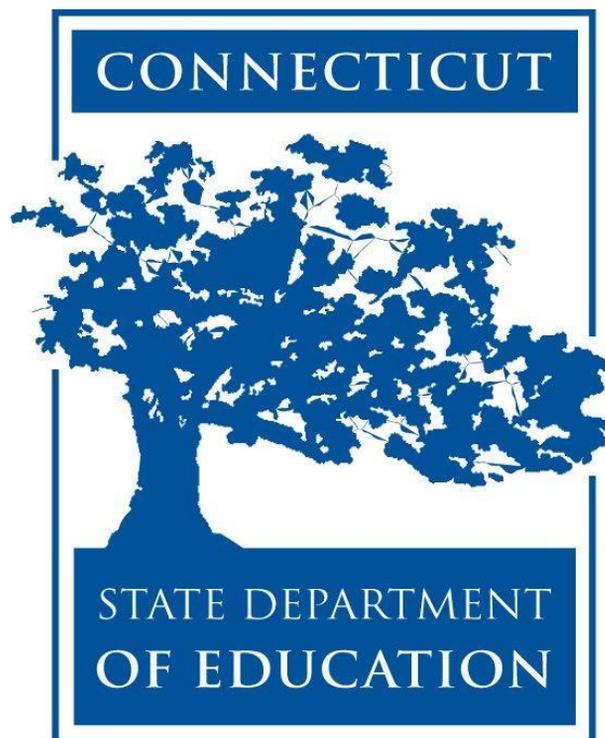


The Condition of Education in Connecticut 2012-2013



Foreword

The Condition of Education in Connecticut is the Connecticut State Department of Education's (CSDE) yearly status report on public education in the state. It fulfills the requirements under Section 10-4(b) of the Connecticut General Statutes.

The report includes indicators that describe the public education system, the characteristics of its students and educators, and the instruction offered. The report also incorporates key indicators around student engagement and student readiness for college and careers. Noteworthy successes included the achievement of Connecticut high school seniors from the class of 2013; they led the nation (and were in a class of their own) in reading and remained in the top tier in mathematics. Definitive progress in narrowing the achievement gap between black and white students in reading was also evidenced among this group of seniors. Connecticut also ranked second nationwide in the percent of its 2013 high school graduates scoring 3 or better on at least one Advanced Placement (AP) exam during high school; it was the most improved state in the nation on this indicator over the last decade.

This year's report presents the results from the implementation of Connecticut's new school accountability model. Based on this model, the CSDE classified *all* public schools for the first time into one of the following categories: Excelling, Progressing, Transitioning, Review, Focus, or Turnaround. Many indicators in the report are analyzed through the lens of these school classifications.

In addition, this year's report includes several new indicators:

- Connecticut's achievement gap on national assessments is compared with that from our neighboring states;
- the percentage of 2013 high school graduates scoring 3 or better on at least one Advanced Placement exam during high school at the district level; and
- six-year college completion rates – overall, by race/ethnicity, and gender.

In upcoming years, the CSDE will work to incorporate results from the new Smarter Balanced assessments into its accountability system. In addition, the CSDE is partnering with national experts and local practitioners to explore the inclusion of multiple indicators of a student's experience – including such areas as academic achievement, civic engagement, well-being, and artistic expression – into the accountability model. Such a holistic approach will ensure that the accountability system more fully represents the successes achieved by our students, teachers, school leaders, and district administrators. It will also inform program improvement efforts that are aimed at closing Connecticut's achievement gap.

Stefan Pryor, Commissioner
Connecticut State Department of Education

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The Education System

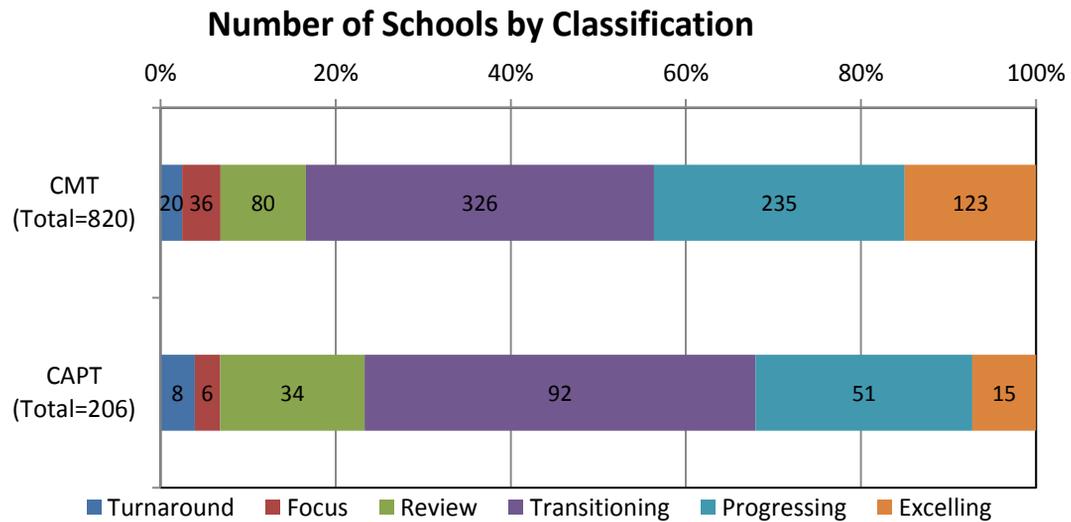
Connecticut Facts 2012

To provide some context in which public education is provided in Connecticut, the table below highlights some of the similarities and differences between Connecticut and the United States as a whole. Connecticut is older, wealthier, less diverse, and more educated than the nation on average, and these differences provide both opportunities and challenges for providing educational services to our citizens.

Variable	CT	USA
Population	3,590,347	313,914,040
Population, percent change, April 1, 2010 to July 1, 2013	0.6%	2.4%
Persons under 5 years, percent	5.4%	6.4%
Persons under 18 years, percent	22.1%	23.5%
Persons 65 years and over, percent	14.8%	13.7%
White persons, percent	82.0%	77.9%
Black persons, percent	11.2%	13.1%
American Indian and Alaska Native persons, percent	0.5%	1.2%
Asian persons, percent	4.2%	5.1%
Native Hawaiian and Other Pacific Islander persons, percent	0.1%	0.2%
Persons reporting two or more races, percent	2.1%	2.4%
Persons of Hispanic or Latino Origin, percent	14.2%	16.9%
White persons not Hispanic, percent	70.3%	63.0%
Living in same house 1 year & over	87.9%	84.8%
Foreign born persons, percent	13.5%	12.9%
Language other than English spoken at home, pct age 5+	21.2%	20.5%
High school graduate or higher, percent of persons age 25+	89.0%	85.70%
Bachelor's degree or higher, percent of persons age 25+	36.2%	28.50%
Homeownership rate	68.3%	65.5%
Median value of owner-occupied housing units	\$285,900	\$181,400
Persons per household	2.54	2.61
Per capita money income in past 12 months (2012 dollars)	\$37,807	\$28,051
Median household income	\$69,519	\$53,046
Persons below poverty level, percent	10.0%	14.90%

Connecticut's New Accountability System

In December, the Connecticut State Department of Education released the 2013 School and District Performance Reports, a scorecard that informs parents and communities on the overall performance of their schools and districts. The reports are designed to provide school and district leaders with information that identifies areas of strength and opportunities for improvement. All schools statewide received one of the following classifications: Excelling, Progressing, Transitioning, Review, Focus, or Turnaround. This release marked the first time that Connecticut's accountability system, approved by the U.S. Department of Education in 2012, was fully implemented.



This new accountability system is part of Connecticut's Elementary and Secondary Education Act (ESEA) waiver. It is an improvement over the old Adequate Yearly Progress (AYP) method in several ways. This system uses a school performance index (SPI) score that recognizes improvement in student achievement at all performance levels, factors in all tested subjects, and sets higher expectations by aiming for "goal" rather than "proficient." While the SPI is an important indicator, it is not the only determining factor in a school's classification. Additional criteria—such as graduation rates, the size of achievement gaps, and attainment of annual SPI targets—also influence a school's classification.

This year's *Condition of Education* report uses school classifications to provide an additional lens through which to analyze school performance. This lens highlights some of the disparities that exist between the state's higher-and lower-performing schools. It also looks at some of the new indicators under consideration for the updated accountability system through school classifications, such as the incidence of chronic absenteeism. It is the hope of the state that this information will provide schools and districts with helpful information on how to target their interventions to close achievement gaps and improve academic outcomes for all students.

Number of Operating Public Elementary and Secondary Schools by School Type: 2012-13

School Type (maximum grade range in parentheses)	Count
Pre-K Only	34
Elementary Schools (PK-6)	525
Elementary & Middle School Grades (PK-8)	108
Elementary, Middle, & High School Grades (PK-12)	27
Middle Schools (6-8)	175
Middle & High School Grades (6-12)	39
High Schools (9-12)	227
Total	1,135

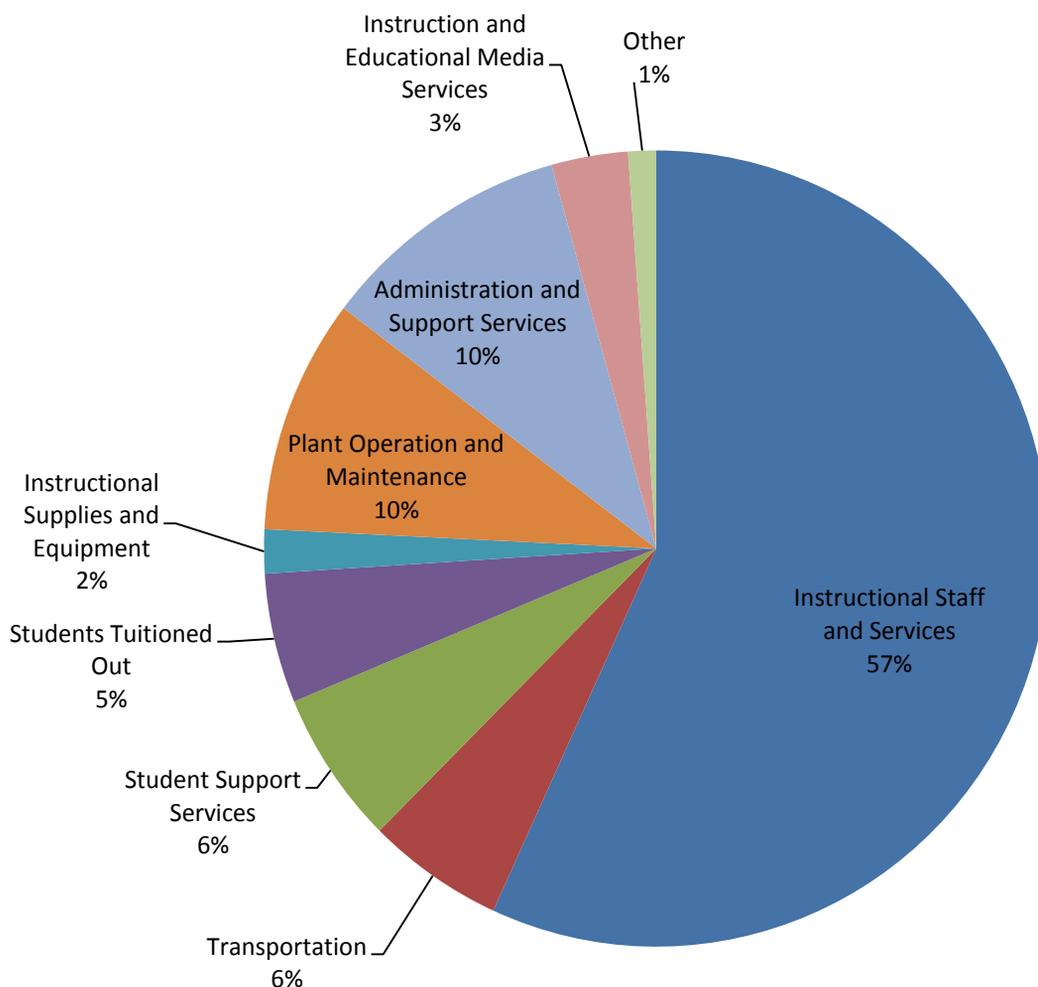
Schools	Count
Public Elementary & Secondary	1,031
Regional Educational Service Centers	49
Public Charter	17
CT Technical High Schools	16
Endowed Academies	3
State Agency	19

Adult education programs include 44 local school districts, two regional educational service centers and 11 cooperating eligible entities that serve all 169 towns in Connecticut per state statute. Twelve other organizations are funded solely through federal grant initiatives.

Expenditures

In 2012-13, the state's overall school expenditures (excluding investments in land, buildings and debt) totaled \$8.1 billion. Instructional staff and services represented a majority of the total expenditures; 57 cents out of every education dollar was devoted to this area.

