The background of the page is a grayscale image of a multiple-choice test sheet. A pencil is positioned diagonally across the page, pointing towards the bottom left. The test sheet contains rows of questions, each with five options labeled A, B, C, D, and E. Some options are filled in with dark circles. The text is overlaid on this background in a bold, green, sans-serif font.

Connecticut College and Career Readiness Toolkit Supplemental Data

Orville H. Platt High School

*Prepared by the Educational Policy Improvement Center
on behalf of the Connecticut P-20 Council*

Preface

This packet is a supplement to the “Connecticut College and Career Readiness Toolkit” which was developed as a companion document to a series of three regional workshops held on October 26-28, 2011. At these workshops leaders from school districts and higher education institutions in Connecticut convened to discuss what it means to be college and career ready, the importance of joint conversations about readiness between districts and colleges, and to develop action plans for new and strengthened partnerships.

This supplemental packet contains data at the high school level which mirror the state level high school and postsecondary data in the “Connecticut College and Career Readiness Toolkit.” At the workshops, school systems received packets specific to their jurisdictions so that they would have the most recent information available to support an informed discussion with their postsecondary colleagues.

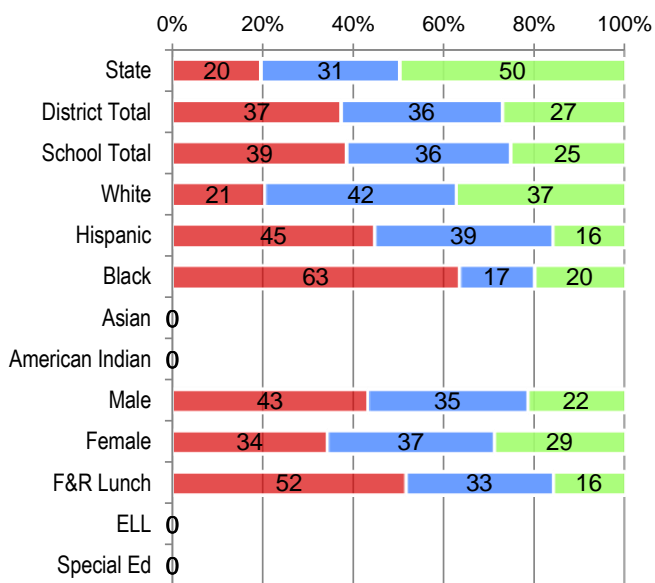
The intent of compiling these data and providing them at the College and Career Readiness Workshops was to support both initial and ongoing discussions between secondary and postsecondary educational leaders.

CAPT Scores 2011

Orville H. Platt High School

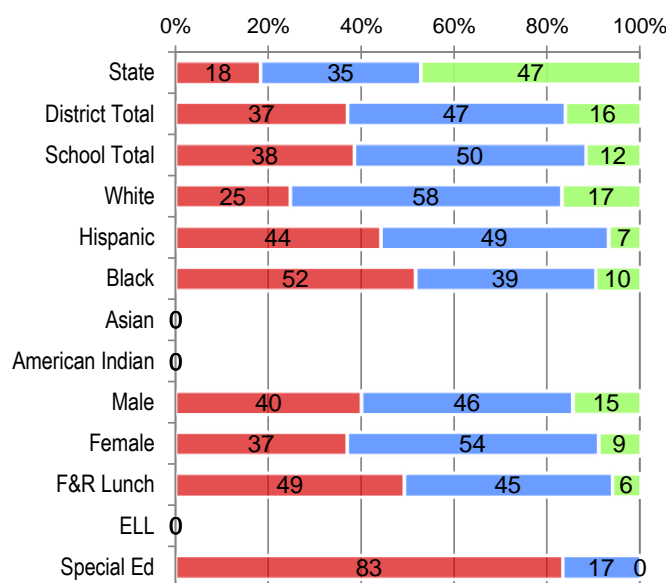
State test data is an important gauge of a student's key content knowledge and skills. The Connecticut Academic Performance Test (CAPT) is an achievement test given to all public school students enrolled in 10th grade.

