Free College for High School Students

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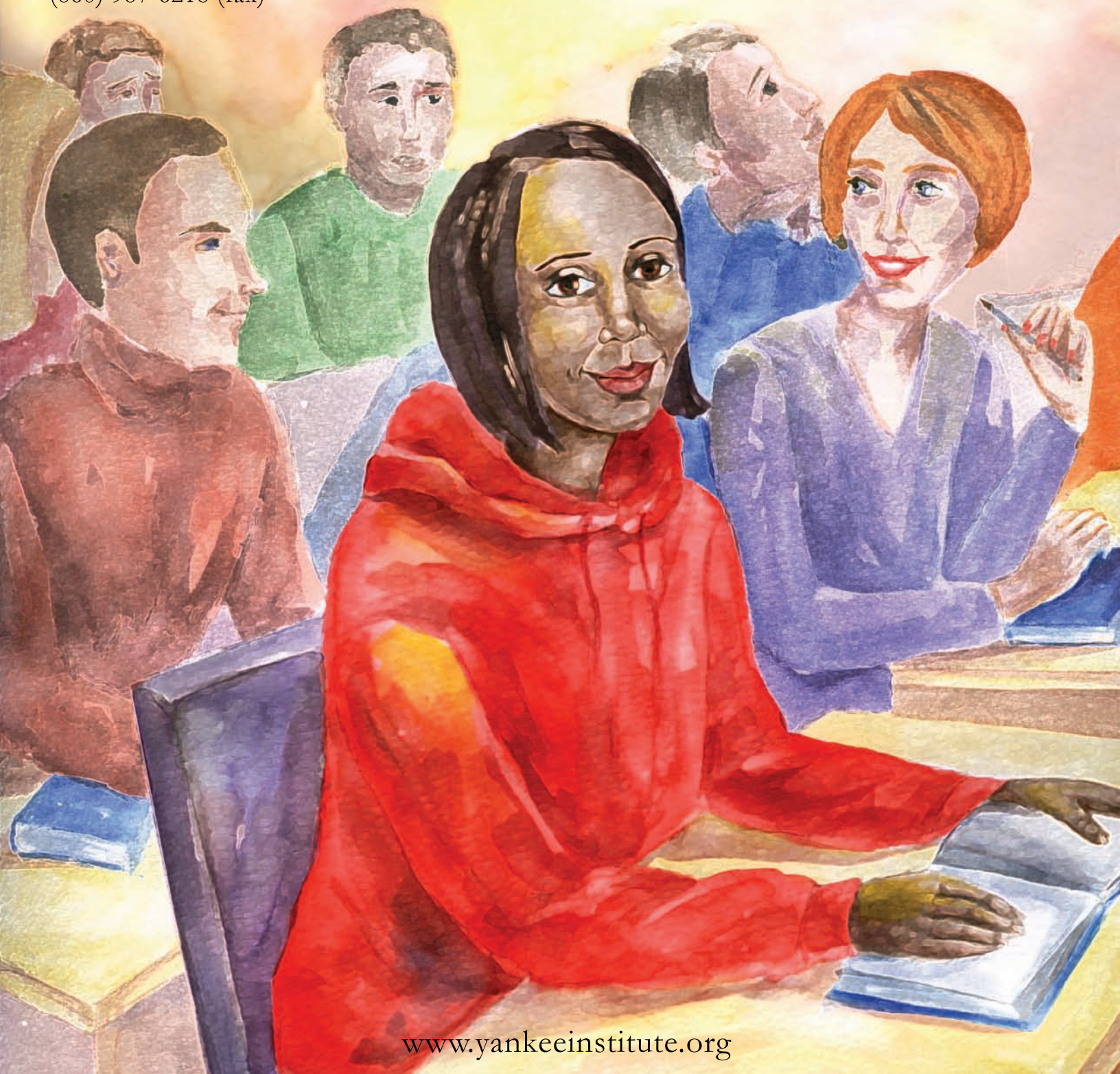

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About the Yankee Institute for Public Policy

The Yankee Institute for Public Policy, Inc. is a nonpartisan educational and research organization founded more than two decades ago. Today, the Yankee Institute's mission is to "promote economic opportunity through lower taxes and new ideas for better government in Connecticut."

About the Author

Lewis M. Andrews is executive director of the Yankee Institute for Public Policy. He holds a bachelor's degree in psychology from Princeton, a master's in communications research from Stanford, and a Ph.D. in social psychology from the Union Institute. He has been a research fellow at Yale University and a visiting scholar at the Columbia University Graduate School of Business.

