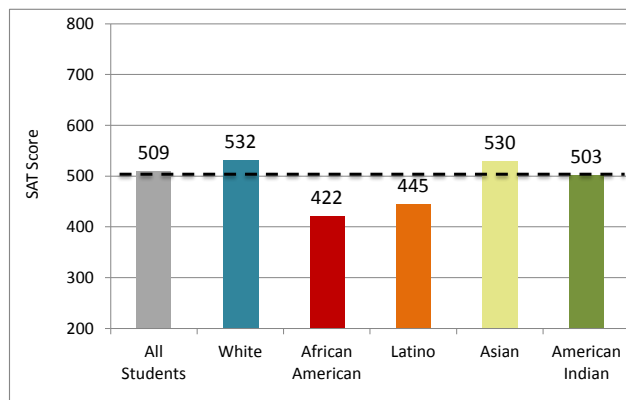
**Percent of Young High School Graduates Who Meet the Minimum AFQT\* Score Necessary for Enlistment in the Army**



\* Armed Forces Qualification Test, a component of the Armed Services Vocational Aptitude Battery, 2004 – 2009. Note: The data represent a self-selected sample of individuals whose highest degree was a high school diploma and who had an interest in enlisting in the military. Data are not representative of all students. The number of test takers varies significantly from state to state.

**SAT Reading: Average Scale Score by Student Group, Compared With College-Readiness Benchmark\***

Percent of all graduates tested: 84

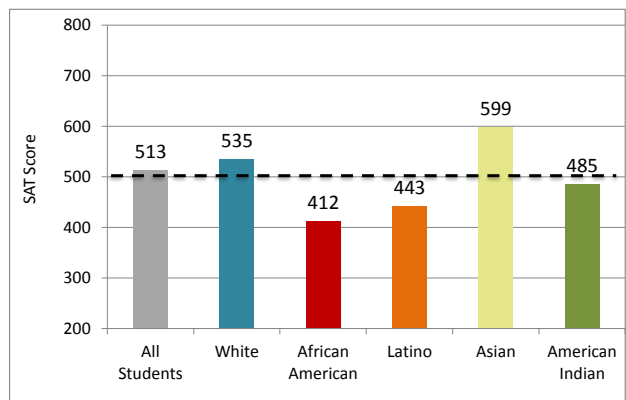


SAT scores are for 2011. Percent of all graduates tested is for 2010. The Asian student group includes Pacific-Islander students.

\*Dotted line represents SAT College-Readiness Benchmark.

**SAT Math: Average Scale Score by Student Group, Compared With College-Readiness Benchmark\***

Percent of all graduates tested: 84

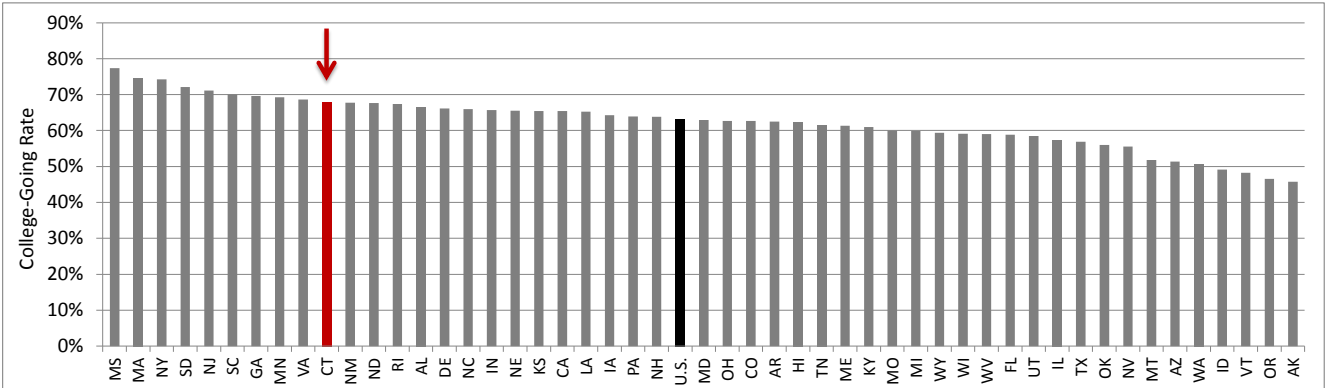


SAT scores are for 2011. Percent of all graduates tested is for 2010. The Asian student group includes Pacific-Islander students.