Math



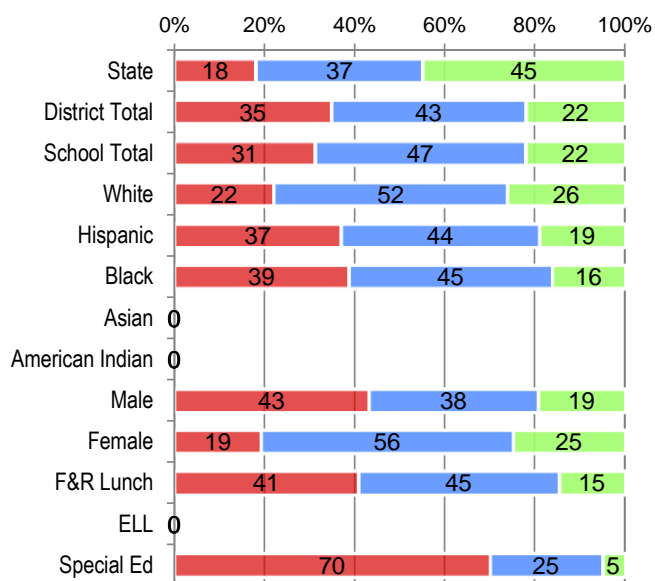
■ Basic or below ■ Proficient ■ At or above goal

Science



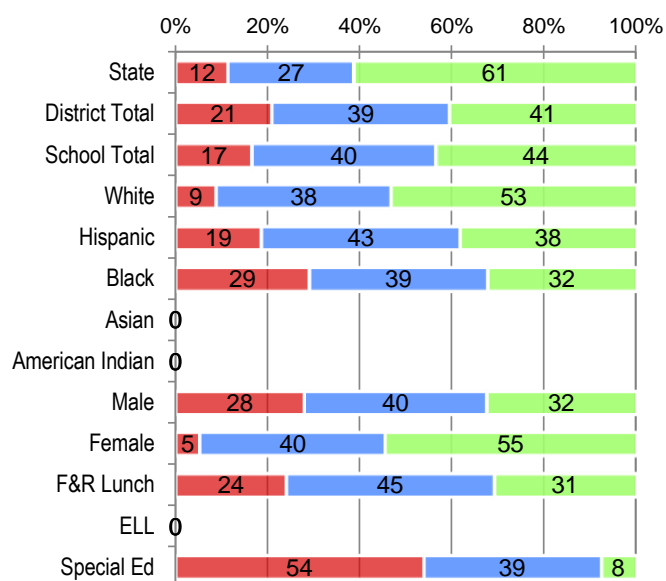
■ Basic or below ■ Proficient ■ At or above goal

Reading



■ Basic or below ■ Proficient ■ At or above goal

Writing



■ Basic or below ■ Proficient ■ At or above goal

Notes & Sources

- Source: Connecticut State Department of Education (2011). Retrieved from <http://www.ctreports.com/>
- Percentages may not total to 100% due to rounding.
- Discrepancies between high school and district percentages can be accounted for by students who are placed into schools out-of-district. Their scores are included in district level results but not in high school level results.
- Values of zero indicate either an absence of data or the data were suppressed to protect student privacy.

District: Meriden

Orville H. Platt High School

Graduation Rates

In general, students will not have access to college or most middle- and high-level skills jobs without a high school diploma or equivalent.

Cohort graduation rates for 2010 were not available at the time of printing because they were being finalized by the Connecticut State Department of Education.

Dual Credit Program Participation

Students who graduate from high school with some college credits have a higher probability of pursuing and obtaining postsecondary degrees or certificates. Courses articulated with postsecondary institutions may provide the content and rigor of college courses. In Connecticut, these may include Advanced Placement (AP), International Baccalaureate (IB), UConn Early College Experience (ECE), College Career Pathways, and High School Partnership courses. No data are readily available for participation in dual credit courses, except for AP.

AP Data

| | Connecticut* | Orville H. Platt High School |
|---|--------------|------------------------------|
| Percentage of high school graduates who took an AP exam in 12th grade | 25.8% | 10.2% |
| Percentage of high school graduates who left high school with an AP exam score of 3 or above: | 19.8% | 5.6% |

Notes & Sources

- Source: Connecticut State Department of Education, SDE, (2010). SDE receives AP data from College Board directly.
- Values of zero indicate either an absence of data or the data were suppressed to protect student privacy.