Expenditures[†] by Category, 2012-13



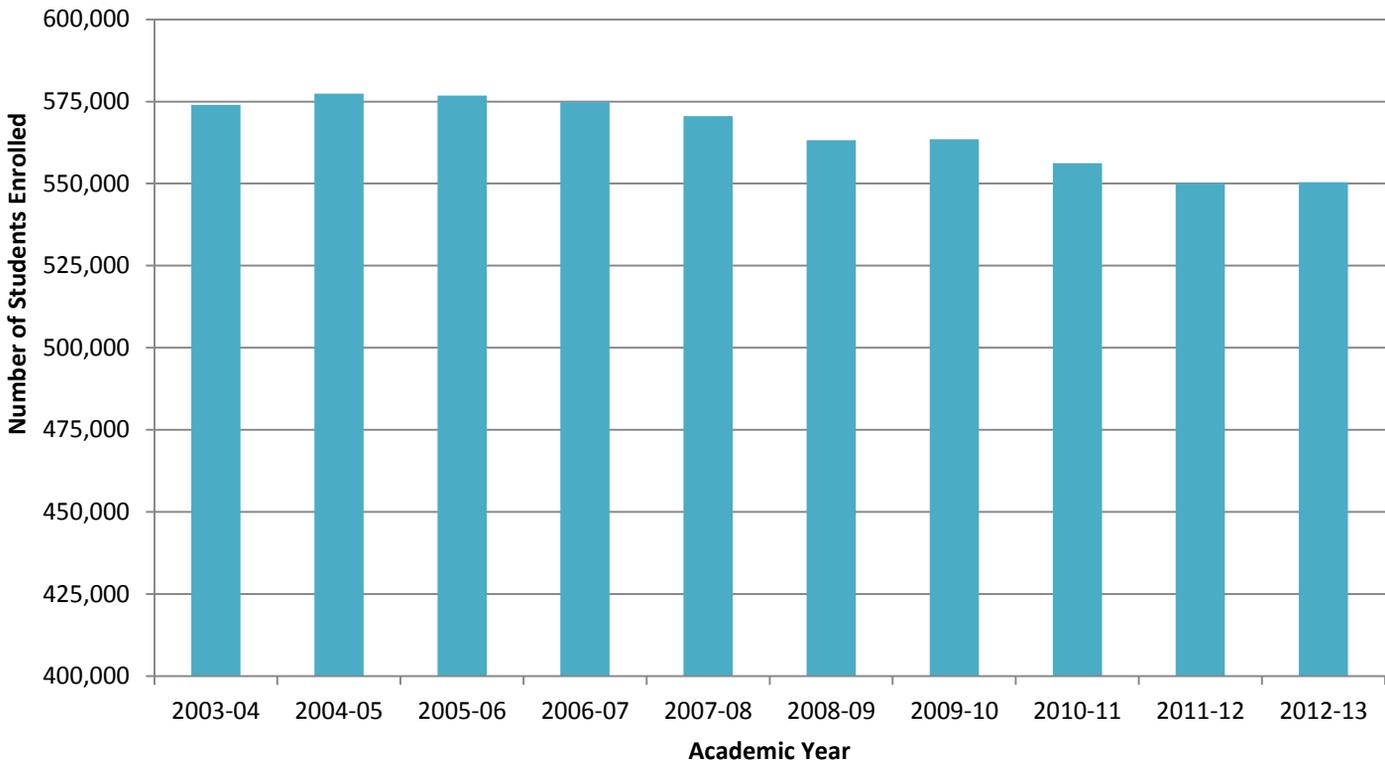
[†] A portion of the cost of students tuitioned out was sent to other Connecticut public school districts and, therefore, is also included under the various expenditure categories.

Students

Public School Enrollment

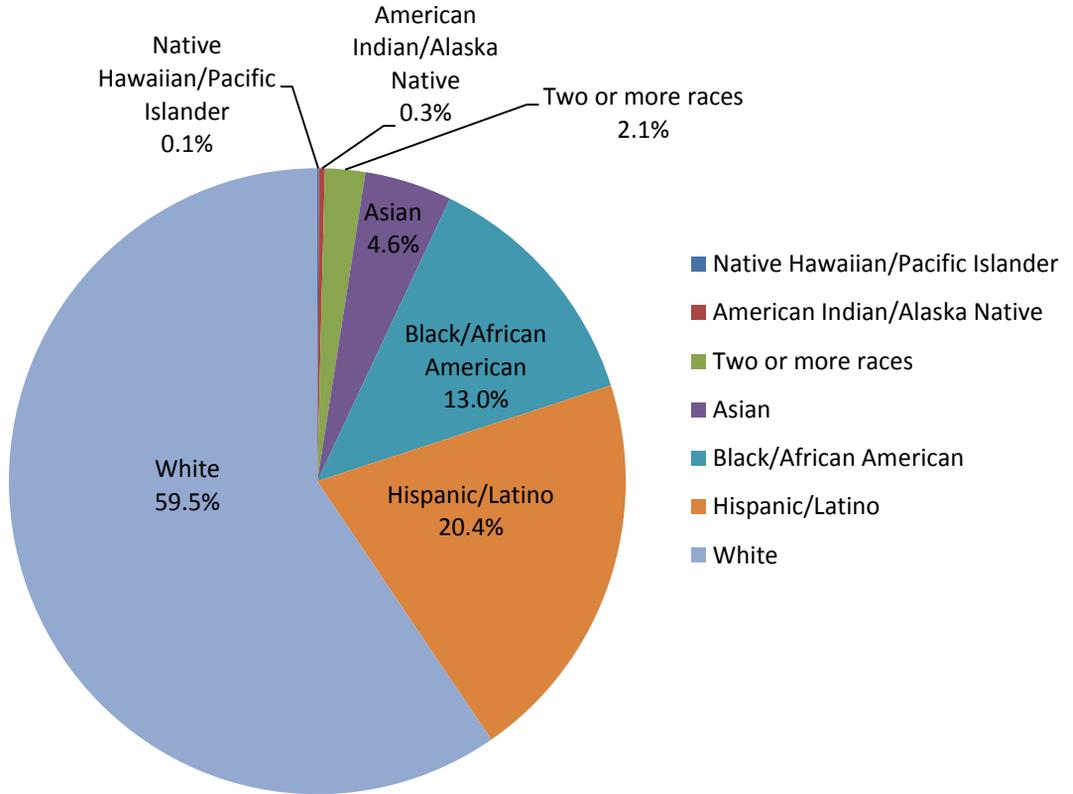
Despite a slight uptick in enrollment between 2003-04 and 2004-05, statewide enrollment has steadily declined since 2004-05. In 2012-13, enrollment was 4.7 percent lower than it was in 2004-05.

Connecticut Public School Enrollment (PK-12): 2004-13

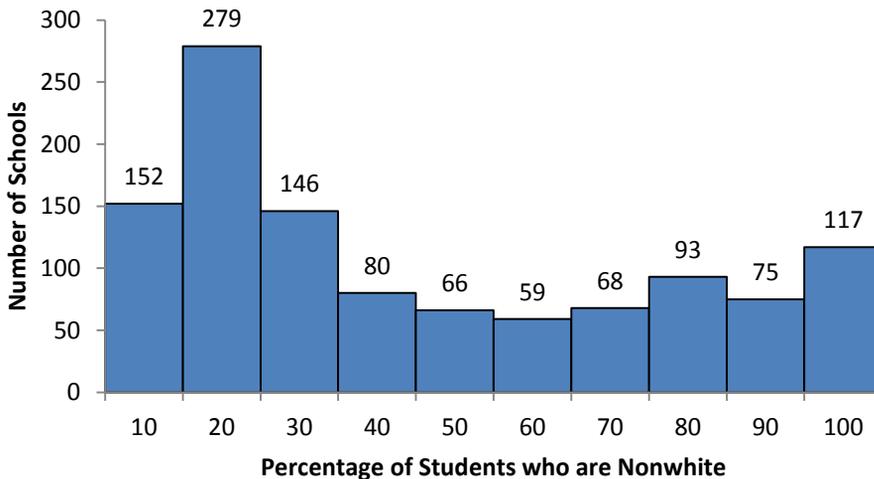


Public School Enrollment by Race/Ethnicity

As the overall number of students has decreased over the last five years, the percentage of students who are from racial and/or ethnic minorities has risen. Most of this growth has been in the Hispanic population. In October 2010, 37.8 percent of students represented racial or ethnic minorities; in October 2012, that percentage was 40.5. Historically, nonwhite populations were concentrated in a small number of schools, but over the years the state’s districts are becoming increasingly diverse. Nonwhite students made up 70 percent or more of the demographic in 285 schools, and 20 percent or less of the demographic in 431 schools.



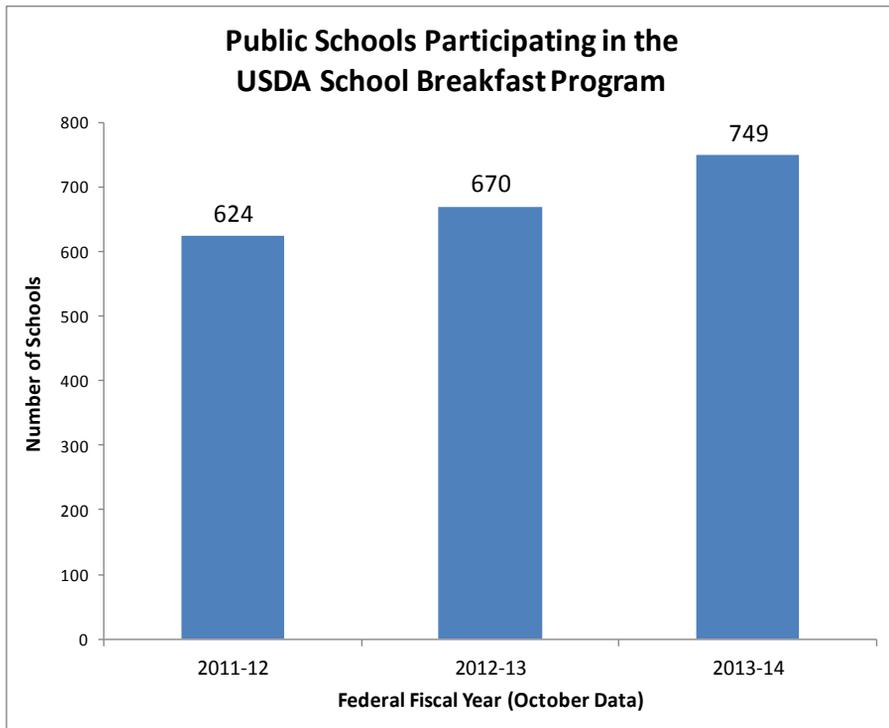
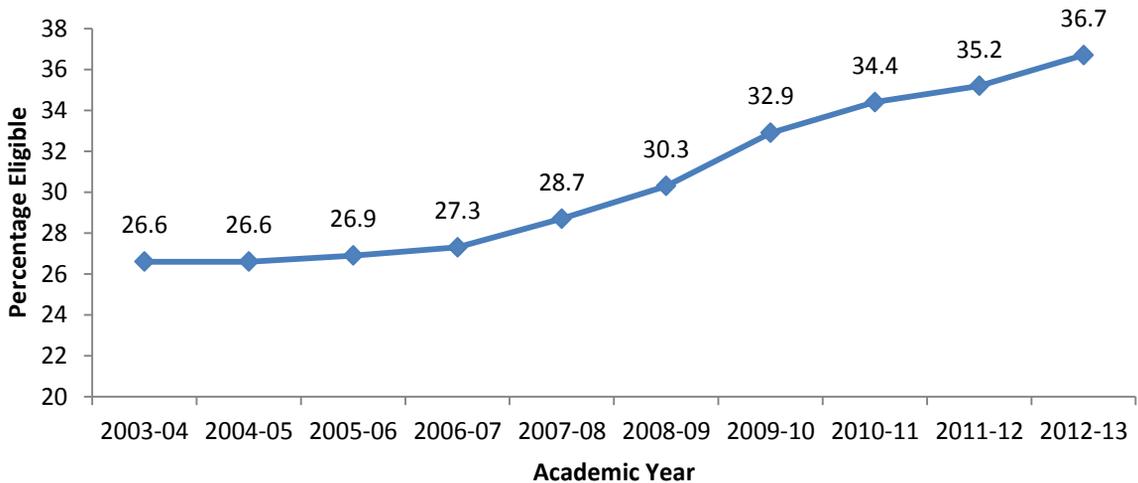
Distribution of Nonwhite Enrollment by School 2012-13



Economic Need

Connecticut's student body is composed of more low-income students than ever before. The CSDE uses eligibility for free or reduced-price meals under the National School Lunch Program as an indicator of poverty, since federal nutrition program eligibility is based on household size and income.[†] The percentage of students eligible rose last year to an all-time high of 36.7 percent. At the same time, the number of public schools participating in the USDA School Breakfast Program has increased by 20 percent from 624 in 2011-12 to 749 in 2013-14.

Percentage of Students Eligible for Free or Reduced-price Lunch 2012-13

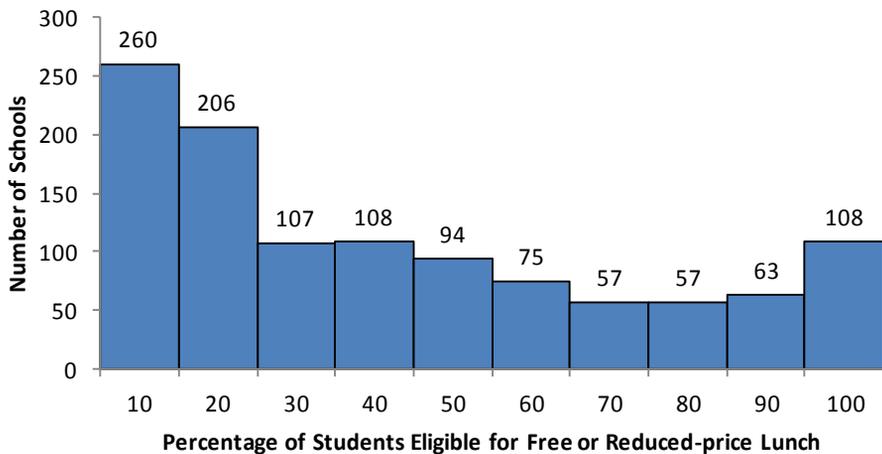


[†] In 2012-13, a family of four needed to earn less than \$29,965 for a child to receive free meals and less than \$42,643 to receive reduced-price meals, according to the USDA Food and Nutrition Services.