\*Dotted line represents SAT College-Readiness Benchmark.

## Are Connecticut's Young People Attending College?

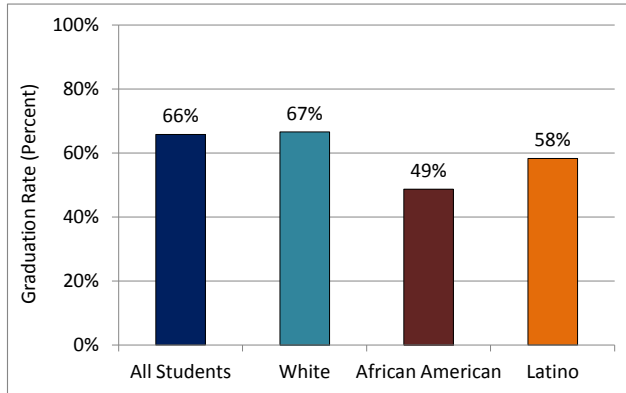
**College-Going Rates for Recent High School Graduates by State, for Students Overall**



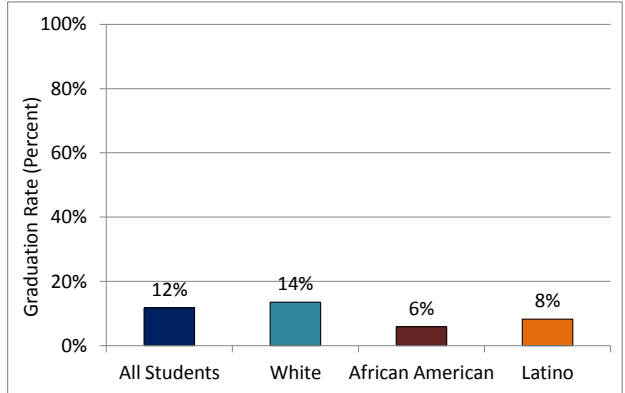
Data are for 2008.

## Are Connecticut's Young People Graduating From College?

**Six-Year Graduation Rates at Four-Year Colleges, by Race/Ethnicity (bachelor's degree completion for first-time, full-time freshmen beginning in fall of 2003)**