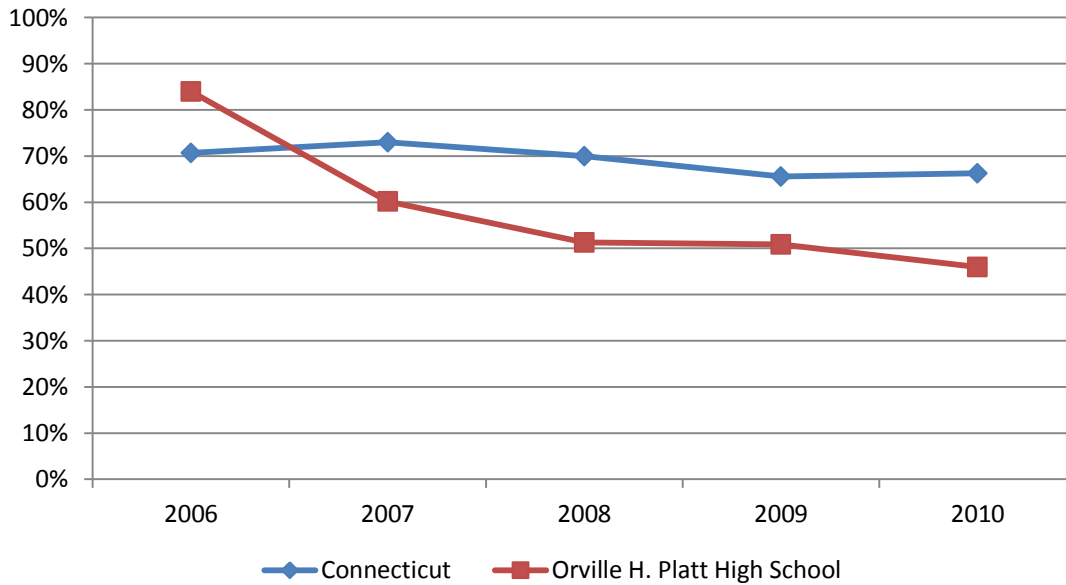
* **Explanation of 2 differences between these figures and those in the toolkit:** 1) Figures provided here are based on calculations made by SDE using the actual number of high school graduates. The data provided in the toolkit were based on calculations made by the College Board based on a projection of the number of high school graduates developed by the Western Interstate Commission for Higher Education (WICHE). 2) The College Board figures represent the percentage of high school seniors who took an AP exam at any point in their high school career; therefore, these additional exams are accounted for in the toolkit figures.

