

Connecticut High Schools

DROPOUTS AND POORLY PREPARED STUDENTS NEGATIVELY AFFECT THE ECONOMY

- Over 10,000 students did not graduate from Connecticut's high schools in 2010; the lost lifetime earnings in Connecticut for that class of dropouts alone total over **\$2.6 billion**.¹
- Connecticut could save as much as **\$155 million** in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.²
- If Connecticut's high schools graduated all of their students ready for college, the state could save as much as **\$29 million** a year in community college remediation costs and lost earnings.³
- Connecticut's economy could see a combination of crime-related savings and additional revenue of about **\$63.3 million** each year if the male high school graduation rate increased by just 5 percent.⁴

HIGH SCHOOL AND COLLEGE COMPLETION RATES NEED IMPROVEMENT

Connecticut High School Graduation Rates (Class of 2007)

	State-Reported ⁵	U.S. Department of Education-Reported ⁶	Independently Reported ⁷
	91%	82%	78%

Connecticut High School Graduation Rates by Race (Class of 2007)⁷

	Connecticut	Nation
All Students	78%	69%
White	84%	76%
Black	62%	51%
Hispanic	53%	55%
Asian	80%	79%
American Indian	36%	50%

Connecticut College Graduation Rates⁸

	Four-Year Institution*	National Average*	Two-Year Institution**	National Average**
All Students	64%	56%	13%	31%
White	64%	59%	14%	32%
Black	48%	39%	9%	26%
Hispanic	59%	46%	11%	29%
Asian	75%	66%	12%	33%
American Indian	47%	38%	7%	27%

*Graduation within six years of entrance (Cohort from 2002–2008)

**Graduation within three years of entrance (Cohort from 2005–2008)

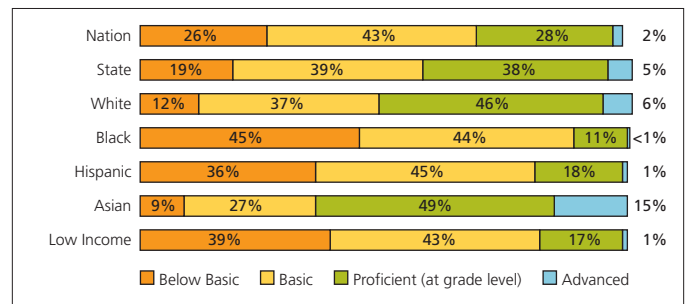
BUILDING AND USING COMPREHENSIVE STATE DATA SYSTEMS ARE CRITICAL TO DRIVING IMPROVEMENT

- Connecticut has in place **7 of the 10 elements** recommended by the Data Quality Campaign (DQC) as the start of a robust P–12 longitudinal data system. To date, only 12 states have all 10 elements in place.⁹
- Connecticut also has in place **2 of the 10 fundamental steps** recommended by the DQC in order to change the culture around how data is used to inform decisions on improving system and student performance. To date, no states have taken all of the fundamental steps.⁹

Visit <http://dataqualitycampaign.org/survey/states> for more information about which elements and actions Connecticut has in place.

LITERACY IS AN UNDERLYING PROBLEM FOR MANY

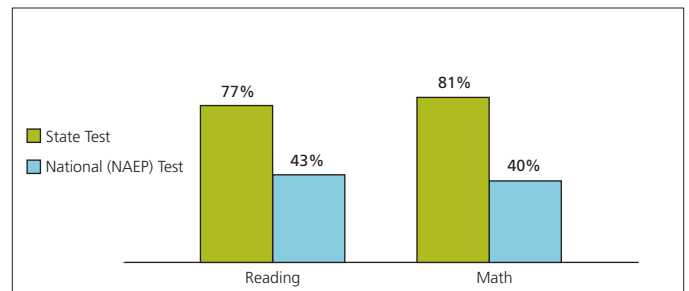
National Assessment of Educational Progress (NAEP) Reading Scores for Connecticut Eighth Graders in School Year (SY) 2008–09¹⁰



Insufficient or no data was reported for other subgroups.

MOST STATE TESTS OVERESTIMATE STUDENT PROFICIENCY

Connecticut Eighth-Grade Proficiency as Measured by Connecticut State Tests and NAEP for SY 2008–09¹¹



Nationwide, the average gaps between state- and NAEP-reported **reading** and **math** scores are **41 percentage points** and **32 percentage points**, respectively.

OVER THREE QUARTERS OF STATES HAVE ADOPTED COMMON CORE STATE STANDARDS

Connecticut is one of 48 states that participated in the development of common core state standards in English language arts and math. **It adopted the standards in July 2010.**

NEARLY HALF OF THE NATION'S DROPOUTS ARE CONCENTRATED IN LESS THAN 2,000 HIGH SCHOOLS

These high schools have an extremely low promoting power of 60 percent or less, meaning that only 60 percent or fewer of freshman progress to senior year on time. Promoting power is a good estimate of the school's graduation rate. Generally, these schools have high proportions of minority and/or low-income students.

	Number of Federally Reported High Schools ¹² (SY 2007–08)	Number of High Schools with Low Promoting Power ¹³ (three-year average from 2006 to 2008)
Connecticut	155	13
Nation	15,675	1,883

An additional **17 high schools** in Connecticut have a promoting power between 60 and 70 percent.¹⁴

Over **one third** of the nation's low-promoting-power high schools were identified as making Adequate Yearly Progress during SY 2006–07.¹⁵

1. Previously unpublished update to Alliance for Excellent Education (Alliance), "The High Cost of High School Dropouts"; 2. Alliance, "Healthier and Wealthier," 2006; 3. Alliance, "Paying Double," 2006; 4. Alliance, "Saving Futures, Saving Dollars," 2006; 5. (For Federal Accountability Reporting) Connecticut State Department of Education, 2008; 6. National Center for Education Statistics (NCES), "Public School Graduates and Dropouts From the Common Core of Data: School Year 2006–07 First Look", 2009; 7. Editorial Projects in Education Research Center, *Diplomas Count: 2010*; 8. Analysis of data from NCES Integrated Postsecondary Education Data System, 2010; 9. Data Quality Campaign, 2009–10 Survey Results; 10. NCES, *Nation's Report Card: Reading 2009*, 2010; 11. NCES, *Nation's Report Card: Reading 2009*; NCES, *Nation's Report Card: Math 2009*, 2009; U.S. Department of Education, "EDFacts State Profiles," 2010; 12. NCES, "Numbers and Types of Public Elementary and Secondary Schools: School Year 2007–08," 2009; 13. Unpublished data from Everyone Graduates Center at Johns Hopkins University, 2010; 14. Analysis of data from Everyone Graduates Center and the NCES Common Core of Data; 15. Analysis of data from Everyone Graduates Center and the Council of Chief State School Officers' School Data Direct