Lew is the author of *Requiem for Democracy?* (Holt), *Man Controlled* (Free Press), and *To Thine Own Self Be True* (Doubleday). His writing has appeared in such diverse publications as *Saturday Review*, the *Wall Street Journal*, *Investor's Business Daily*, *The Nation*, *National Review*, *Policy Review*, *New Oxford Review*, *Budget and Tax News*, *Professional Counselor*, *School Reform News*, and *The American Enterprise*.

Under Dr. Andrews's direction the Institute has become a leader in education reform. Yankee's current projects include the design of an online calculator which shows the financial benefit to suburban towns of sending some children to private schools.

Dr. Andrews lives in Redding with his daughter Kate (16), his son Zachary (13), and two cats. He can be reached at lew@yankeeinstitute.org and (860) 297-4271.

Free College for High School Students

Executive Summary

Here's how the Yankee Institute for Public Policy's proposed plan benefits you:

**** gives every high school student the opportunity to receive a full two-year scholarship to community college;***

**** saves taxpayers as much as $10,000 or more for every student who receives a scholarship;***

**** can be implemented today by most school boards in Connecticut and around the country.***

While there is no such thing as a "free lunch," the simple reform of giving high school students who meet their graduation requirements in three years a full community college scholarship would achieve the following:

1. ... vastly improve the academic quality of public education;

2. ... reduce the skyrocketing property, income, and sales taxes required to fund public education;

3. ... attenuate senior year boredom that drives adolescents to engage in self-destructive behavior, especially drug abuse and promiscuity;

4. ... make college education more affordable for all students, but especially for those from poor and middle class families;

5. ... give secondary school educators a cost-free way to cope with the growing taxpayer outrage over public employee wages, pensions, and health care benefits;

6. ... relieve growing towns and cities from the crushing burden of costly new school construction;

7. ... bring the defenders of the current public education system and its critics together in the common cause of helping future generations.

The Proposed Policy

It is recommended that every Connecticut high school student who finishes his or her graduation requirements in three years be granted a full scholarship to any of the Nutmeg state's twelve community colleges.

Background

The idea of encouraging high school students to meet all their graduation requirements in three years so they can go on early to college level work is not new. Leon Botstein, the distinguished president of Bard College, has long argued that the current curriculum of American high schools is a hindrance to academic achievement with the worst damage wreaked on average and below-average pupils. Indeed, Bard has become an elite college in part by deliberately admitting many secondary students after their junior year in high school.

"The current curriculum of American high schools is a hindrance to academic achievement with the worst damage wreaked on average and below-average pupils."

If the notion of condensing four years of high school into three is not new, neither does it turn out to be very difficult. This is because most school districts in North America define graduation requirements, not by years attended, but by the completion of certain required courses. Since high school students are permitted many electives over the course of four years, condensing the curriculum into three grades is largely a matter of students substituting required courses for some electives.

In 2003, the province of Ontario eliminated an entire grade with the only apparent problem being an unusually large number of applicants to Canadian colleges and universities in one year. Also in 2003, Gov. Jeb Bush instituted a voluntary three-grade curriculum for all of Florida's schools.[1] Any Florida student who elects a "fast track" to high school graduation now has the right to pursue it as long as he or she takes all the state's required courses. On the other hand, there is no compulsion to give up the senior year, and students on the accelerated path have at least one opportunity every year to step off it.

Indeed, in most states the requirements for high school graduation are so flexibly written that the

majority of America's local school boards already have the authority to confer diplomas on those who finish before the end of four academic years.

In Connecticut, many towns have debated, adopted, reconsidered, and revised their own early graduation policies. Ridgefield, for example, offers a three-and-a-half-year curriculum, allowing seniors to finish in February.[2] West Hartford's *Public School Administrative Regulations for Graduation*[3] acknowledge that "there are students capable of graduating from high school in three years" but require a formal application that must be approved by teachers, guidance counselors, the high school principal, and the superintendent. Middletown, on the other hand, has a streamlined process,[4] which allows the student's building principal to approve early graduation as long as the request is made at least one semester prior to the desired date. Westport's Staples High School[5] and the Lewis Mills High School in Burlington[6] also facilitate early graduation.

According to Nutmeg state statutes, a local or regional board of education can even allow 7th or 8th grade courses to satisfy high school graduation requirements, if they are designed for that purpose.[7]

Interestingly, the idea of rewarding the early completion of the high school curriculum with a community college scholarship is a reform that has the potential to unite political divisions. In his book, *Jefferson's Children*,[8] Botstein makes it clear that he is a long-time liberal opposed to many conservative education reforms, such as the public subsidy of private and parochial school voucher. Gov. Bush, on the other hand, has pioneered many of these very same reforms. It seems clear that finding ways to reward the voluntary three-year completion of high school graduation requirements could heal communities currently divided over the exploding cost of secondary education and unite them in the common cause of helping future generations.