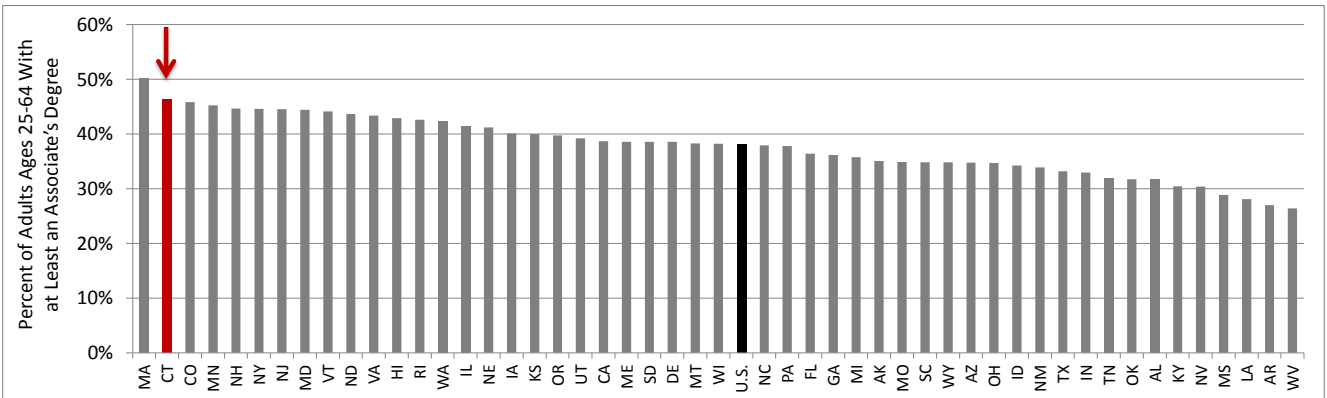


**Three-Year Graduation Rates at Two-Year Colleges, by Race/Ethnicity (completion rates include associate's degree and certificate completions for first-time, full-time freshmen beginning in fall of 2006)**



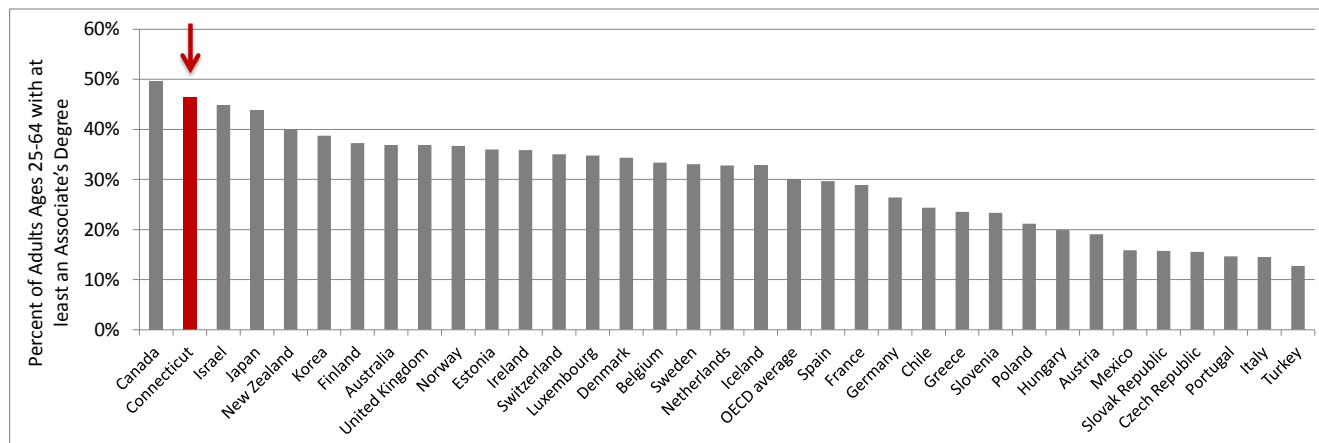
Six- and three-year graduation-rate data are for 2009 and include public, private non-profit, and for-profit institutions.

## How Does the Percent of Adults With an Associate's Degree or Higher in Connecticut Compare With Other States?



Data are for 2009.

## How Does the Percent of Adults With an Associate's Degree or Higher in Connecticut Compare With Other Developed\* Countries?



Data are for 2009.

\*Includes only countries that are members of the Organisation for Economic Co-operation and Development.

## Data Sources

**Student Enrollment (Page 1): Total enrollment and Enrollment by Race/Ethnicity:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), April 2012, *Public Elementary and Secondary School Student Enrollment and Staff Counts From the Common Core of Data: School Year 2010–11*, Tables 1 and 2, available at: <http://nces.ed.gov/pubs2012/snf201011/index.asp>. **Enrollment by Income:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), April 2012, *Numbers and Types of Public Elementary and Secondary Schools From the Common Core of Data: School Year 2010–11*, Table 7, available at: <http://nces.ed.gov/pubs2012/pesschools10/index.asp>. **Enrollment by Disability Status:** U.S. Department of Education, National Center for Education Statistics, May 2012, *Digest of Education Statistics: 2011*, Table 48, available at: [http://nces.ed.gov/programs/digest/2011menu\\_tables.asp](http://nces.ed.gov/programs/digest/2011menu_tables.asp). **Enrollment by English Proficiency Status:** U.S. Department of Education, National Center for Education Statistics, 2012, *The Condition of Education 2012*, Table A-8-1, available at: <http://nces.ed.gov/programs/coe/index.asp>.