SAT Exam Scores

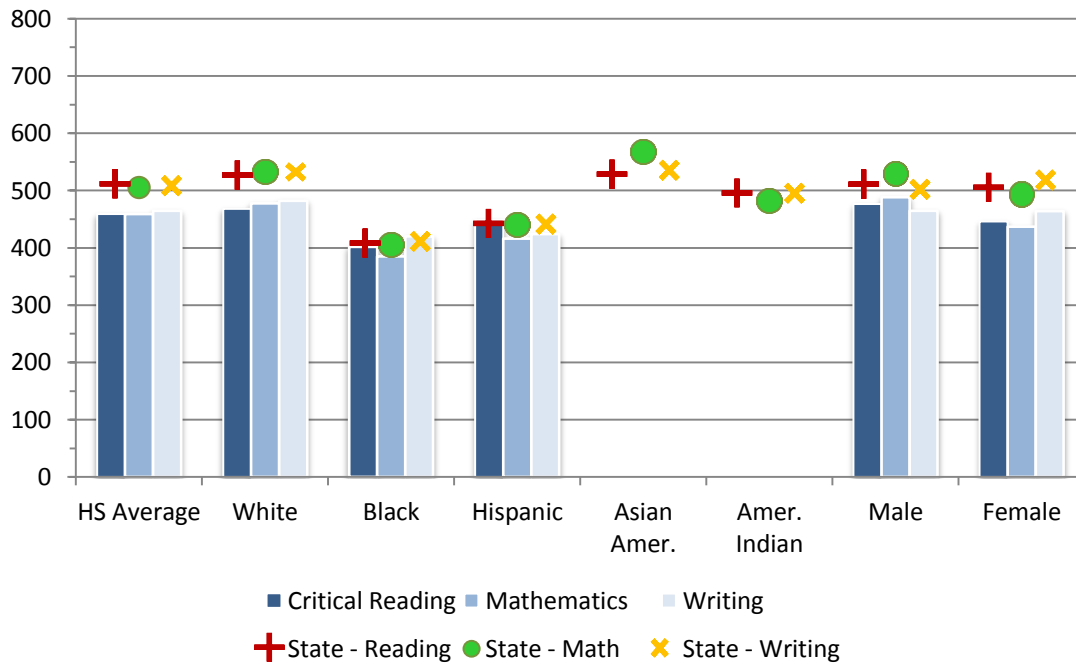
Orville H. Platt High School

The Scholastic Aptitude Test (SAT) is intended to assess a student's readiness for college. Colleges use scores for admission and scholarship purposes. Colleges also use SAT scores to place students in developmental or remedial education courses.

Percent of Students Taking SAT Exams*



Average SAT Scores - Class of 2010**



Notes & Sources

* Source: Connecticut Education Data and Research. http://sdeportal.ct.gov/Cedar/WEB/ct_report/SATDTVviewer.aspx.

** Source: Connecticut State Department of Education, Bureau of Research, Evaluation & Student Assessment

- Values of zero indicate either an absence of data or that the value has been suppressed to protect student privacy.

Connecticut's P-20 Council

Message Regarding Enclosed College Enrollment, Retention, and Completion Data

Information about verified college enrollment and completions from the National Student Clearinghouse (NSC) for the Connecticut public high school class of 2004 were provided to school districts in October 2011 to support workshops about college and career readiness. Based on subsequent conversations with school districts, additional contextual information is provided here to assist with interpretation of these data.

High schools in Connecticut have primarily determined the college-going behavior of their graduates through a survey of their students in October following high school graduation; this information is reported to the State Department of Education (SDE) on the ED540 Graduating Class Report. Methods for collecting these data several months following high school graduation can vary widely among schools, and differences appear between results obtained through this survey conducted by high schools and the verified enrollments captured by the NSC.

A contributing factor to this gap that should be noted is that some colleges and universities began participation in NSC after 2004, and so while their completions are reflected in the data presented here, the initial enrollments following high school are not. These institutions account for 2.2% of all student completions statewide. The institutions of significance (i.e. graduating 50 or more students from Connecticut by summer 2010) that joined NSC after the fall of 2004 include Northeastern University (MA), Sacred Heart University, Roger Williams University (RI), and Albertus Magnus College. Additionally, a statewide study conducted in Wisconsin in 2009 indicated that the NSC failed to match about 4-5% of enrollments. The combination of these factors suggests that verified enrollments from the NSC may understate actual enrollment and the data from the ED540 report may overstate actual enrollment.

The figures from both the ED540 report and the verified enrollments from NSC provide important pieces of information. To meet students' aspirations and the State's economic needs, however, it should be noted that while it is important for students to attend college, it is also important for them to finish, and we are confident that the data from the NSC offer the best available measure of degree and certificate completion. The P-20 Council has affirmed as a guiding principle that local schools, colleges and employers must actively work together to improve student readiness for continued education and careers.