A New Twist

The proposal made here would increase the frequency of completing graduation requirements early by employing a financial incentive that would greatly benefit both students and taxpayers. Specifically, it is recommended that every Connecticut student who finishes his or her graduation requirements in three years be granted a full scholarship to any of the Nutmeg state's community colleges. At a time

when the annual per pupil cost of many Connecticut high schools is rapidly approaching $15,000, such a policy could translate into a $5,000 community college scholarship and as much as a $10,000 rebate for taxpayers -- primarily for property taxpayers, but also for state income and sales taxpayers who subsidize secondary education in many towns and cities through the mechanism of Education Cost Sharing (ECS).

Under this recommended plan, a scholarship recipient would be given a choice. On the one hand, he or she could stay in high school, but substitute the credits earned at the first year of community college for senior high school courses. Connecticut statutes already empower local school boards to permit such substitutions.

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The advantage of this first alternative is that students committed to high school athletic programs or other extracurricular activities could benefit from a community college scholarship without having to forsake their last year of public school. The potential popularity of this option is suggested by an experimental partnership between New Milford High School and Naugatuck Valley Community Colleges, under which the public school students get college credit for courses such as business law, accounting, child development, and graphic design. Only one high school student took advantage of the program in 2001-2002, but just two years later 178 New Milford students were taking courses at Naugatuck.[9]

Alternatively, the student could elect to graduate at the end of his or her junior year and move straight on to community college. The advantage here is that the mature student with no strong extracurricular attachment to the local high school would be free to begin college immediately.

Let us proceed to examine in greater detail all the benefits of rewarding students who meet their high school gradation requirements in three years:

1. Improve the Overall Quality of Public Education

The structure of public education as we practice it today is an invention of the late-eighteenth century, a time when factory owners cared little for employee morale … when family harmony meant physically punishing a disobedient child or wife … and when seriously sick people got better care in their homes than in hospitals. Things have certainly improved for factory workers, family members, and hospital patients; but what about for students? A quirk in the design of teacher colleges in America -- whereby future educators are trained, not to master a field (math, English, history, biology) but an age group (elementary school, middle school, high school) -- has led many people to mistakenly conclude that the surviving organization of public education is both natural and appropriate.

"The weakest part of America's educational system is located at the juncture between adolescence and schooling."

Yet, when we step back and look at public education objectively, we make a surprising discovery. Americans are so accustomed to hearing that their schools are inferior compared to those of the Japanese and the Europeans that they have missed an important fact. If we were only comparing American children in grades K-to-4th grade with their foreign counterparts, we would see that students in the United States do quite well when measured against their contemporaries abroad. Indeed, according to federal monitoring,[10] the math and science skills of the typical American nine-year-old have actually improved considerably since the late 1960s. It is only during the middle school, and particularly the high school, years when our educational process begins to break down.

"The weakest part of America's educational system is located at the juncture between adolescence and schooling," says Bard's Botstein.[11] "For all income classes, races, and regions, the … years from ages twelve and thirteen to seventeen and eighteen mark a time of trouble …. The traditional high school is an out-of-date strategy and system. In terms of its curriculum, it remains a useless middle ground that helps neither fast nor slow learners."

Microsoft chairman Bill Gates echoed similar sentiments in an impassioned speech in February of 2005.[12] Using words like "appalled" and "ashamed," he argued that, not only does high school provide poor and minority students with an inferior education, but the system as a whole is "obsolete," harming

all students, even the privileged.

While some might argue that encouraging students to meet their graduation requirements early deprives them of the opportunity to take more electives, there is growing evidence to suggest that having them focus on "the basics" would be a significant educational improvement. According to a report by the National Center for Educational Statistics at the United States Department of Education, so few high school graduates in the 1990s could read and write at minimum levels of proficiency that an astonishing 90 percent of colleges must offer remedial instruction and tutoring.[13] Instead of trying to justify a fourth year of high school with an odd mixture of advance placement and eclectic non-core courses, perhaps its makes more sense to concentrate on fulfilling the real mission of secondary education and make sure that students are learning the basics when they need to -- earlier.

2. Reduce State and Local Taxes

The appendix at the end of this paper shows what would happen if every school board in the state of Connecticut rewarded high school students who voluntarily satisfied their graduation requirements one year early with a full community college scholarship. It lists all the high school districts in the state and shows the remarkable savings for taxpayers -- before reserving for fixed costs, such as fuel oil and electricity[14] -- if 10 percent, 25 percent, or 50 percent of students aimed to start college work after their junior year, either by completing their senior year with a full load of community college courses or by leaving high school to start college.

