



News Release

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More Connecticut College-Bound Seniors Take the SAT® Than Ever Before; 2011 Class Is Most Diverse in Connecticut History

September 14, 2011 — In Connecticut, the largest and most diverse group of graduating seniors in state history participated in the college-going process by taking the [SAT®](#). More students in the Connecticut high school graduating class of 2011 took the SAT than any other class in state history. Of the state's 2011 college-bound seniors who took the SAT, 28 percent were minority students, up from 27 percent in 2010 and 22 percent in 2007. As in past years, Connecticut students who completed a core curriculum and/or pursued more advanced course work tended to achieve greater success on the SAT.

"I congratulate Connecticut's 2011 senior class, their parents and educators for once again breaking state records with the largest and most diverse class of SAT takers in state history," said College Board President Gaston Caperton. "The SAT is a proven indicator of college readiness and a valuable tool in connecting students to college success and opportunity. Ensuring that students are ready to attend and complete college provides them with the competitive advantage they need to successfully compete in the marketplace, which is critical to the future of our nation."

State Education Acting Commissioner George A. Coleman said, "More Connecticut students are getting the message that post-secondary study -- including college and occupational education -- is vital to economic success. Connecticut's trend of increased SAT participation indicates that more students are setting their sights on college and beyond. The 2011 SAT scores also tell us that many of our students are performing at high levels compared with the nation. Connecticut must compete in the global economy, which means we must have a skilled, highly educated citizenry and that we prepare all of our students for success on the college campus and in the world economy. The Department has been providing priority districts with resources to reduce the economic burden of participating in the SAT, and, as a result, we have seen an increase in participation among priority school students."

2011 Connecticut College-Bound Seniors Highlights

Connecticut SAT Takers by School Type		
School Type	Number	PCT
Public	29,803	83
Religiously Affiliated	3,183	9
Independent	2,746	8
Other or Unknown	1,042	

Participation and Performance

- **Connecticut SAT participation remains strong**
 - 36,774 students in the Connecticut class of 2011 took the SAT, which represents 87 percent of the state's high school graduates.
 - The Connecticut class of 2011 was among the top four states in the nation in SAT participation.
 - The 29,803 public school SAT takers in the Connecticut class of 2011 represent 81 percent of the state's public high school graduates and 83 percent of the state's SAT takers who self-reported their high school code.
 - Students in Connecticut take the SAT more than they take any other college admission test.

- **Score performance trending upward since 2007**
 - Average scores for all Connecticut SAT takers remained stable compared to 2010, with average scores for critical reading and mathematics unchanged, and the average score for writing up 1 point.
 - When looking beyond year-to-year comparisons at longer-term trends, critical reading scores among all Connecticut SAT takers are unchanged while mathematics and writing scores are up since 2007. Among public school SAT takers, critical reading and mathematics scores are up by 2 points each and writing scores are up 5 points since 2007.

	Connecticut Class of 2011					
	SAT Takers — All Schools			SAT Takers — Public Schools*		
	CR	M	W	CR	M	W
2007	509	511	510	500	503	501
2010	509	513	512	504	509	508
2011	509	513	513	502	505	506

Note about public school participation and mean scores: A number of factors can contribute to yearly fluctuations in public school participation levels and mean scores, including a state's efforts to foster a college-going culture, the academic preparedness of students taking the SAT®, and changes in student behavior when completing the SAT Questionnaire. Public school participation levels are calculated based on optional, self-reported data students provide when completing the SAT Questionnaire during registration. Unanticipated increases or decreases in the number of students providing their high school's unique code can influence year-over-year differences in public school participation and influence mean scores. A decline in the number of students providing their high school's unique code among the classes of 2009 and 2010 resulted in a decline in reported public school participation for those years. The College Board carefully monitors changes in student data and has enhanced the registration process to encourage more students to report school affiliation. As a result, the percentage of students reported by school type in the class of 2011 has increased. As with any data, **the College Board recommends looking at public school mean score trends over time rather than in one-year increments that tend to overemphasize any changes. Trends over a longer period of time, in this case 2007–2011, will give a more accurate picture of both student participation and mean scores.*

Expanding Access and Equity

The College Board has long been committed to expanding access and equity and to increasing minority participation. The SAT was created to democratize access to education for all students, and this is reflected in the increasing diversity among SAT takers.

- **Diversity of Connecticut SAT takers reaches all-time high**
 - More minority students took the SAT in the Connecticut class of 2011 than in any other class in state history.
- **Eliminating barriers through fee waivers**
 - In keeping with its mission to connect students to college success and opportunity, the College Board provides SAT fee waivers to low-income students for whom exam fees would present an unnecessary barrier in the college-going process.
 - With the assistance of high school counselors throughout the country, the [SAT Fee-Waiver Service](#) is reaching more students than ever before. More than **350,000** students in the graduating class of 2011 benefited from SAT fee waivers. The College Board provided more than **\$37 million** in SAT services to fee-waiver recipients during the 2010-11 academic year.
 - 17 percent of the SAT takers in the Connecticut class of 2011 utilized fee waivers.