Range of Student Enrollment

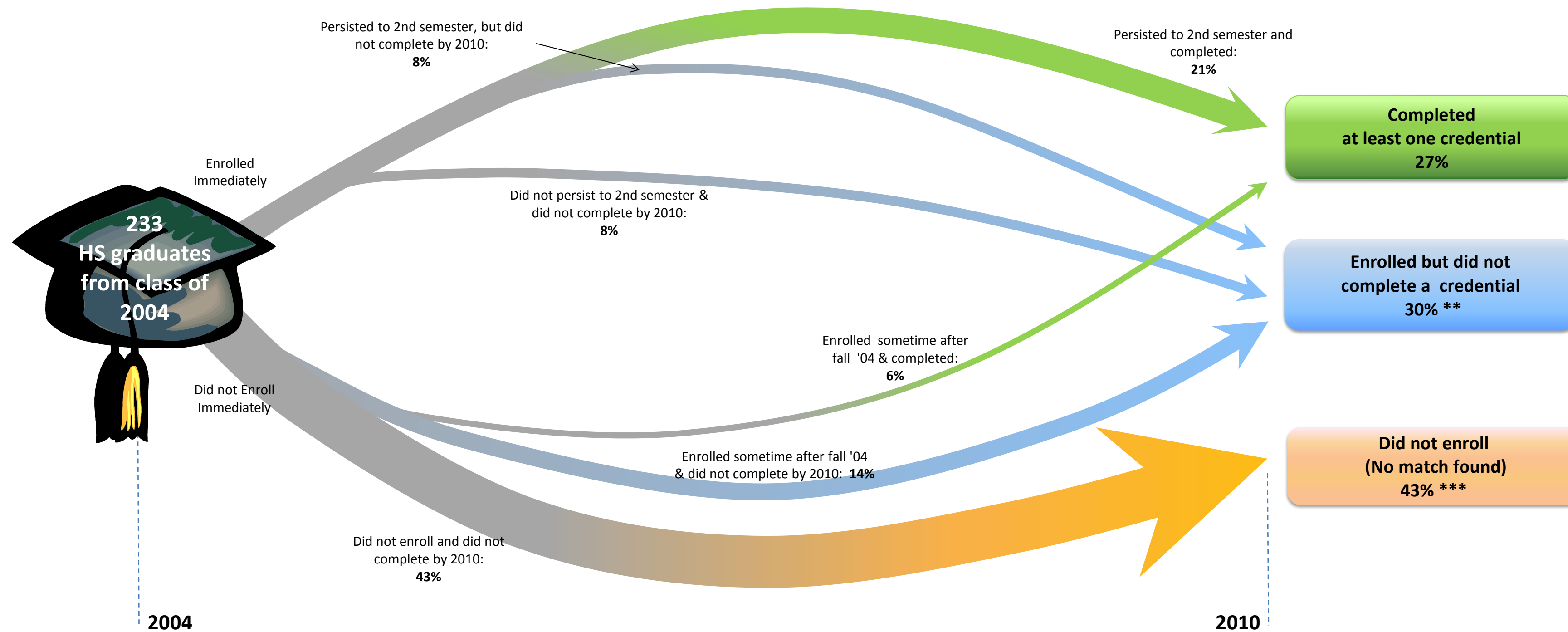
| | Percent enrolling in college or university right after high school (Class of 2004) | Percent enrolling in college or university right after high school (Class of 2009) | Percent completing a degree or certificate before Sept. 2010 (Class of 2004) |
|-------------------------------------|---|---|---|
| Orville H. Platt High School | 37% - 62% | 48% - 60% | 27% |
| Connecticut | 57% - 78% | 67% - 80% | 41% |

The lower range of enrollment percentages is from the National Student Clearinghouse and the upper range is from the ED540 report. Change in the lower range from 2004 to 2009 may be attributable to increased institutional participation in NSC rather than an increase in the proportion of students going to college. Blanks indicate data were unavailable or there were ten or fewer students in the graduating class and data have been suppressed.

College Enrollment, Retention, and Completion

ORVILLE H. PLATT HIGH SCHOOL

The scaled figure below displays the different routes taken by graduates from high school from the fall immediately following graduation in 2004 to six years later, August 31 2010. This six-year time frame for measuring graduation rates was selected because it is parallel to the timeframe used by the National Center for Educational Statistics to measure cohort based graduation rates for baccalaureate programs.* These data, however, depict the completion of students' first credential earned, whether an undergraduate certificate, associates degree, or bachelor's degree. Policy or programmatic changes made in the high school since 2004 may affect student outcomes in subsequent years.