**State Assessment Proficiency Rates (Page 2 and 4):** State Education Agency websites. Note that these proficiency rates may include students tested on alternative or modified assessments.

**National Assessment of Educational Progress Performance (Pages 2-5):** U.S. Department of Education, National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/naepdata/>.

**State and U.S. High School Graduation Rates (Page 6):** U.S. Department of Education, National Center for Education Statistics, *Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09*, <http://nces.ed.gov/pubs2011/graduates/>. The National Center for Education Statistics report provides estimates of the percentages of high school students who graduate on time using the Averaged Freshman Graduation Rate method. For more information, please see the report cited above.

**Military Eligibility (Page 6):** The Education Trust, *Shut Out of the Military: Today's High School Education Doesn't Mean You're Ready for Today's Army*, 2010, [http://www.edtrust.org/sites/edtrust.org/files/publications/files/ASVAB\\_4.pdf](http://www.edtrust.org/sites/edtrust.org/files/publications/files/ASVAB_4.pdf).

**SAT Performance (Page 6):** College Board, *College-Bound Seniors, 2011*, <http://professionals.collegeboard.com/data-reports-research/sat/cb-seniors-2011>. SAT scores for Latino students represent the weighted average of scores for Mexican, Puerto Rican, and Other Hispanic students. Percent of graduates tested from National Center of Education Statistics, *Digest of Education Statistics, 2010*, Table 154, [http://nces.ed.gov/programs/digest/d10/tables/dt10\\_154.asp?referrer=list](http://nces.ed.gov/programs/digest/d10/tables/dt10_154.asp?referrer=list). SAT College Readiness Benchmarks from Wyatt, Jeffrey, et al., *SAT Benchmarks, 2011*, <http://professionals.collegeboard.com/profdownload/pdf/RR2011-5.pdf>.

**College-Going Rates by State (Page 7):** NCHEMS Information Center, 2012, "College Participation Rates: College-Going Rates of High School Graduates - Directly from High School, 2008." College-going rates are calculated by dividing the number of recent high school graduates from a given state that are enrolled in any degree-granting institution anywhere in the U.S. (based on data from the Integrated Postsecondary Education System) by the total number of high school graduates from that state, including non-public high school graduates (from the National Center of Education Statistics). These numbers represent the best-available estimates of postsecondary access by state. Rankings are based on unrounded numbers.

**College Graduation Rates by State (Page 7):** U.S. Department of Education, 2011, United States Education Dashboard, available at: <http://dashboard.ed.gov/statecomparison.aspx?i=k&id=0&wt=40> and <http://dashboard.ed.gov/statecomparison.aspx?i=l&id=0&wt=40>. The graduation rate for four-year colleges (includes public, private (non-profit), and for-profit sectors) is the percentage of students graduating with a bachelor's degree within 6 years of entry from the four-year degree-granting institutions where they started as full-time, first-time bachelor's degree-seeking students in Fall 2003. The graduation rate for two-year colleges (all sectors) is the percentage of students graduating with an associate's degree or certificate within three years of entry from the two-year degree-granting institutions where the students started as full-time, first-time degree- or certificate-seeking students in Fall 2006. Institutions are categorized as two- or four-year institutions based on their highest degree offering.

**Degree Attainment Rates by State (Page 7):** 2009 American Community Survey data from NCHEMS Information Center.

**Degree Attainment Rates by Country (Page 8):** Organisation for Economic Co-operation and Development, *Education at a Glance 2011*.