The calculations are based on the most recently available data from the Connecticut Department of Education on school enrollment and per pupil expenditures by district for the 2004-2005 academic year.

It is worth noting that, due to the extremely wide variation in the distribution of Education Cost Sharing (ECS) dollars from state income tax revenues, many towns and districts effectively support their schools almost exclusively with local property taxes. What this means is that these towns and districts are in the enviable position of being able to benefit financially from offering community college scholarships without enabling legislation from Hartford.

Of course, once it becomes clear how much all constituencies -- students, their parents, and taxpayers -- would benefit from the proposed policy, it is hard to imagine the Legislature refusing to allow towns

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to use their ECS money to help subsidize community college scholarships for students who graduate early.

But even in the unlikely event that the Legislature insists on tying a student's ECS funding for the fourth year of high school to his or her continued enrollment, towns could profitably wait out a change of heart in Hartford by offering a limited version of the proposed plan: allow high school seniors to get academic credit for the freshman year of community college and then subsidize the second year of community college after their high school graduations. According to an analysis of Connecticut statutes by Judith Lohman, Chief Analyst for the Office of Legislative Research, towns are entitled to continue receiving an ECS grant for students taking college courses as long as (1) the student "is enrolled in the public schools and has not graduated from high school and (2) the town continues to make a financial contribution to his or her education."[15]

Even without the incentive of a free two-year community college education, more than 5 percent of the state's high school students are *already* taking courses for credit at two- and four-year colleges.

3. Reduce the Senior Year Boredom that Promotes Substance Abuse and Promiscuity

It doesn't take an academic study to convince parents, teachers, and students what they already know in their hearts: that the senior year of high school is largely a waste of time. This is true for almost all seniors: those who are bright, those who are slow, and those in between.

Only part of the problem of this "wasted" year stems from the fact that students apply earlier to college than in times past and, once accepted, feel they have effectively finished high school long before graduation. In addition, today's adolescents mature far more rapidly, both intellectually and physiologically, than they did when public education was invented two centuries ago.

The result is that we now confine adolescents to a secondary educational system that they have long

outgrown by the age of 18. Indeed, about all a community gets for its investment in one of the highest cost years of public education is a valiant attempt by school guidance counselors to keep their most restless seniors out of trouble.

Unfortunately, even the best counselors are not always successful. By the time high school students reach their senior year, most can drive a car. The resulting combination of freedom and boredom is an open invitation for trouble -- sometimes deadly trouble. In 2002, one in six high school seniors admitted to driving while high, making traffic crashes the leading cause of death for young people age 15 to 20.[16] According to the non-partisan Centers for Disease Control and Prevention (CDC), 61.6 percent of high school students have had sex, much of it unprotected.[17] The CDC also finds that 33 percent have been involved in violent incidents and 75 percent drink alcohol.[18]

"It turns out that most young people are quite capable of handling the availability of alcohol, drugs, and sex, if there is something meaningful at stake that can compete with these influences."

The tragedies implied by these statistics are not confined to any particular class, race, or district. In fact, the largest demand for illegal drugs in America comes from white middle-class suburbs, not from minority populations in poor urban areas, and more suburban high school seniors abuse alcohol and have sex with people with whom they have no romantic relationship than urban seniors.[19] A recent report by New York's Manhattan Institute, sponsored by the National Institute of Child Health and Human Development and other federal agencies, found that suburban public high school students have sex, drink, smoke, use illegal drugs, and engage in delinquent behavior at least as often as their urban counterparts and that all students engage in these behaviors more often than their parents realize.[20]

Interestingly, the depressing statistics on self-destructive adolescent behavior do offer some hope. It turns out that most young people are quite capable of handling the availability of alcohol, drugs, and sex, if there is something meaningful at stake that can compete with these influences.

Recognizing this fact, many school boards have attempted to keep juniors and seniors "occupied" with an ever expanding menu of sports, hobbies, and non-academic electives, effectively turning their

high schools into playgrounds for oversized children. Joel Barlow High School, serving Redding and Easton, Connecticut, offers a course in forensic science that appeals to students who watch television programs such as "CSI" and "Law and Order." The curriculum at nearby Danbury High School has more than 260 courses.[21]

The flaw in this expensive, if well-intentioned, strategy is that most high school electives are not really demanding. As Wilbur Johnson, a professor in the teacher preparation program at Brown University has observed, high school electives "allow people to get by with what seems interesting but is not rigorous."[22] American adolescents have an uncanny sense of hypocrisy and react negatively to courses that only pretend to respect them.

Psychological research strongly suggests that the most effective way we can help our young people to engage their latent talents and avoid harmful distractions is to encourage them to get out into the wider world and to get on with their lives at a younger age.[23] Coming back to Bill Gates' observation, the current design of our high schools is "obsolete." The reality we can no longer ignore is that they were designed two centuries ago for 15-to-18-year-old *children* and are now filled with *young adults,* who just happen to be the same age.