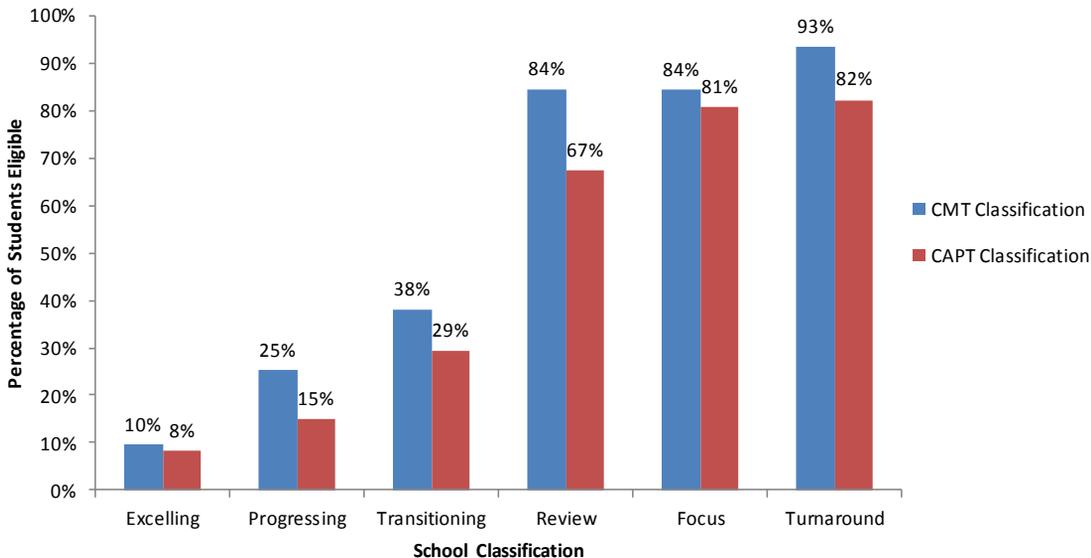
Economic Need and School Performance

Six-hundred sixty-nine schools had 20 percent or more of their students eligible, and 108 schools had 90 percent or more of their students eligible for free or reduced-price lunch. Large differences exist in the average percentage of students who are eligible for free or reduced-price lunch by school classification.[†] On average, only 10 percent of students at an Excelling elementary/middle school are eligible as compared to 93 percent of students in a Turnaround elementary/middle school. Similarly, only 8 percent of students at an Excelling high school are eligible for free or reduced-price lunch as compared to 82 percent of students at a Turnaround high school.

Distribution of Percentage of Students Eligible for Free or Reduced-price Lunch by School 2012-13



Average Percentage of Students Eligible for Free or Reduced-Price Lunch by School Classification in 2012-13

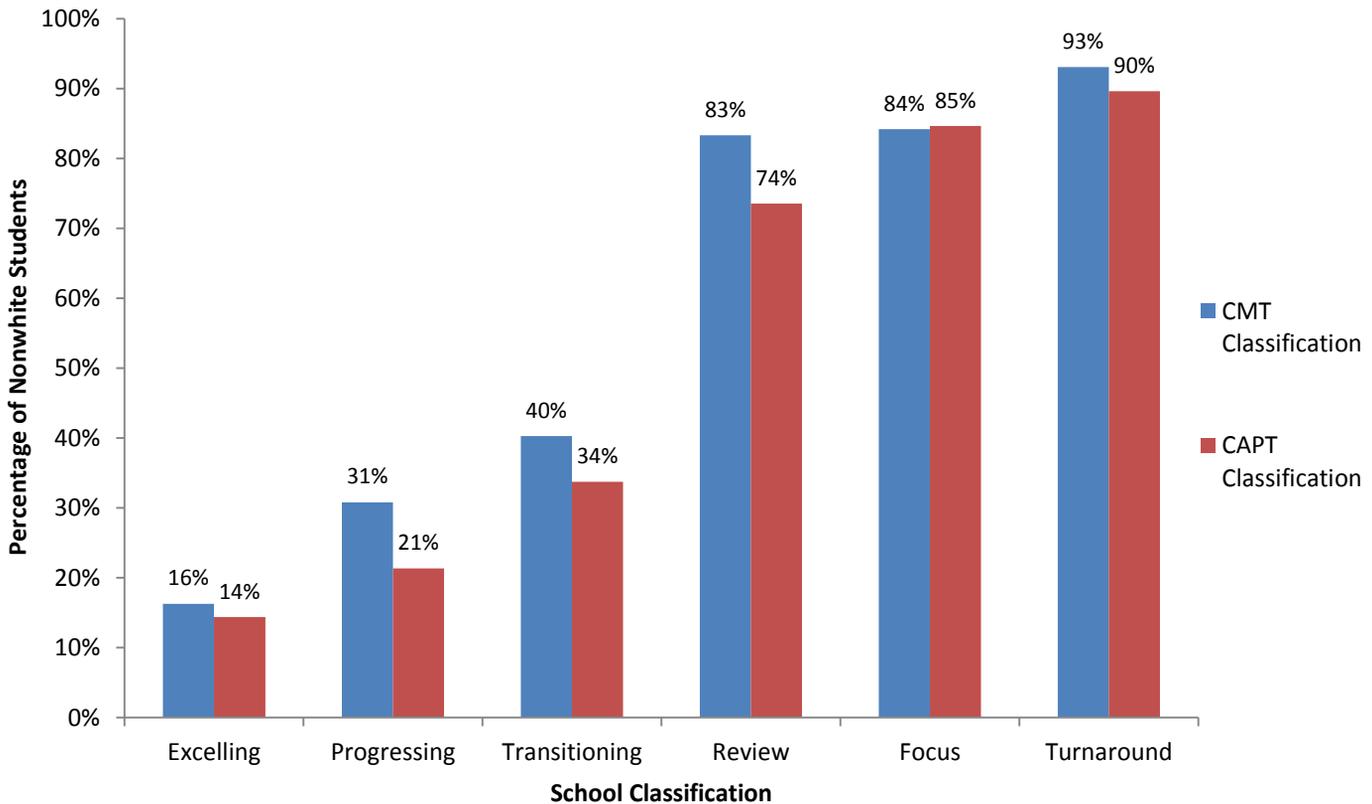


[†] In 2012-13, a family of four needed to earn less than \$29,965 for a child to receive free meals and less than \$42,643 to receive reduced-price meals, according to the USDA Food and Nutrition Service.

Student Diversity and School Performance

As with economic need, there are large differences in the concentrations of nonwhite students when the data are analyzed by school classification. On average, only 16 percent of students at an Excelling elementary/middle school are nonwhite as compared to 93 percent of students in a Turnaround elementary/middle school. Similarly, only 14 percent of students at an Excelling high school are nonwhite as compared to 90 percent of students at a Turnaround high school.

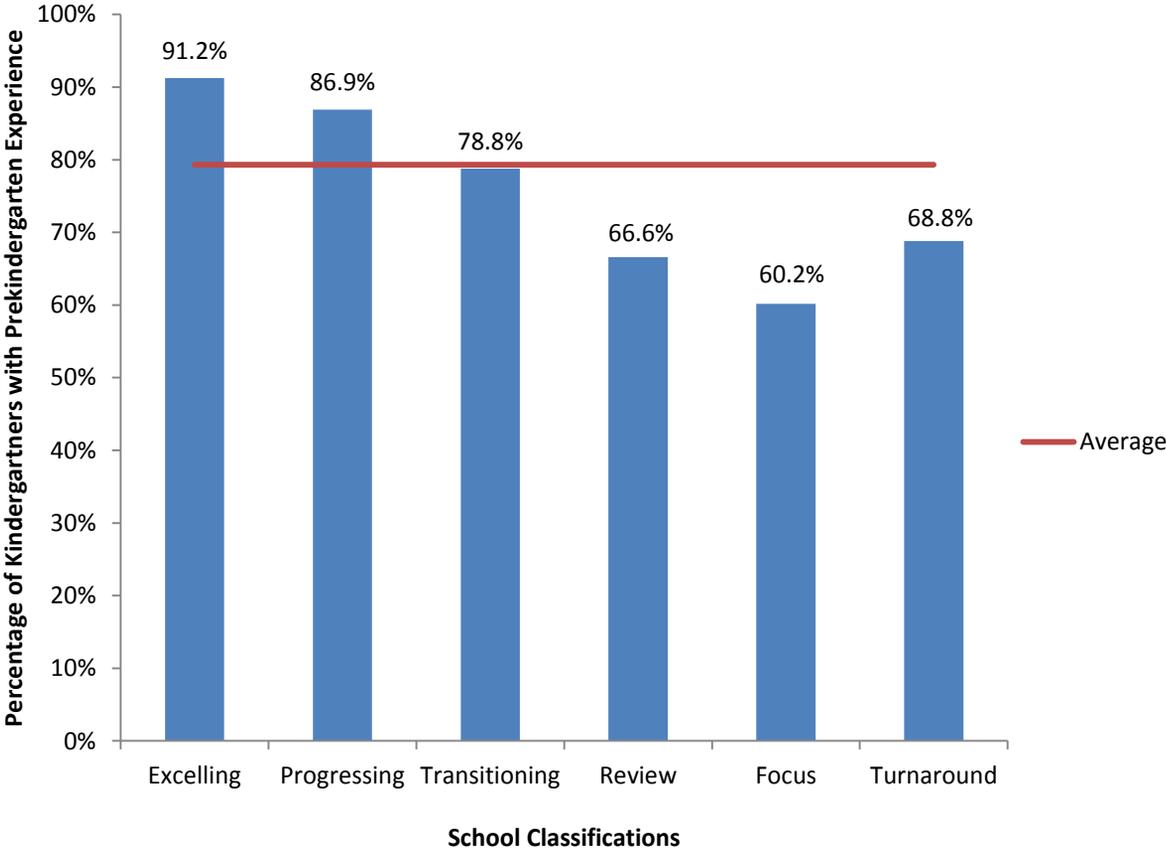
Average Percentage of Nonwhite Students by School Classification in 2012-13



Kindergarten Students with Prekindergarten Experience

The State Board of Education is committed to ensuring that all the state’s preschool-age children are afforded an opportunity to participate in a high-quality preschool education. The percentage of kindergartners with prekindergarten experience has been relatively steady since 2005, between 79 and 80 percent. In 2012-13, 79.3 percent of kindergartners had prekindergarten experience. There is a considerable difference between the average percentage of kindergartners with prekindergarten experience when schools are broken out by their 2012-13 school classification. In Excelling schools, 91.2 percent of kindergartners have prekindergarten experience, while in Focus schools only 60.2 percent of kindergartners have prekindergarten experience.

Average Percentage of Kindergartners with Prekindergarten Experience by School Classification, 2012-13



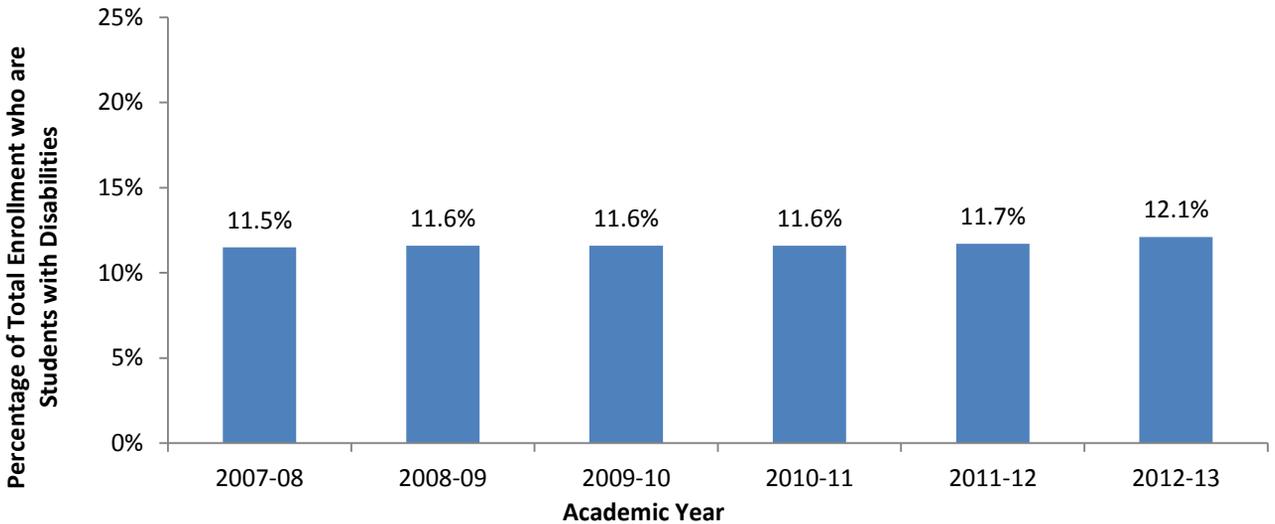
The above analysis is calculated using only schools that include kindergarten among its grade makeup. There are not an equal number of schools within each classification. For reference purposes, the number of schools that fall within each classification and offered kindergarten is as follows: Excelling (69), Progressing (146), Transitioning (224), Review (68), Focus (34), and Turnaround (17).

Special Education

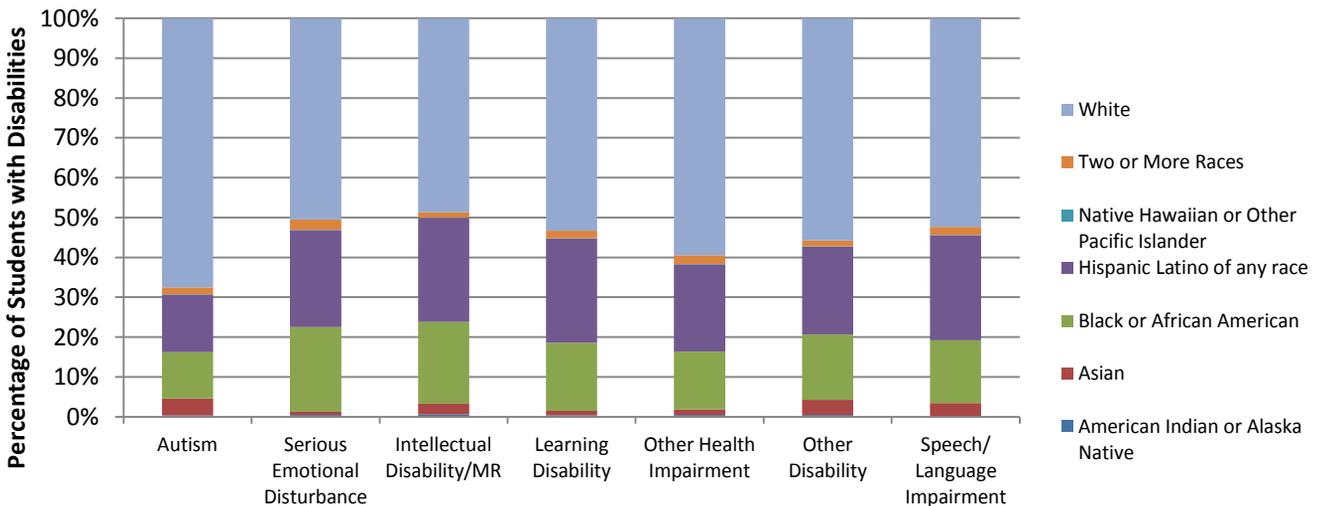
In 2012-13, there were 65,100 Connecticut public school students in Grades K-12, or 12.1 percent of total enrollment, who required special education services. The special education incidence rate has risen slightly over the past three years from 11.6 percent in 2010-11.