	Connecticut Class of 2011					
	SAT Takers — All Schools			SAT Takers — Public Schools		
	CR	M	W	CR	M	W
Core Curriculum	522	526	527	516	520	521
Noncore	469	470	471	462	461	464
Difference	+53	+56	+56	+54	+59	+57
Combined Difference	+165			+170		

The Value of a Core Curriculum and Rigorous Course Work

- Completing a core curriculum and pursuing rigorous course work are two critical components of college readiness, and the students who do so tend to perform better on the SAT.
- Connecticut students who completed a core curriculum — defined as four or more years of English, three or more years of mathematics, three or more years of natural science, and three or more years of social science and history — did better on the SAT than those who did not complete a core curriculum.
- Connecticut students who took English honors or [AP](#)[®] courses scored 69 points higher in critical reading and 69 points higher in writing than the average for all Connecticut SAT takers. Similarly, Connecticut students taking math honors or AP courses had a 90-point advantage compared to the average SAT mathematics scores for the state. Connecticut students who took natural sciences, social sciences and history, honors or AP courses also scored higher on each section of the SAT than the average Connecticut SAT takers.

Connecticut Class of 2011			
2011 Mean SAT Scores By AP or Honors Participation – All Schools			
	CR	M	W
English and Language Arts AP/Honors	576	572	582
Mathematics AP/Honors	577	603	584
Natural Sciences AP/Honors	583	597	589
Social Sciences and History AP/Honors	578	577	583
Average Mean Scores for All Test-Takers	509	513	513

The Value of the PSAT/NMSQT®

- In addition to a core curriculum and rigorous course work, the Preliminary SAT/National Merit Scholarship Qualifying Test ([PSAT/NMSQT®](#)) is another important step on the path to college readiness. It provides valuable tools that can help students prepare for the SAT and education opportunities beyond high school.
- 85 percent of Connecticut’s SAT takers in the class of 2011 reported taking the PSAT/NMSQT.
- The PSAT/NMSQT measures the same skills as the SAT, and students who take the PSAT/NMSQT generally perform better on the SAT than those who don’t take the PSAT/NMSQT.

	Connecticut Class of 2011					
	SAT Takers — All Schools			SAT Takers — Public Schools		
	CR	M	W	CR	M	W
PSAT/NMSQT Takers	522	526	527	514	520	520
Non-PSAT/NMSQT Takers	456	451	452	454	448	450
Difference by CR, M, W	+66	+75	+75	+60	+72	+70
Combined Difference	+216			+202		

College Plans of Connecticut’s SAT Takers

- Among the students in Connecticut’s class of 2011 who took the SAT:
 - 32 percent indicated plans to attain a bachelor’s degree
 - 45 percent indicated plans to attain a more advanced (master’s or doctoral) degree
 - 74 percent indicated that they planned to apply for financial aid
- Students from the Connecticut class of 2011 who took the SAT and/or SAT Subject Tests™ sent score reports to a total of 1,802 institutions.

Top 10 Institutions Receiving Scores from Connecticut SAT Takers		
Institution	State	Type
UNIVERSITY OF CONNECTICUT	CT	Public
CENTRAL CONNECTICUT STATE UNIVERSITY	CT	Public
SOUTHERN CONNECTICUT STATE UNIVERSITY	CT	Public
EASTERN CONNECTICUT STATE UNIVERSITY	CT	Public
QUINNIPIAC UNIVERSITY	CT	Private
NORTHEASTERN UNIVERSITY	MA	Private
WESTERN CONNECTICUT STATE UNIVERSITY	CT	Public
UNIVERSITY OF RHODE ISLAND	RI	Public
UNIVERSITY OF MASSACHUSETTS AMHERST	MA	Public
UNIVERSITY OF NEW HAVEN	CT	Private

The SAT®

Created by educators to democratize access to higher education, the SAT® is a highly reliable standardized measure of college readiness used in the admission process at nearly all four-year, not-for-profit undergraduate colleges and universities in the United States. Aligned to high school curricula, the SAT tests the reading, mathematics and writing skills and knowledge students acquire during high school. The SAT also measures how well students can apply their knowledge, a factor that educators and researchers agree is critical to success in college. The SAT is consistently shown to be a fair and valid predictor of college success for all students. Studies regularly demonstrate that the best predictor of college success is the combination of SAT scores and high school grades. In addition to admission, colleges often use the SAT for course placement and scholarships. During the 2010-11 school year, the SAT was administered to more than two million students worldwide. For further information, visit www.collegeboard.org.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit www.collegeboard.org.

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College-Bound Seniors Data Notes

SAT Cohort Data:

The College-Bound Seniors cohort traditionally included students who tested through March of their senior year. However, the College Board has observed a trend in which more students are taking the SAT for the first time in May or June of their senior year. Beginning with the class of 2011, College-Bound Seniors cohort data reflect all students in a graduating class who took the SAT at least once through June of their senior year. For comparative purposes, College-Bound Seniors' data for the 2007, 2008, 2009 and 2010 cohorts have been recalculated to include all students who tested through June of their senior year.

Type of High School:

Unless otherwise noted, data reflects all students in a state's class of 2011 who took the SAT at least once during high school. Data specific to public school SAT takers are marked as such.

Comparing SAT Mean Scores:

Media and others often rank states, districts and schools on the basis of SAT scores despite repeated warnings that such rankings are invalid. The SAT is a strong indicator of trends in the college-bound population, but it should never be used alone for such comparisons because demographics and other nonschool factors can have a strong effect on scores. If ranked, schools and states that encourage students to apply to college may be penalized because scores tend to decline with a rise in percentage of test-takers.

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