In truth, the senior year can no longer fulfill the high academic expectations that taxpayers legitimately place on it. The four-year curriculum is an increasingly inadequate solution to the problem of how to successfully motivate and educate contemporary adolescents.

The best experience for many maturing teenagers is an alternative to the current senior year of high school: these students should either take genuine college courses during the senior year or graduate after the junior year and actually go onto college. A policy that gives a community college scholarship to high school students who meet their graduation requirements early allows both options.

4. Make College More Affordable and Accessible

At the very least, granting a community college scholarship to students who complete required high school courses before their senior year accomplishes four things.

First, it permits those students who are intellectually and emotionally mature to move on at the right time.

Second, it gives students a sense of real adult accomplishment, a reward for their hard work that is tangible and not at all gimmicky.

Third, the recommended policy makes it possible for students from poor and disadvantaged families, who never thought they could afford higher education, to earn two years of college by accelerating their academic work in high school.

Fourth, with large numbers of high school students giving up electives in lower grades to concentrate on core courses in reading, literature, math, and history, colleges could reduce tuitions. This is because schools of higher education would not need to spend as much as they currently do on remedial tutoring and coursework.

It is worth noting that one of the core recommendations made by the National Center for Public Policy and Higher Education for improving college readiness nationwide calls for "financial incentives" to remove "the divide between K-12 and postsecondary education."[24]

5. Give Educators a Cost-Free Way to Cope with Growing Taxpayer Outrage over Public Employee Wages, Pensions, and Benefits

"Connecticut currently spends over $7 billion on its K-12 public schools, more than double its 1981 education spending in inflation-adjusted dollars -- even though enrollment has grown less than 10 percent over the same period."

In recent years, the cost of public employment -- and especially the cost of public education -- has become increasingly controversial. By 2000, according to the Employee Benefit Research Institute, average state and local employees were collecting nearly 50 percent more in total compensation than the average private sector worker, with taxpayers subsidizing 128 percent more than private employers to fund health care benefits and 162 percent more on retirement benefits.[25]

Were the increased cost of public employment accompanied by a clear improvement in services, taxpayers might not object. But in the area of public education, recent indicators have not been reassuring. In California, a multi-

layered bureaucratic system actually puts more money into administration than into the classroom. In cities like New York, absurd work rules allow school custodians to maintain buildings according to standards that they alone judge as "satisfactory," while keeping any portion of their budgets they do not expend for upkeep.[26]

Connecticut currently spends over $7 billion on its K-12 public schools, more than double its 1981 education spending in inflation-adjusted dollars -- even though enrollment has grown less than 10 percent over the same period. According to a Manhattan Institute study on "High School Graduation Rates in the United States," Connecticut's public school dropout rate ranks 22 among the 50 states -- a depressing return for a system that spends more per student than any other, save New York's.[27]

A 2003 study by the Yankee Institute for Public Policy, published in the October/November issue of the *American Enterprise*, showed that the cumulative national cost of inefficiency in public education was greater than all the state budget deficits combined in that fiscally stressful year.[28]

New transparency rules adopted by the Government Accounting Standards Board (GASB), requiring all state and local governments to project retiree health care costs will only further aggravate the voting public, as these calculations force dramatic tax increases to reserve for future pension and medical benefits. J.P. Morgan Chase and Company has estimated[29] the present value of unfunded public-employee benefits nationally to be somewhere between $600 billion and $1.3 trillion; and, in those few states that have already begun to make the required budget adjustments, the results have been greeted with a mixture of shock and disbelief.

"Our plan gives public school teachers and administrators the opportunity to embrace a policy that both reduces taxes and helps students afford college, but without having to sacrifice their own wage and benefit gains.

Our plan gives public school teachers and administrators the opportunity to embrace a policy that both reduces taxes and helps students afford college, but without having to sacrifice their own wage and benefit gains. While it is true that the savings needed to finance our proposal will come from reduced high school staffing, it is also true that implementation would have to be phased in over a period of years

as students and educators become acclimated to the option of a streamlined high school education. In other words, needed staff reductions could come through attrition, not layoffs.

Supporting a policy of giving community college scholarships to students who satisfy graduation requirements in three years would give educators a cost-free opportunity to build considerable good will with financially pressed voters.

6. Lower the Need for Costly New School Construction

Paying for the day-to-day operation of a school is not the only educational expense the community must assume. In areas where the student population is growing, districts find themselves repeatedly having to build or expand school facilities simply to accommodate an ever higher census. The real expense of such construction is often obscured by the practice of bonding it out over 20 or more years.