The Individuals with Disabilities Education Act (IDEA) requires investigation of disproportionate representation in the identification of students with disabilities, by race and ethnicity. In 2012-13, district-level investigations revealed that the most common groups that were overidentified were the following: white students with autism or with learning disabilities and Hispanic students with speech/language impairments. Of the districts with data of concern, upon investigation none were found to overidentify. At the state level, black/African American students are found to be almost twice as likely as their nonblack peers to be identified with emotional disturbance, although no districts had data of concern in this area.

Prevalence of Students with Disabilities K-12



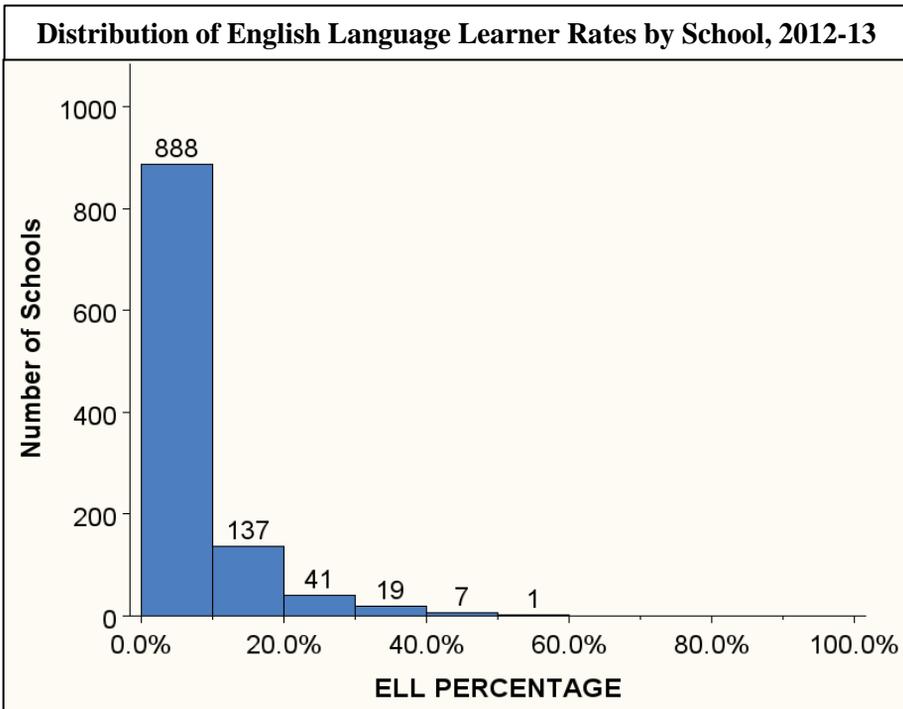
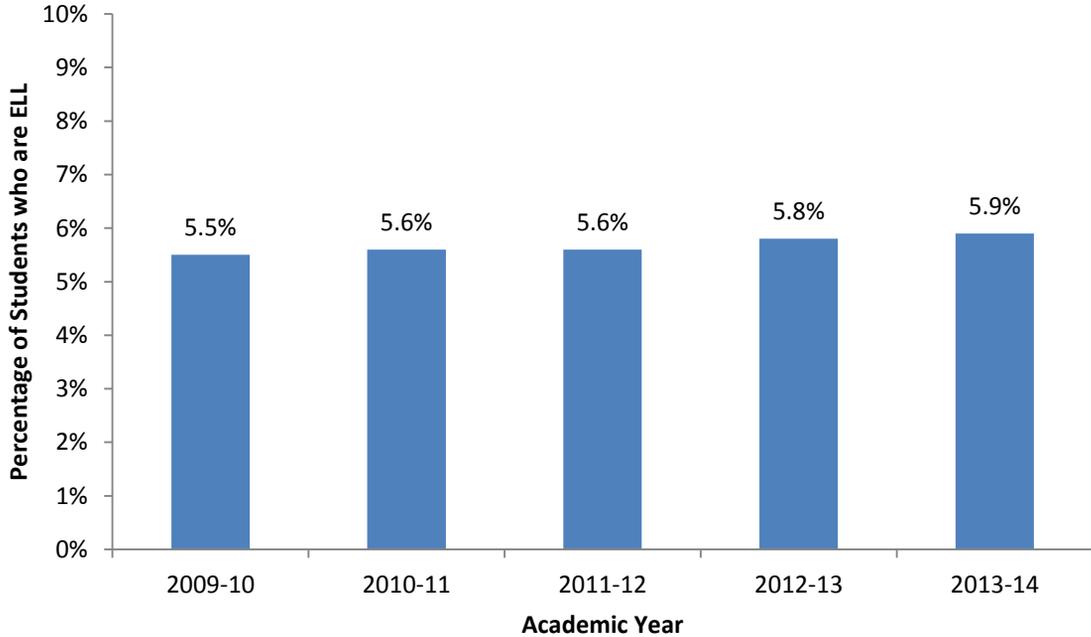
Students with Disabilities, Ages 6-21: Disability Type by Race/Ethnicity, 2012-13



English Language Learners

The percentage of students who are English language learners (ELL) has been relatively steady since 2009-10. In 2012-13, 5.9 percent of Connecticut's public school students were English language learners. Eight-hundred eighty-eight schools have fewer than 10 percent ELL population. There were 205 schools whose student body is composed of 10 percent or more ELL students.

Percentage of Students who are English Language Learners



Languages Spoken at Home

In 2012-13, Connecticut's public school students spoke 137 different languages. While most districts only had to accommodate a few languages, more than 30 districts had student populations where more than 20 different languages were spoken.* The table below shows the most prevalent languages spoken in these students' homes.

15 Most Prevalent Non-English Languages in Connecticut Schools, 2012-13

Language	Number of Students with Non-English Dominant Language
Spanish	50363
Portuguese	2935
Polish	2204
Mandarin	2155
Creole-Haitian	1781
Arabic	1675
Albanian	1259
Vietnamese	1215
Urdu	1168
Russian	834
Gujarati	760
French	739
Serbo-Croatian	670
Bengali	637
Hindi	603

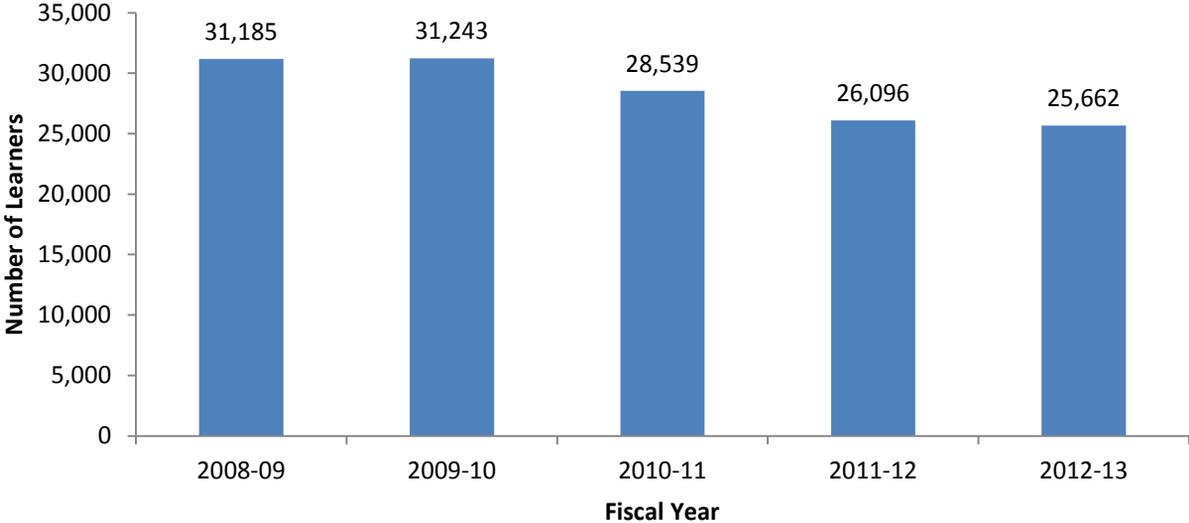
*School districts must provide all English language learners with services to assist them in becoming proficient in the English language. Schools that have 20 or more students who are not proficient in English and speak the same language are required to offer a program of bilingual instruction in the following school year.

Connecticut’s Adult Learners†

Connecticut’s adult education programs operate in their local communities to assist adults in obtaining the knowledge and skills necessary for employment, self-sufficiency and citizenship; becoming full partners in the educational development of their own children; and completing their secondary school education.

Connecticut law requires that adult education services be provided by local school districts free of charge to any adult, 17 years of age or older, who is not enrolled in a public elementary or secondary school program. In 2012-13, Connecticut adult education programs served 25,662 adult learners.

Total Adult Education Enrollment



† *Note: Data represent unduplicated counts; individuals are reported only once regardless of the number of classes in which they were enrolled. For example, if a student is enrolled in four different high school completion classes, he or she is counted one time.*

Note: The Total Enrollment for years 2011-2012 and 2012-2013 does not include those learners enrolled only in Spanish GED programs.

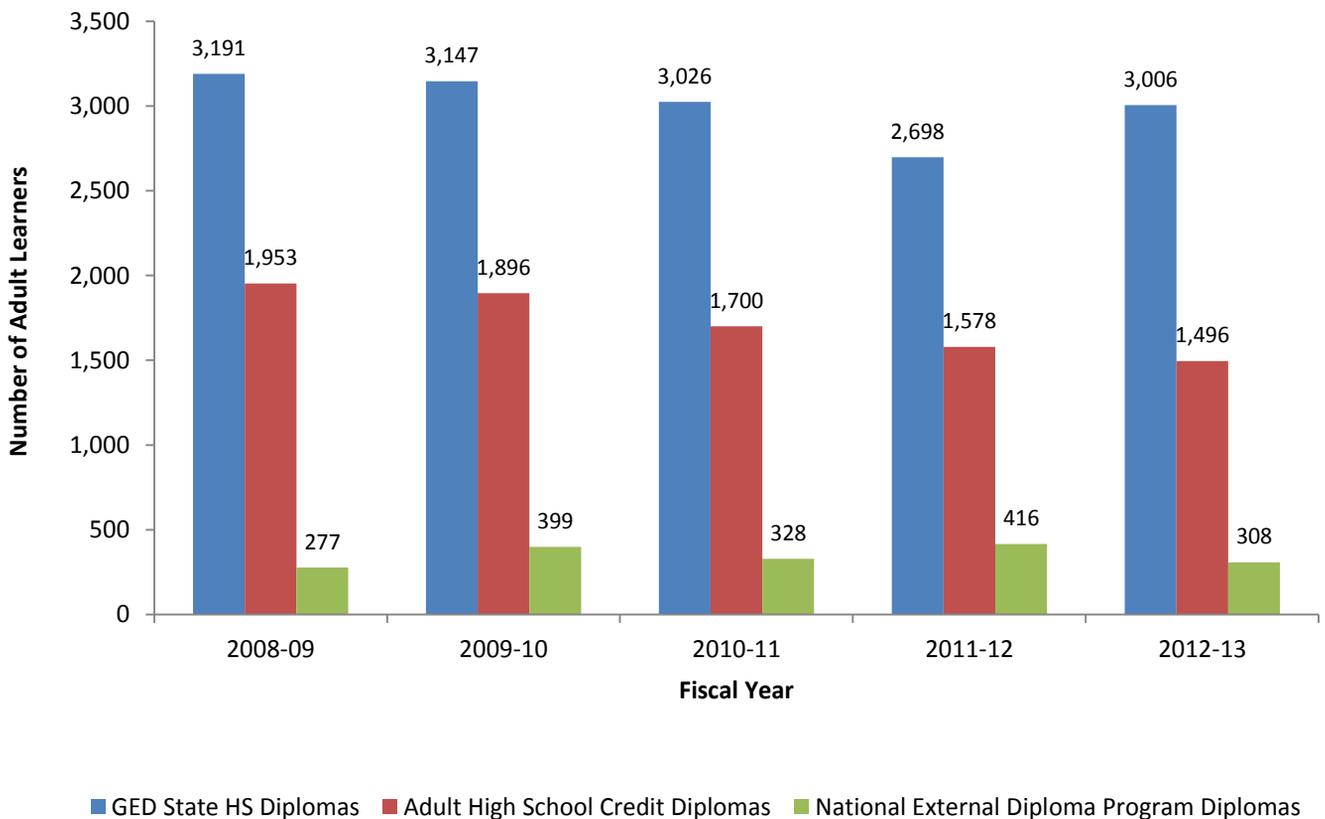
Source: Connecticut Adult Reporting System (CARS) database and Statewide Program Profile 2012-13.

Adult Education Diplomas Granted

Connecticut offers three pathways for adult learners to attain a high school diploma: (1) pass the General Educational Development (GED) Tests; (2) earn adult education credits toward an adult high school diploma; or (3) demonstrate 100 percent mastery on the National External Diploma Program (NEDP) assessments.

In 2012-13, a total of 4,810 individuals earned diplomas through these adult education pathways. Earning a diploma through adult education enables individuals to pursue postsecondary education/training opportunities and participate more fully in Connecticut's workforce.