Enrollments 1st fall after graduation ****

| | In Connecticut | | | | Out of State | | | | Total N = 233 | |
|-----------|----------------|------|---------|------|--------------|------|---------|------|------------------|------------|
| | Public | | Private | | Public | | Private | | # | % |
| | 2 yr | 4 yr | 2 yr | 4 yr | 2 yr | 4 yr | 2 yr | 4 yr | | |
| HS | 9% | 15% | 0% | 3% | 0% | 3% | 0% | 7% | 87 | 37% |
| CT | 13% | 17% | 0% | 3% | 1% | 7% | 0% | 17% | 20,468 | 57% |

Completions in 6 Years (Percent of high school graduating class)****

| | In Connecticut | | | | Out of State | | | | Total N = 233 | |
|-----------|----------------|------|---------|------|--------------|------|---------|------|------------------|------------|
| | Public | | Private | | Public | | Private | | # | % |
| | 2 yr | 4 yr | 2 yr | 4 yr | 2 yr | 4 yr | 2 yr | 4 yr | | |
| HS | 3% | 10% | 0% | 4% | 1% | 1% | 0% | 8% | 62 | 27% |
| CT | 4% | 13% | 0% | 3% | 0% | 5% | 0% | 15% | 14,727 | 41% |

Notes & Sources

- Source: National Student Clearinghouse (NSC). The NSC database includes 93% of all postsecondary institutions, and does not include non-degree granting institutions.
- Data from the NSC were matched to a data file of Seniors who were enrolled in January of 2004 from the Connecticut State Department of Education.
- Percentages may not total to 100% due to rounding.

* U.S. Department of Education Issue Brief, NCEES 2011-221; Tracking Students to 200 Percent of Normal Time: Effect on Institutional Graduation Rates. <http://nces.ed.gov/pubs2011/2011221.pdf>

** Students who enrolled but did not complete a credential may have dropped out of higher education or they may still be enrolled.

*** There was no match for these students in NSC's file. Students may have entered into the workforce or military or, in some limited instances, postsecondary institutions not covered by the NSC.

**** All percentages are calculated using the number of high school students who were enrolled in January of 2004.

Remedial and Developmental Placement/Enrollment 2010

Students who need to take even one developmental course in college are less likely to earn a degree than their counterparts who do not need remediation.

Figures below represent only those students who attended a Connecticut Community College or State University immediately following graduation from high school in Spring 2010. Reliable information about students who required remedial or developmental coursework at other institutions is not currently available.

District: Meriden

Orville H. Platt High School

Connecticut State Universities

| High School Graduates* | Total Students Enrolled | College Level | Remedial English Only | Developmental English Only | Remedial Math Only | Developmental Math Only | Both English & Math (either Rem. or Dev.) |
|------------------------|-------------------------|---------------|-----------------------|----------------------------|--------------------|-------------------------|---|
| 220 | 19 | 6 | 2 | 0 | 1 | 5 | 5 |

Total = 13

Connecticut Community Colleges

| High School Graduates* | Total Students Enrolled | College Level | Developmental English Only | Developmental Math Only | Both Developmental English & Math | Incomplete Information** |
|------------------------|-------------------------|---------------|----------------------------|-------------------------|-----------------------------------|--------------------------|
| 220 | 43 | 3 | 0 | 0 | 29 | 11 |

Total = 29

Notes & Sources

- Source: Connecticut Community Colleges & Connecticut State Universities (2011).
 - Remedial and Developmental Data were suppressed if the total number of students enrolled per system was less than 10. The total number of high school graduates was suppressed if less than 6.

- **Defining who is counted:** For Connecticut Community Colleges, these data show the number of students who were recommended for developmental coursework. The recommendation for developmental coursework is determined primarily by the students' scores on the Accuplacer Placement Exam. For Connecticut State Universities, these data show the number of students who were enrolled in any remedial or developmental math or English course in their first fall of enrollment. The University of Connecticut does not offer remedial or developmental courses but may address skill deficiencies in other ways, and therefore is not represented here.

- **Defining Remedial & Developmental:** At the Connecticut Community Colleges, "developmental" is used to describe courses that carry no college credit and are designed to improve students' basic skills so that they can be successful in courses that carry college credit. In Connecticut State Universities (CSU), "remedial" courses carry no college credit and are designed to improve students' basic skills. "Developmental" courses carry college credit only as elective courses; they do not count toward general education in any major and serve as prerequisites that students must complete prior to starting general education requirements in math or English. CSU students in remedial courses have a higher degree of need for skill improvement than do students in developmental courses.

* Source: State Department of Education (CEDaR)

** Incomplete Information includes students who did not take or complete their Accuplacer Placement Examination for math and English, or for whom examination information was not entered into the data system.