In addition, many states have "highest prevailing wage" laws, which require that workers on public buildings be paid far in excess of what might be available on the open market. As a result, even school boards in small districts of 4,000 to 5,000 households can end up committing taxpayers to over $100 million in cumulative payouts of interest and principal for just one school project.

By trimming the high school census with a community college scholarship for satisfying graduation requirements in three years, school boards in growing communities can trim future requirements for expensive school construction.

7. Bring Well-Intentioned Citizens Together

It is hardly news that almost every community in America is divided on the issue of how to cope with the exploding cost of public education. Some believe the current system should continue to be subsidized no matter what the expense; others argue that public money ought to be used to send students to more cost-efficient private and religious secondary schools.

In the midst of all the debate and political posturing, two facts stand out. First, there are intelligent, caring people on both sides of the debate. Second, some of the most articulate spokespeople for both points of view enthusiastically support the idea of rewarding a streamlined high school education with a college scholarship.

Certainly a cost-saving incentive to promote a reform that appeals to good people from all factions is worthy of serious consideration.

[1] J. Warford (K-12 Chancellor), *Technical Assistance Materials Related to the Implementation of Accelerated Graduation Options Defined in Senate Bill 30A*. Florida Department of Education, 2003.

[2] Ridgefield "Graduation and Promotion Requirements" (www.ridgefield.org/rhs/guidance/requirements.html).

[3] See article VII. Credit Options, subsection D.

[4] Middle High School *Graduation Requirements*, subsection on "Early Graduation."

[5] See www.stapleshigh.net/info/coursebook/info.html.

[6] See www.region10ct.org/LSM/SchoolInfo/StatementOfPurpose.html.

[7] Judith Lohman, "Incentives for Early High School Graduation," OLR Research Report 2005-R-0424 (April 26, 2005).

[8] Leon Botstein, *Jefferson's Children.* New York, Doubleday, 1997.

[9] Robert Frahm, "More High-Schoolers Go to College for Credit," *Hartford Courant* (May 17, 2006).

[10] National Assessment of Educational Progress (NAEP).

[11] L. Botstein, *Jefferson's Children*, p. 44.

[12] To the National Governors Association.

[13] L. Botstein, *Jefferson's Children*, pp. 35-36.

[14] Given the generally rapid rate of inflation in the cost of educating Connecticut high school students, which shows no sign of abating, the question of how much of the taxpayer savings should be reduced for fixed costs ought to be viewed in light of the fact that the savings would be at least 15 percent higher in most cases, if 2006-2007 data were available. In other words, for the sake of general argument, it is reasonable to assume that any need to take into account a reserve for fixed costs is offset by per pupil cost inflation -- and, therefore, that the savings calculated for 2004-2005 are very close to today's net savings.

[15] Judith Lohman, "ECS for High School Seniors Doing Independent Study," OLR Research Report 2005-R-0637 (August 11, 2005).

[16] "Drugged Driving," National Survey on Drug Use and Health, 2003.

[17] *Youth Risk Behavior Surveillance System -- US 2003.*

[18] *Ibid.*

[19] J. Greene and G. Forster, *Sex, Drugs, and Delinquency in Urban and Suburban Public Schools.*

New York, Manhattan Institute, 2004.

[20] *Ibid.*

[21] Eileen Fitzgerald, "Boutique Electives," *The News-Times* (October 1, 2006).

[22] *Ibid.*

[23] J. Allen, G. Kupermine, S. Philliber, K. Herre, "Programmatic Prevention of Adolescent Problem Behaviors," *American Journal of Community Psychology* (Vol. 22, #5, 1994).

[24] Patrick Callen *et al., Claiming Common Ground: State Policymaking for Improving College Readiness and Success.* San Jose (CA), National Center for Public Policy and Higher Education, 2006.

[25] Steven Malanga, "The Conspiracy Against the Taxpayers," *City Journal* (Autumn 2005), p. 44.

[26] Eva Moskowitz, "Breakdown," *Education Next* (Summer 2006), p. 26.

[27] Connecticut data from Lewis Andrews, "Breaking a Promise Should Sound Familiar to Teachers' Unions," *New Haven Register* (May 28, 2006), p. B3.

[28] Lewis Andrews, "Magic Bullet," *The American Enterprise*. (October/November 2003), pp. 42-43.

[29] Jilian Mincer, "Retiree Health Costs to Hit Government Employers," *Wall Street Journal.* (November 9, 2006), p. D3.