Adult Education Diploma Programs



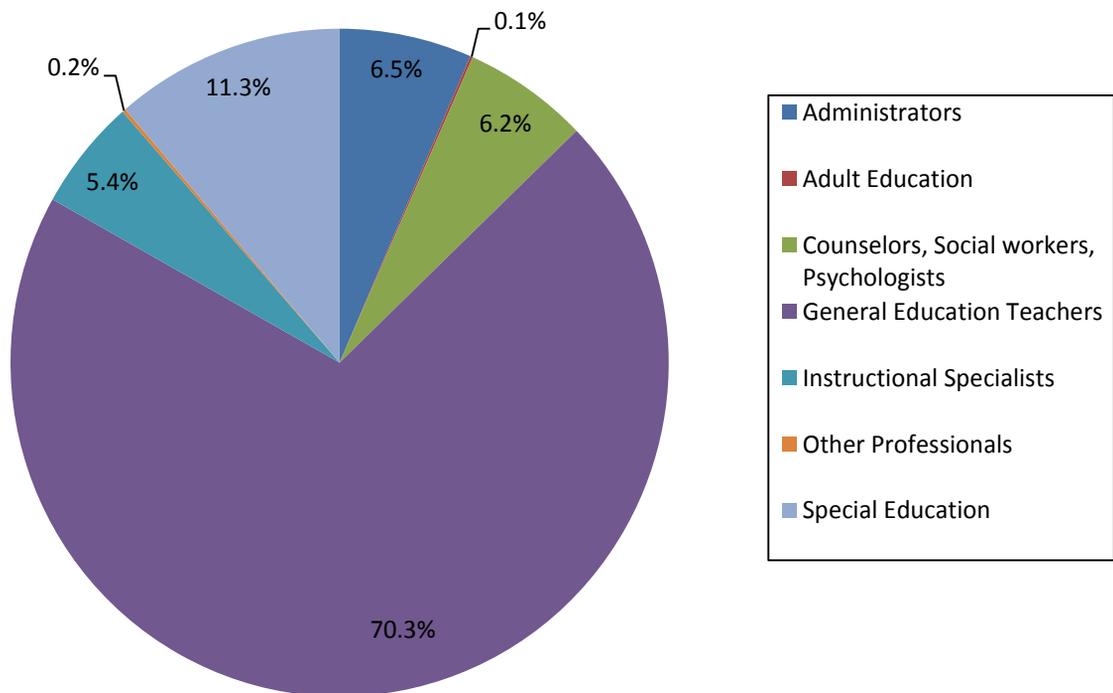
Source: Connecticut Adult Reporting System (CARS) database and Statewide Program Profile 2012-13.

Educators

Certified Staff Members

Since 2006-07, the total number of full-time equivalent (FTE)[†] certified staff members working in Connecticut's public schools has fallen by 0.8 percent. General education and special education teachers combined constitute 81.6 percent of FTE certified staff. The ranks of regular classroom teachers have declined by 2.3 percent since 2006-07, while the number of FTE administrators rose by 4.4 percent over the same period.

**Certified Staff Members:
Full-Time Equivalent by Assignment Type, 2012-13**



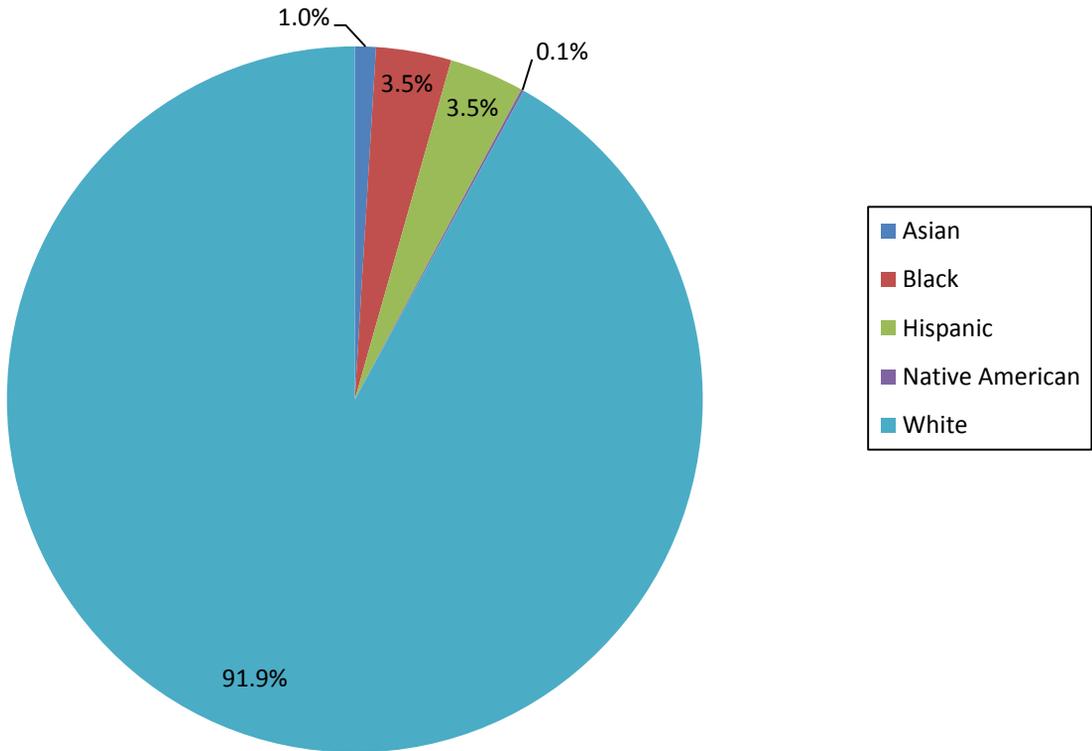
Total Full-time Equivalent[†] Certified Staff Count = 51,399.13

[†] Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required of a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a .4 FTE ($2 \text{ days} / 5 \text{ days} = .4$ of full time or .4 FTE).

Demographics of Teachers

While Connecticut’s student population is somewhat diverse, with nonwhite students comprising 40.5 percent of the student body, Connecticut’s teaching force is quite homogeneous. Nearly 92 percent of certified school staff are white, 3.5 percent are Hispanic/Latino, 3.5 percent are black, and 1 percent are Asian. Only 0.1 percent of certified staff are Native American.

Certified School Staff by Race/Ethnicity 2012-13

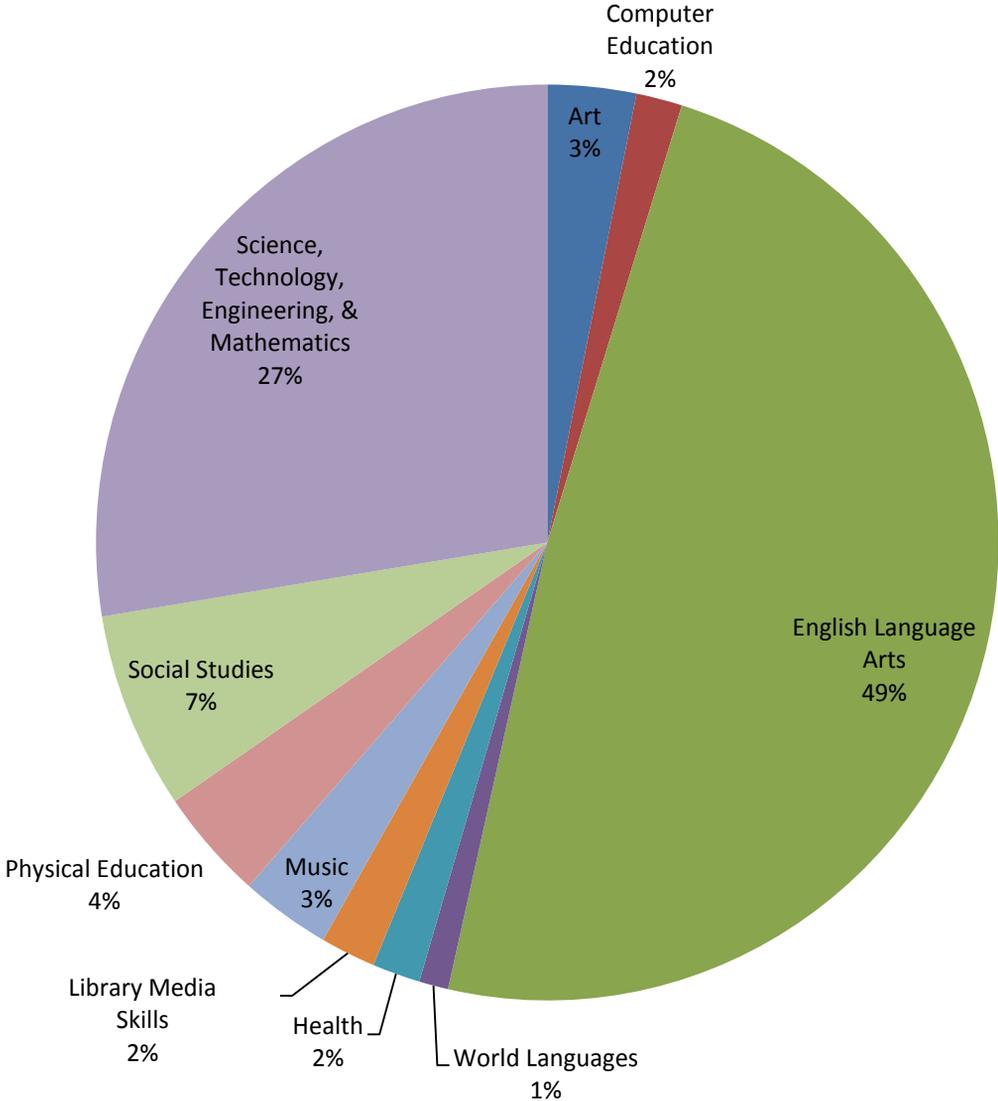


Instruction

Instructional Time by Subject for Second-grade Students

During the 2012-13 school year, Connecticut’s public second-grade students devoted, on average, 485 hours to English language arts. English language arts makes up 49 percent of Grade 2 instruction. Science, technology, engineering and mathematics (STEM) make up 27 percent of Grade 2 instruction.

**Average Percentage of Instructional Time by Subject-
Second-grade, 2012-13**

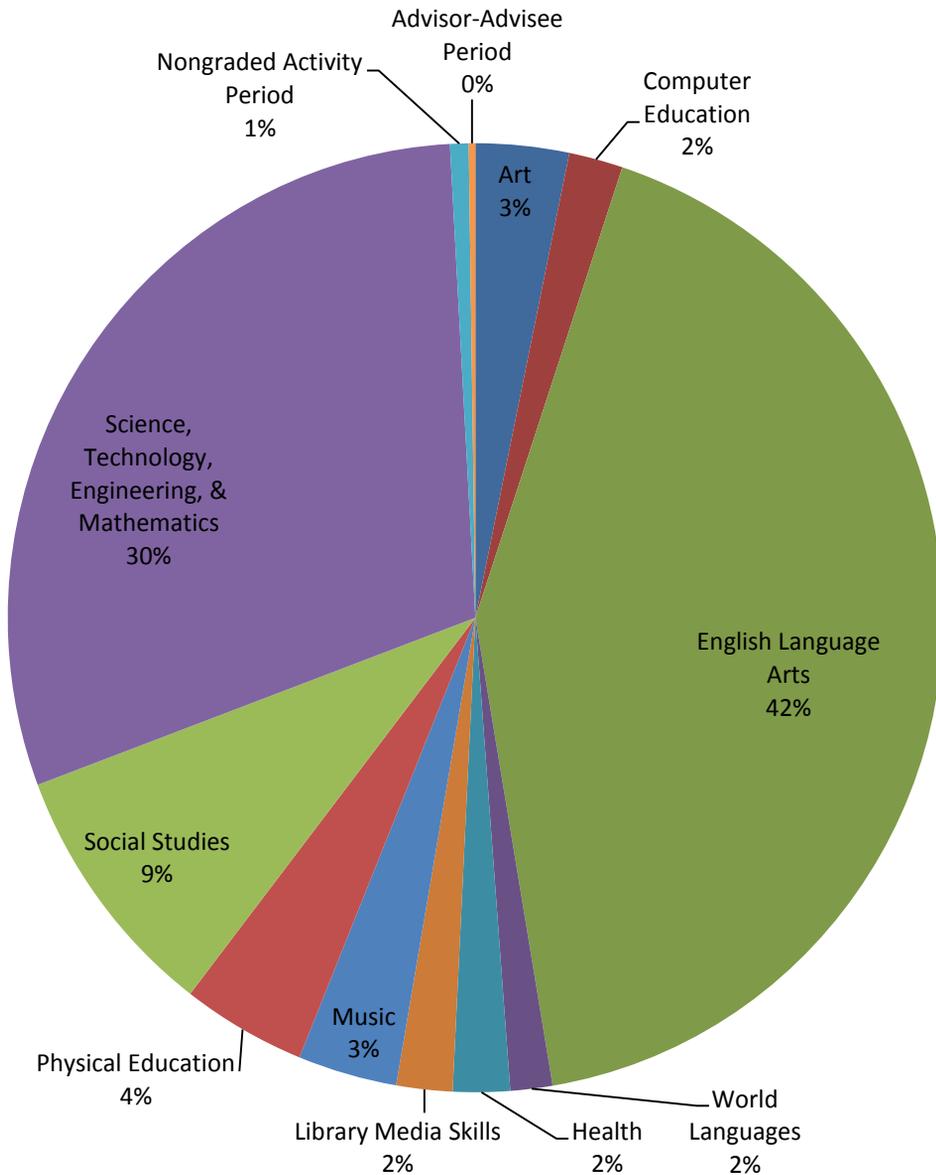


Average Total Hours of Instruction in Grade 2 = 996

Instructional Time by Subject for Fifth-grade Students

In Grade 5, the average number of hours devoted to English language arts was 428. English language arts represents the largest portion of all Grade 5 instruction (42 percent) while science, technology, engineering and mathematics (STEM) accounts on average for 30 percent of Grade 5 instruction.