Savings When Community College Scholarships Replace the H.S. Senior Year *

Town / District	High School Census	Per Pupil Cost	Annual Savings fm 10% Seniors	Annual Savings fm 25% Seniors	Annual Savings fm 50% Seniors
Ansonia	681	$9,754	$80,934	$202,336	$404,672
Avon	898	$9,680	$105,065	$262,663	$525,326
Berlin	1103	$9,866	$134,189	$335,473	$670,945
Bethel	1005	$10,994	$150,612	$376,529	$753,058
Bloomfield	725	$14,522	$172,595	$431,487	$862,974
Bolton	307	$12,779	$59,700	$149,251	$298,502
Branford	1176	$10,569	$163,720	$409,301	$818,602
Bridgeport	5329	$7,911	$387,878	$969,695	$1,939,390
Bristol	2776	$9,288	$297,553	$743,881	$1,487,763
Brookfield	940	$12,591	$178,390	$445,975	$891,951
Canton	500	$10,341	$66,760	$166,899	$333,798
Cheshire	1624	$9,681	$190,042	$475,104	$950,208
Clinton	669	$9,182	$69,938	$174,845	$349,690
Colchester	913	$10,335	$121,760	$304,400	$608,800
Coventry	610	$9,190	$63,894	$159,735	$319,470
Cromwell	505	$11,315	$79,733	$199,332	$398,665
Danbury	2932	$9,671	$342,376	$855,941	$1,711,881
Darien	948	$12,242	$171,627	$429,067	$858,134
Derby	416	$12,882	$81,971	$204,927	$409,853
East Granby	261	$13,127	$53,029	$132,573	$265,146
East Haddam	339	$10,434	$46,055	$115,138	$230,275
East Hampton	531	$10,608	$74,449	$186,123	$372,246
East Hartford	2512	$10,215	$327,501	$818,753	$1,637,507
East Haven	1156	$10,895	$170,376	$425,939	$851,878
East Lyme	1276	$10,074	$161,863	$404,657	$809,314
East Windsor	485	$9,191	$50,811	$127,028	$254,056
Ellington	678	$10,554	$94,145	$235,361	$470,723
Enfield	2102	$9,419	$232,199	$580,498	$1,160,995
Fairfield	2401	$14,991	$599,706	$1,499,265	$2,998,531
Farmington	1363	$10,791	$197,324	$493,310	$986,619
Glastonbury	1938	$9,980	$241,293	$603,232	$1,206,463
Granby	665	$9,391	$72,998	$182,495	$364,990
Greenwich	2692	$13,737	$588,022	$1,470,054	$2,940,108
Griswold	730	$8,922	$71,583	$178,957	$357,914
Groton	1476	$10,388	$198,825	$497,062	$994,125
Guilford	1142	$12,013	$200,230	$500,575	$1,001,150
Hamden	2199	$11,558	$360,508	$901,271	$1,802,542
Hartford	5229	$13,001	$1,045,925	$2,614,814	$5,229,627
Killingly	961	$10,032	$120,901	$302,253	$604,505
Lebanon	593	$9,745	$70,348	$175,870	$351,739
Ledyard	1059	$10,047	$133,621	$334,052	$668,105
Litchfield	692	$10,857	$101,325	$253,312	$506,624
Madison	1125	$10,595	$157,353	$393,384	$786,767
Manchester	2316	$10,220	$302,237	$755,594	$1,511,187
Meriden	2498	$10,392	$336,724	$841,809	$1,683,618
Middletown	1320	$10,669	$187,080	$467,700	$935,400
Milford	2134	$10,798	$309,328	$773,320	$1,546,641
Monroe	1404	$10,105	$179,198	$447,994	$895,989

* 2004-05 census and per pupil expenditure data from Connecticut Dept. of Education. Does not include reserve for fixed costs.