**Average Percentage of Instructional Time by Subject-
Fifth-grade, 2012-13**

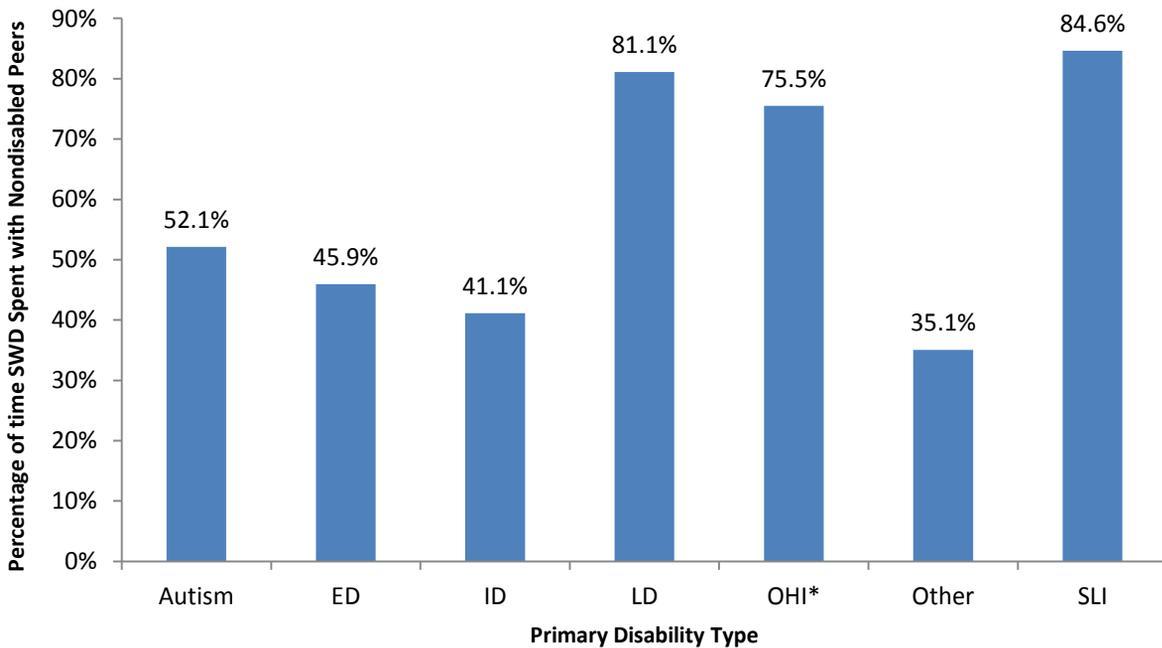


Average Total Hours of Instruction in Grade 5 = 1,057

Time Students with Disabilities Spent with Nondisabled Peers

For students with disabilities, time spent with nondisabled peers is an important indicator of access to the general curriculum. It is also a demonstration of students being educated in their least restrictive setting; this complies with the federal Individuals with Disabilities Education Act (IDEA) requirement that students with disabilities be educated with their nondisabled peers to the maximum extent appropriate. While 70.8 percent of all students with disabilities spent at least 80 percent of time with nondisabled peers, there is significant variation across the primary disability types. Of all students with an intellectual disability (ID), only 41.1 percent spent 80-100 percent of their time with nondisabled peers in 2012-13, compared to 81.1 percent of students with a learning disability (LD). Similarly, 45.9 percent of students with an emotional disturbance (ED) spent 80-100 percent of their time with nondisabled peers, compared to 84.6 percent of students with a speech or language impairment (SLI).

Percentage of Students with Disabilities who Spend 80-100 percent of Time with Nondisabled Peers by Primary Disability Type



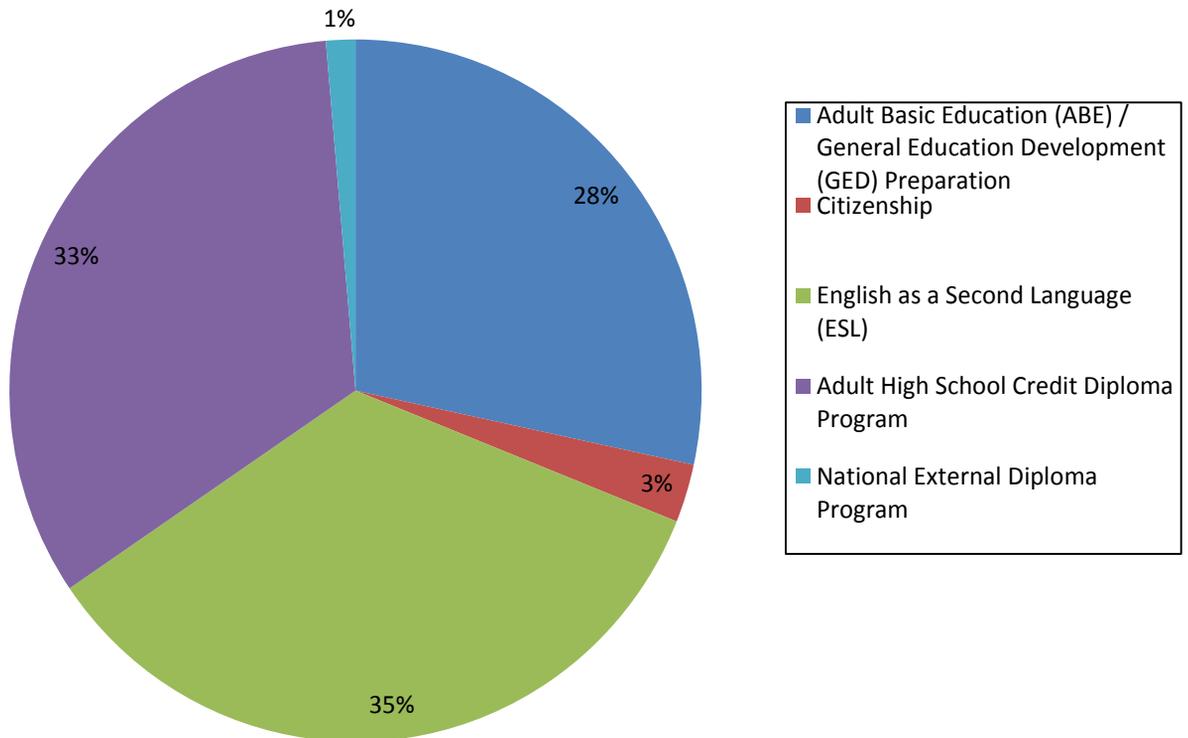
*Other Health Impairment

Adult Education Programs

Adult learners participate in one of the following state-mandated adult education instructional programs: citizenship preparation; English as a second language (ESL); adult basic literacy education; or one of three secondary school completion programs (i.e., General Educational Development (GED), Adult High School Credit Diploma or National External Diploma).

In 2012-13, 62 percent of adult learners participated in basic literacy or secondary school completion programs, while 38 percent of learners participated in ESL or citizenship programs.

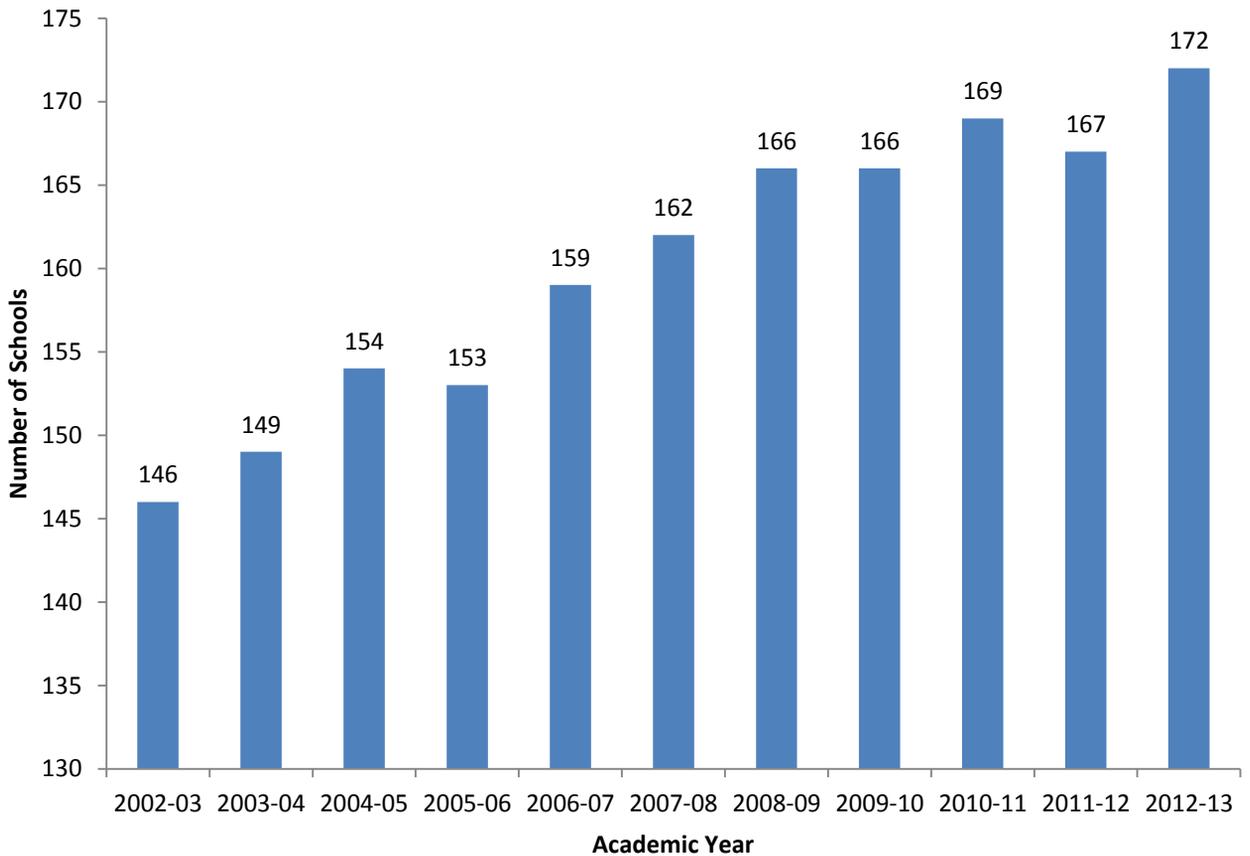
Adult Education Enrollment by Program Type, 2012-13



Advanced Placement Access

An increasing number of schools are making Advanced Placement exams available to their students. In 2012-13, 17.8 percent more schools offered AP exams than a decade earlier.

Number of Schools Offering Advanced Placement Exams



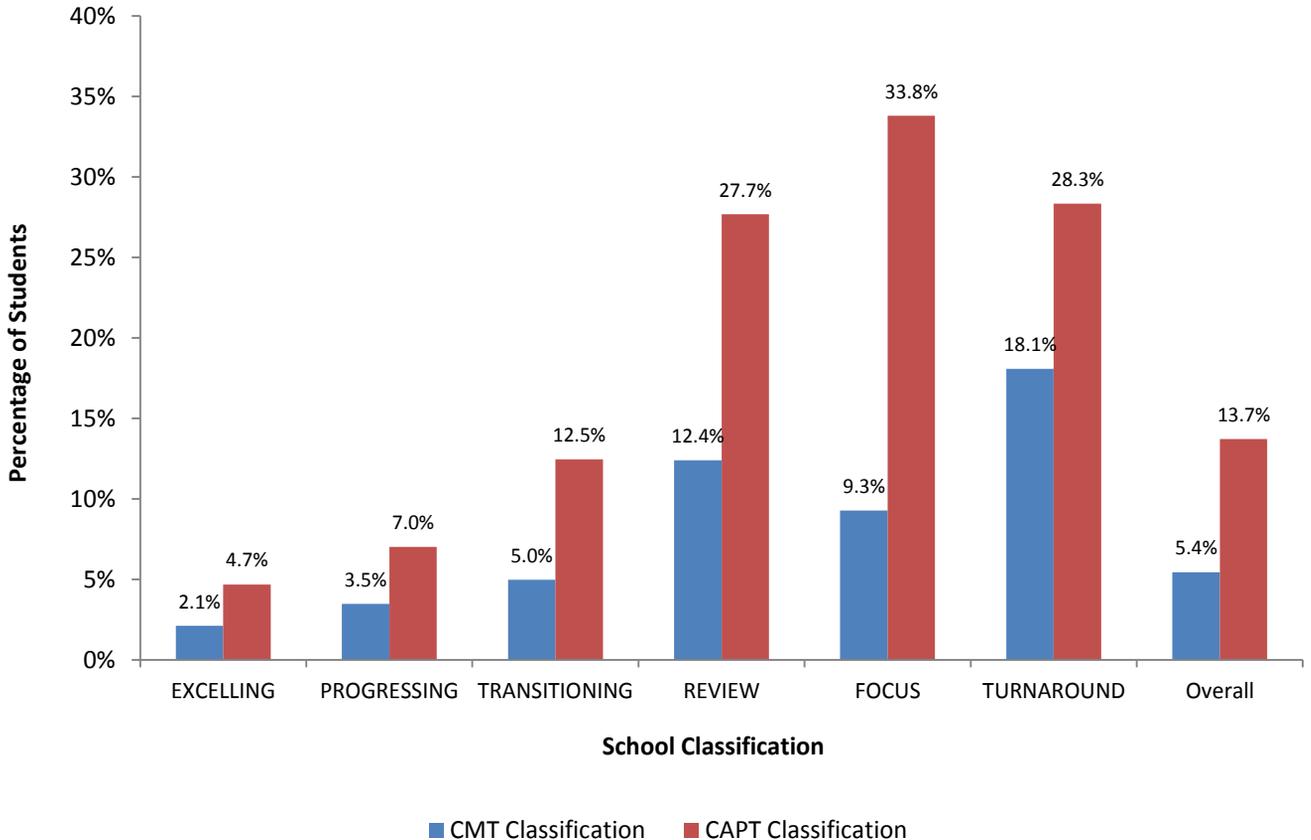
School Climate

School Discipline

The Connecticut State Department of Education collects sanction data, which includes in-school suspensions (ISS), out-of-school suspensions (OSS), and expulsions (EXP). Districts are required to report all offenses that result in a sanction. In the 2012-13 school year, 7.8 percent of all students received at least one ISS, OSS or EXP sanction.