Savings When Community College Scholarships Replace the H.S. Senior Year *

Town / District	High School Census	Per Pupil Cost	Annual Savings fm 10% Seniors	Annual Savings fm 25% Seniors	Annual Savings fm 50% Seniors
Montville	864	$11,237	$134,727	$336,818	$673,636
Naugatuck	1585	$9,751	$188,258	$470,645	$941,290
New Britain	3163	$10,367	$424,388	$1,060,969	$2,121,938
New Canaan	1115	$14,121	$254,243	$635,606	$1,271,213
New Fairfield	901	$11,977	$157,147	$392,868	$785,735
New Haven	5396	$12,217	$973,625	$2,434,061	$4,868,123
Newington	1492	$10,227	$194,949	$487,373	$974,746
New London	722	$14,093	$164,131	$410,328	$820,656
New Milford	1624	$9,272	$173,435	$433,589	$867,177
Newtown	1622	$10,016	$203,409	$508,522	$1,017,045
North Branford	702	$10,771	$101,274	$253,186	$506,371
North Haven	1049	$11,638	$174,080	$435,201	$870,401
North Stonington	275	$13,060	$55,409	$138,523	$277,046
Norwalk	3233	$12,173	$579,760	$1,449,400	$2,898,801
Old Saybrook	432	$13,573	$92,589	$231,473	$462,947
Plainfield	716	$10,540	$99,166	$247,915	$495,830
Plainville	854	$10,422	$115,753	$289,382	$578,764
Plymouth	549	$10,072	$69,614	$174,036	$348,071
Portland	320	$15,920	$87,361	$218,403	$436,805
Putnam	434	$10,896	$63,972	$159,929	$319,858
Ridgefield	1589	$12,855	$312,058	$780,145	$1,560,291
Rocky Hill	703	$11,991	$122,864	$307,160	$614,321
Seymour	891	$10,408	$120,458	$301,145	$602,290
Shelton	1800	$10,713	$257,073	$642,683	$1,285,367
Simsbury	1455	$11,310	$229,532	$573,830	$1,147,660
Somers	563	$9,717	$66,387	$165,969	$331,937
Southington	2190	$8,994	$218,695	$546,738	$1,093,475
South Windsor	1607	$9,867	$195,532	$488,829	$977,659
Stafford	550	$10,818	$79,997	$199,993	$399,986
Stamford	4381	$12,574	$829,559	$2,073,897	$4,147,794
Stonington	748	$11,400	$119,683	$299,207	$598,414
Stratford	2338	$9,495	$262,718	$656,795	$1,313,591
Suffield	841	$9,095	$86,087	$215,218	$430,436
Thomaston	586	$10,240	$76,763	$191,907	$383,815
Thompson	399	$9,833	$48,210	$120,525	$241,050
Tolland	869	$8,731	$81,066	$202,664	$405,328
Torrington	1442	$9,874	$175,714	$439,285	$878,571
Trumbull	2024	$10,654	$286,107	$715,268	$1,430,535
Vernon	1297	$9,964	$160,967	$402,419	$804,837
Wallingford	2234	$9,212	$235,230	$588,075	$1,176,151
Waterbury	4217	$9,263	$449,448	$1,123,620	$2,247,239
Waterford	1010	$12,236	$182,702	$456,755	$913,510
Watertown	952	$9,319	$102,797	$256,992	$513,984
Westbrook	317	$12,404	$58,673	$146,682	$293,365
West Hartford	2972	$11,669	$495,519	$1,238,796	$2,477,593
West Haven	1901	$9,590	$218,152	$545,379	$1,090,758
Weston	713	$16,246	$200,468	$501,170	$1,002,341
Westport	1458	$12,305	$266,283	$665,706	$1,331,413

* 2004-05 census and per pupil expenditure data from Connecticut Dept. of Education. Does not include reserve for fixed costs.

Savings When Community College Scholarships Replace the H.S. Senior Year *

Town / District	High School Census	Per Pupil Cost	Annual Savings fm 10% Seniors	Annual Savings fm 25% Seniors	Annual Savings fm 50% Seniors
Wethersfield	1173	$11,399	$187,639	$469,097	$938,193
Wilton	1216	$13,986	$273,163	$682,907	$1,365,814
Windham	1040	$12,040	$183,044	$457,610	$915,221
Windsor	1472	$11,053	$222,749	$556,872	$1,113,745
Windsor Locks	614	$11,251	$95,950	$239,874	$479,749
Wolcott	840	$10,179	$108,750	$271,876	$543,752
Region 1	613	$13,261	$126,607	$316,518	$633,037
Region 4	537	$13,156	$109,496	$273,741	$547,482
Region 5	1623	$11,216	$252,198	$630,495	$1,260,990
Region 6	538	$12,523	$101,183	$252,958	$505,915
Region 7	749	$12,085	$132,673	$331,682	$663,363
Region 8	1047	$9,102	$107,366	$268,415	$536,830
Region 9	984	$13,739	$214,968	$537,419	$1,074,838
Region 10	698	$11,606	$115,275	$288,188	$576,377
Region 11	333	$14,900	$82,421	$206,053	$412,107
Region 12	410	$14,625	$98,655	$246,638	$493,277
Region 13	577	$10,791	$83,533	$208,831	$417,663
Region 14	825	$10,832	$120,279	$300,697	$601,394
Region 15	1307	$10,835	$190,664	$476,660	$953,321
Region 16	806	$9,392	$88,490	$221,224	$442,448
Region 17	625	$12,565	$118,208	$295,520	$591,039
Region 18	486	$14,289	$112,857	$282,144	$564,287
Region 19	1251	$11,369	$199,201	$498,004	$996,007

* 2004-05 census and per pupil expenditure data from Connecticut Dept. of Education. Does not include reserve for fixed costs.

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