When looking at the data parsed by school classification, 42,611 students received at least one sanction. There is considerable discrepancy in the frequency of ISS, OSS, or EXP based on school classification. The 2012-13 data show 18.1 percent of students in Turnaround CMT schools receiving at least one sanction as compared to only 2.1 percent of students in Excelling CMT schools. The discrepancy is even greater among CAPT schools. There were 33.8 percent of students in Focus schools receiving at least one sanction while only 4.7 percent of students in Excelling CAPT schools.

Percentage of Students Receiving at Least One ISS, OSS, or EXP by School Classification, 2012-13

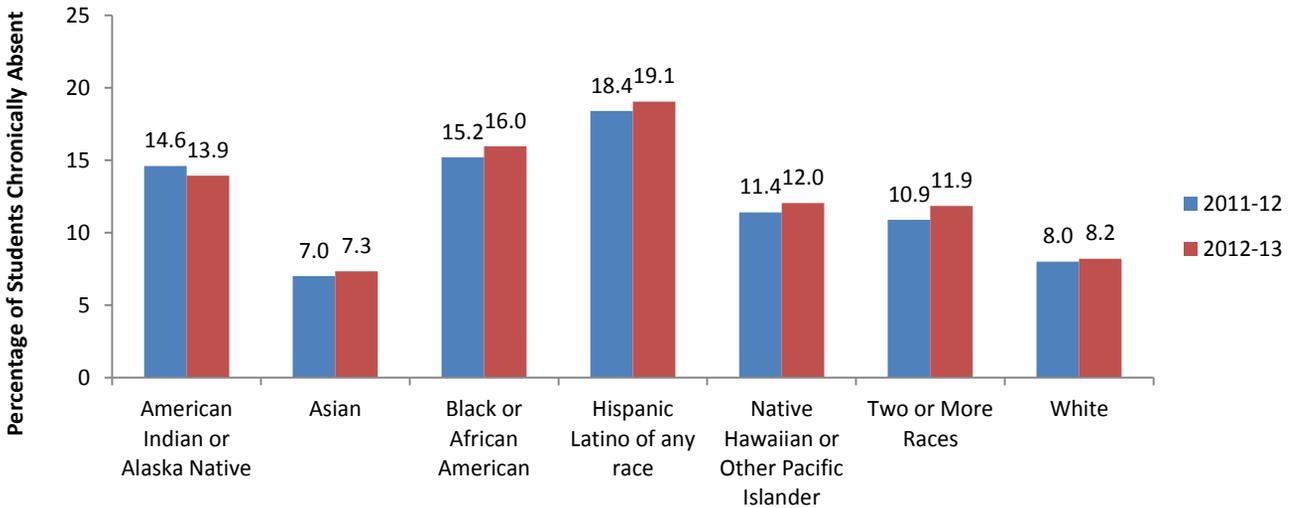


Chronic Absenteeism

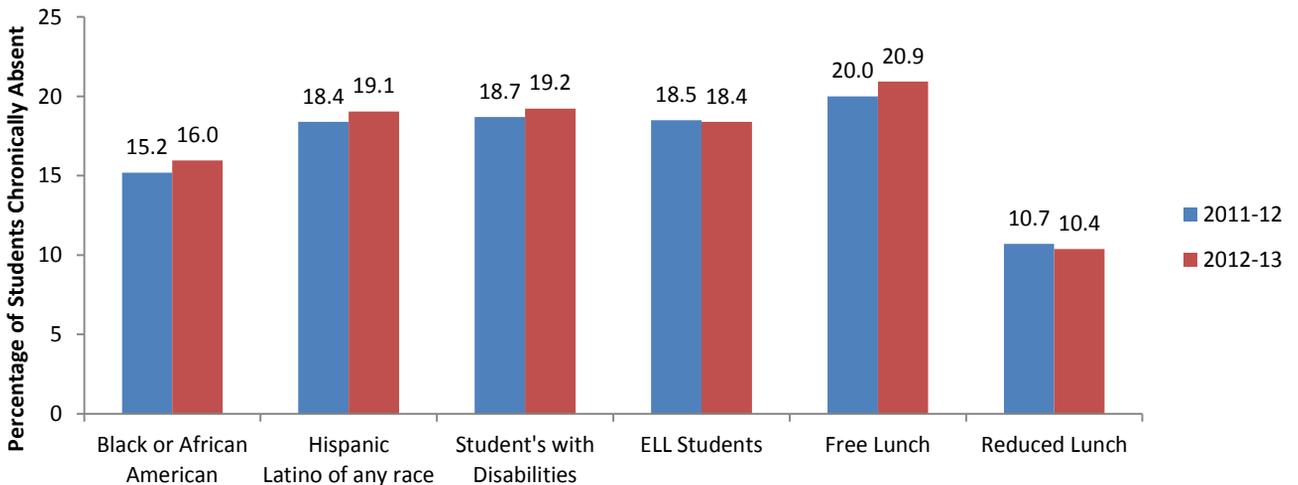
Chronic absenteeism is defined as missing 10 percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences. Several research studies have highlighted the association of chronic absenteeism to student academic achievement and high school graduation. Factors that contribute to chronic absence include inadequate healthcare, high family mobility, low maternal education, food insecurity, ineffective parent engagement, and high levels of community violence.

Connecticut’s chronic absenteeism rate for students in Grades K-12 was 11.0 percent in 2011-12 and 11.5 percent in 2012-13. These percentages translate to over 60,000 students each year. There is considerable variation among districts, as well as factors such as race/ethnicity, free or reduced-price lunch eligibility, special education status, and ELL status.

Chronic Absenteeism Rates by Race/Ethnicity



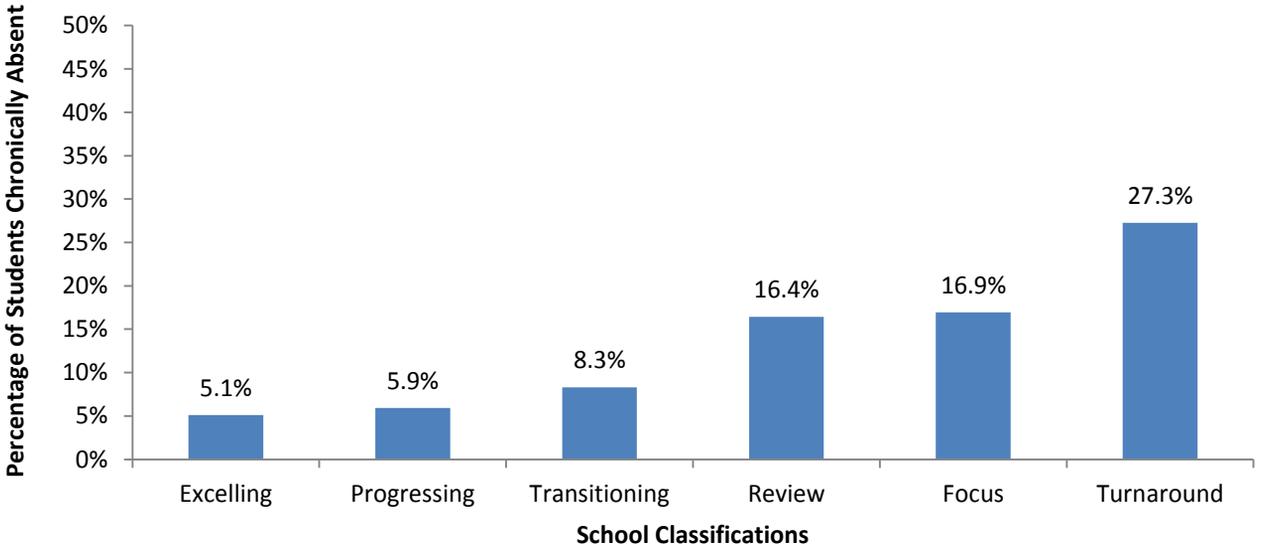
Chronic Absenteeism Rates by High Risk Subgroups



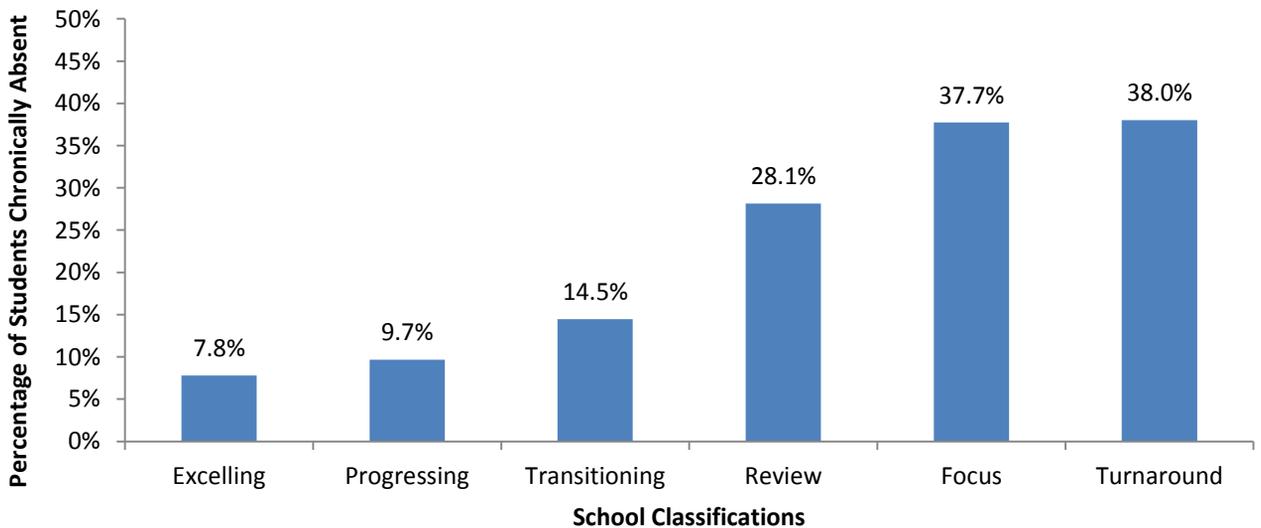
Chronic Absenteeism

Chronic absenteeism is a much greater challenge for Connecticut’s lower-performing schools. Among the lowest-performing elementary/middle schools (Turnaround), over 27 percent of students are chronically absent as compared to under 6 percent in the highest classifications of Excelling and Progressing. Similar differences are observed among high schools where 38 percent of students in Turnaround and Focus schools are chronically absent as compared to under 10 percent in Excelling and Progressing high schools.

Average Percentage of Students who are Chronically Absent by CMT Classification



Average Percentage of Students who are Chronically Absent by CAPT Classification



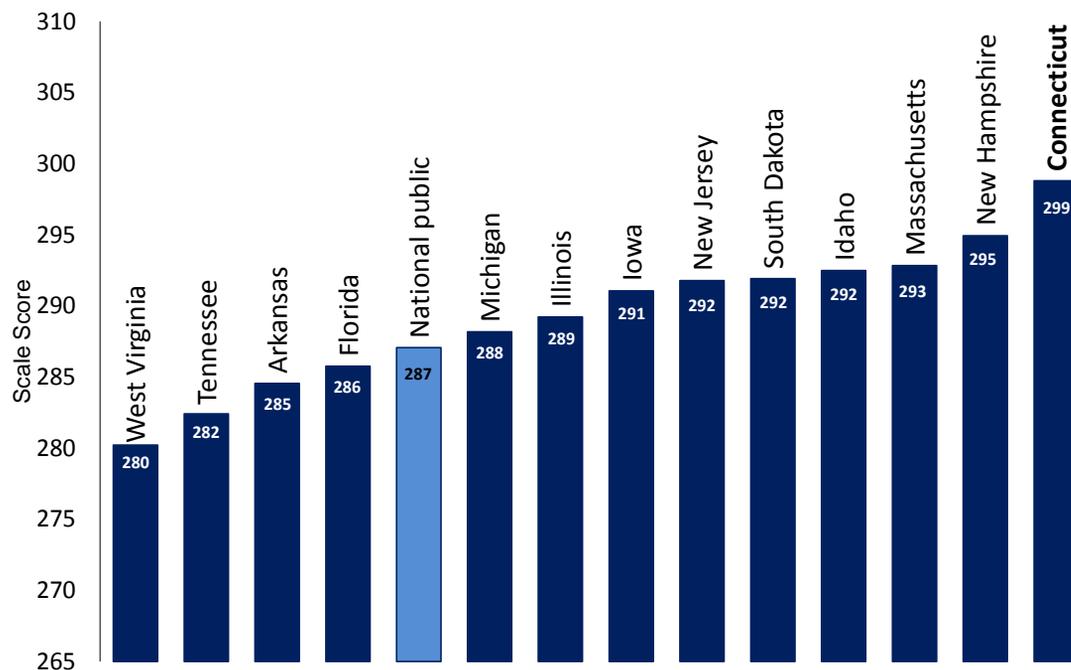
College and Career Readiness

National Assessment of Educational Progress (NAEP) 2013 Grade 12 Results

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. The 2009 administration of NAEP was the first time that states could elect to assess a sample of students large enough to yield state-level results for Grade 12. Eleven states including Connecticut participated in the first Grade 12 State NAEP. In 2013, two additional states joined the first cohort of Grade 12 NAEP states, so they too would have access to performance data that is comparable across states.

Connecticut high school seniors from the Class of 2013 **led the nation** in the 12th grade NAEP reading assessment.

Connecticut Outperformed All States in Reading

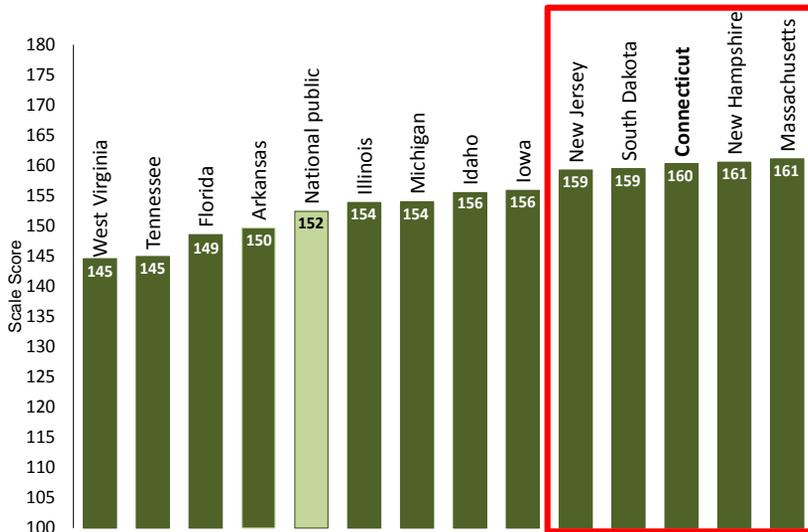


SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

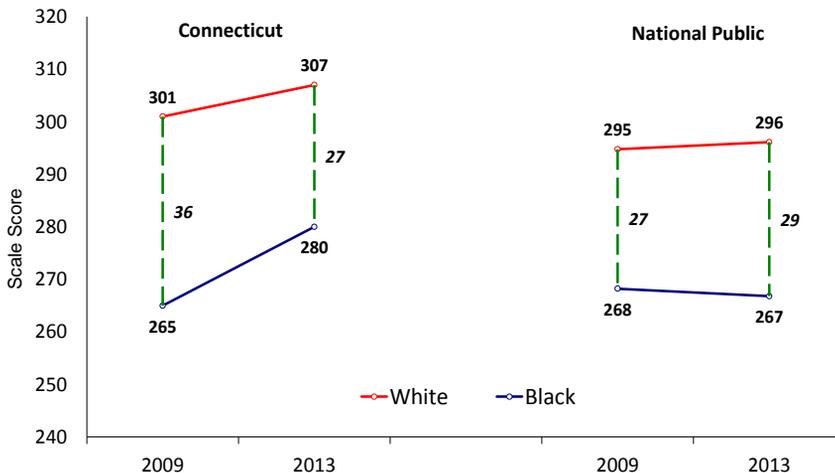
2013 National Assessment of Educational Progress (NAEP) Grade 12 Results

In mathematics, the Class of 2013 remained in the **top tier** along with seniors from only four other states. Furthermore, Connecticut's results show definitive progress in narrowing the achievement gap between black and white students in reading from 2009 to 2013.

Connecticut Students Among Top Performing States in Mathematics



Achievement Gap Progress in Grade 12 Reading



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

National Assessment of Educational Progress (NAEP) 2013 Grade 8 Mathematics

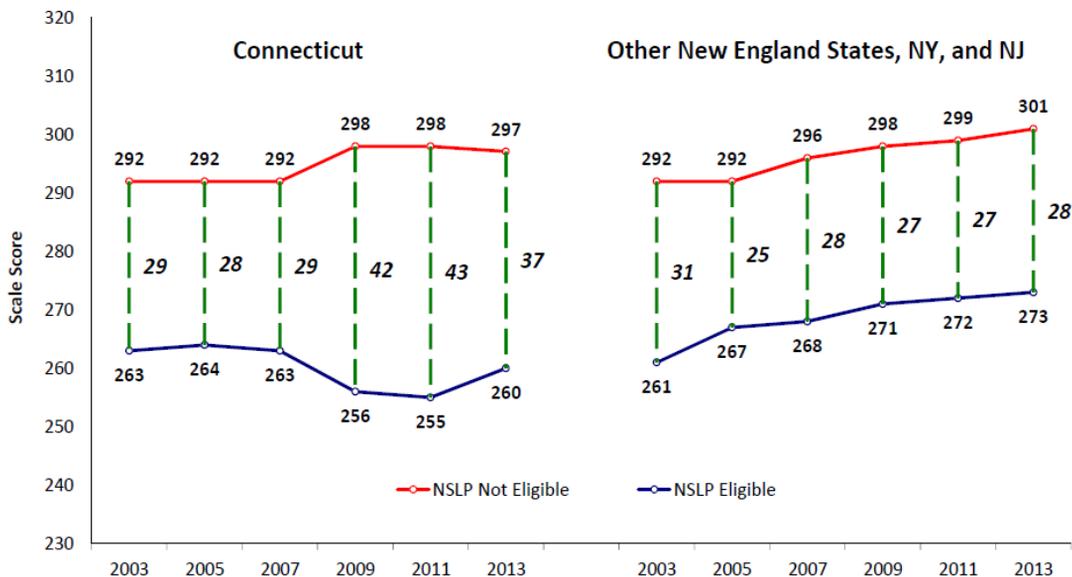
NAEP is often called the “Nation’s Report Card.” It is the only nationally representative, continuing assessment in grades 4 and 8 of what America’s students know and can do in various subject areas. Since NAEP assessments are administered in the same way across the nation, NAEP results can be compared across states.

The following graph shows Connecticut’s Grade 8 student performance in mathematics based on average NAEP scale scores compared to the other New England states (MA, ME, NH, RI, VT), New York, and New Jersey. Overall performance in these states is disaggregated to show the performance differences and trends of students who are eligible for the National School Lunch Program (NSLP), a proxy for socioeconomic status, compared to their peers who are not eligible.

Subgroup performance trends have been inconsistent in Connecticut and performance differences are quite large. The other states presented below have shown consistent improvement for both groups of students over time.

NAEP Mathematics Grade 8 – National School Lunch Program

Gap - Average Scale Score: 2003-2013



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

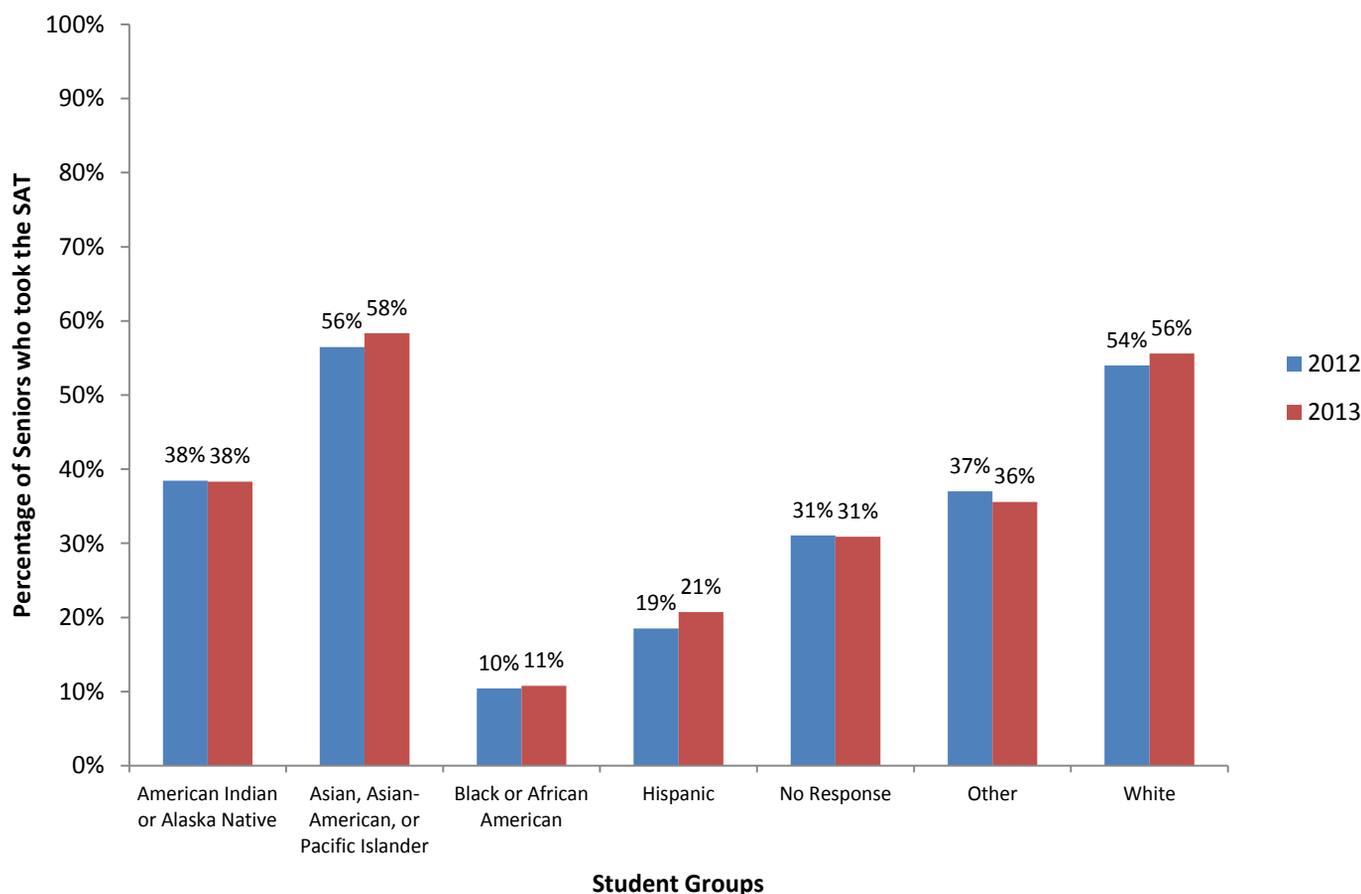
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

SAT Reasoning Test[†]

The SAT is one of the nation's most commonly used college readiness assessments. Beginning with the 2006 administration of the SAT, the test consists of three sections, with the addition of a writing assessment to the previously existing mathematics and critical reading (formerly verbal) assessments. All three assessments are graded on a scale of 200 to 800 points. The College Board has determined a composite score of 1550 to be representative of career and college readiness.

Overall, 45 percent of the 2013 Connecticut public high school class who took the SAT met the college-and career-readiness standard, up from 44 percent in 2012. As with other measures of student achievement, varying performance levels are evidenced among students from different racial/ethnic backgrounds; 11 percent of black or African American and 21 percent of Hispanic students met the standard as compared to 56 percent of white students and 58 percent of Asian students.

Percentage of Seniors who are Career and College Ready by Race/Ethnicity for 2012 & 2013 (as measured by SAT composite scores)



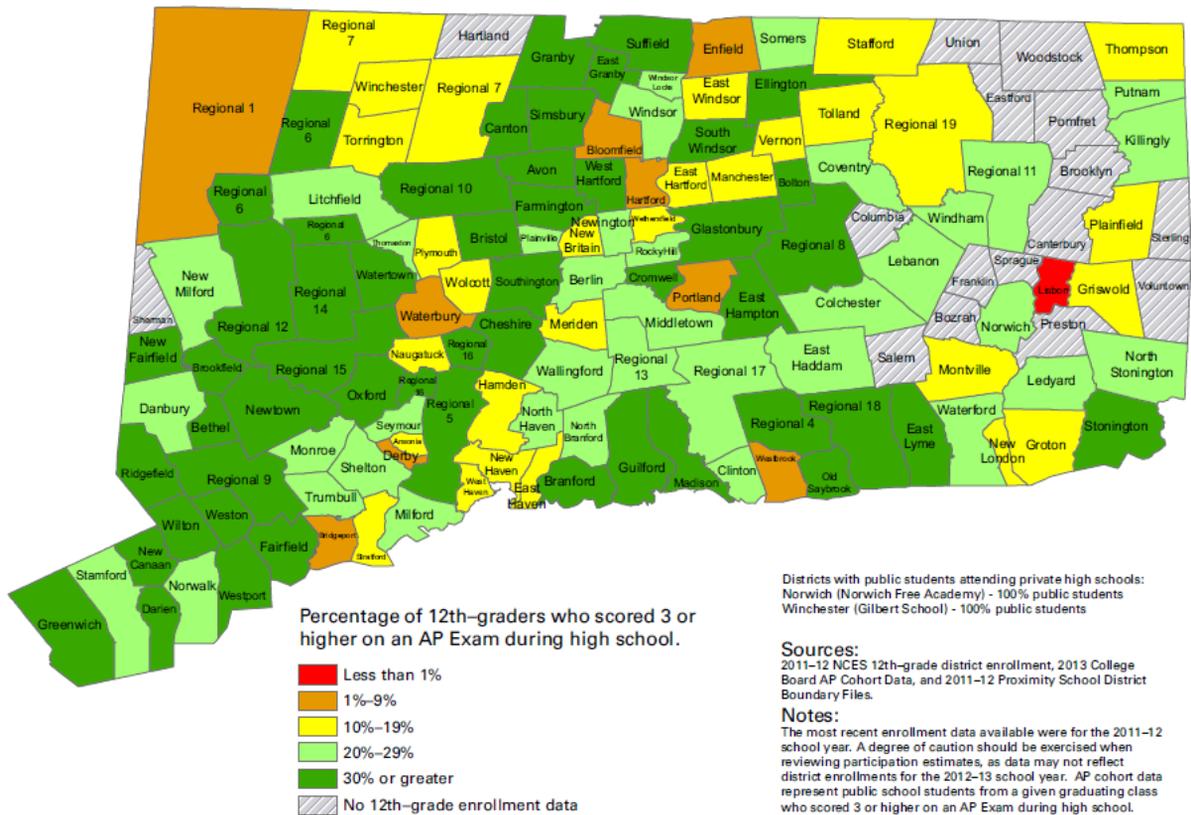
[†] The source for these data is the College Board.

Advanced Placement[†]

The Advanced Placement (AP) program is a rigorous high school program of college-level courses and examinations. Connecticut is ranked **second nationwide** with 28.8 percent of its 2013 high school graduates scoring 3 or better on at least one AP exam during high school and ranks **most improved in the nation** with an increase of 13.2 percentage points over the last decade. While the traditional performance gaps evidenced in other metrics is also evidenced in these data, there are some bright spots. New Haven was recognized by the College Board for its increased enrollment of underrepresented and low-income students in AP courses. Eighteen Connecticut districts also made the AP Honor Roll, which recognizes and honors those outstanding school districts that simultaneously increase access to AP coursework while increasing the percentage of students earning scores of 3 or higher on AP exams. The districts are Berlin, Brookfield, Cheshire, Clinton, Diocese of Bridgeport, East Hampton, Ellington, Enfield, Fairfield, Greenwich, Killingly, Monroe, Newtown, Region 8, Region 14, Region 18, Southington, and Wallingford.

Connecticut Public Schools

AP[®] Success by District: Class of 2013



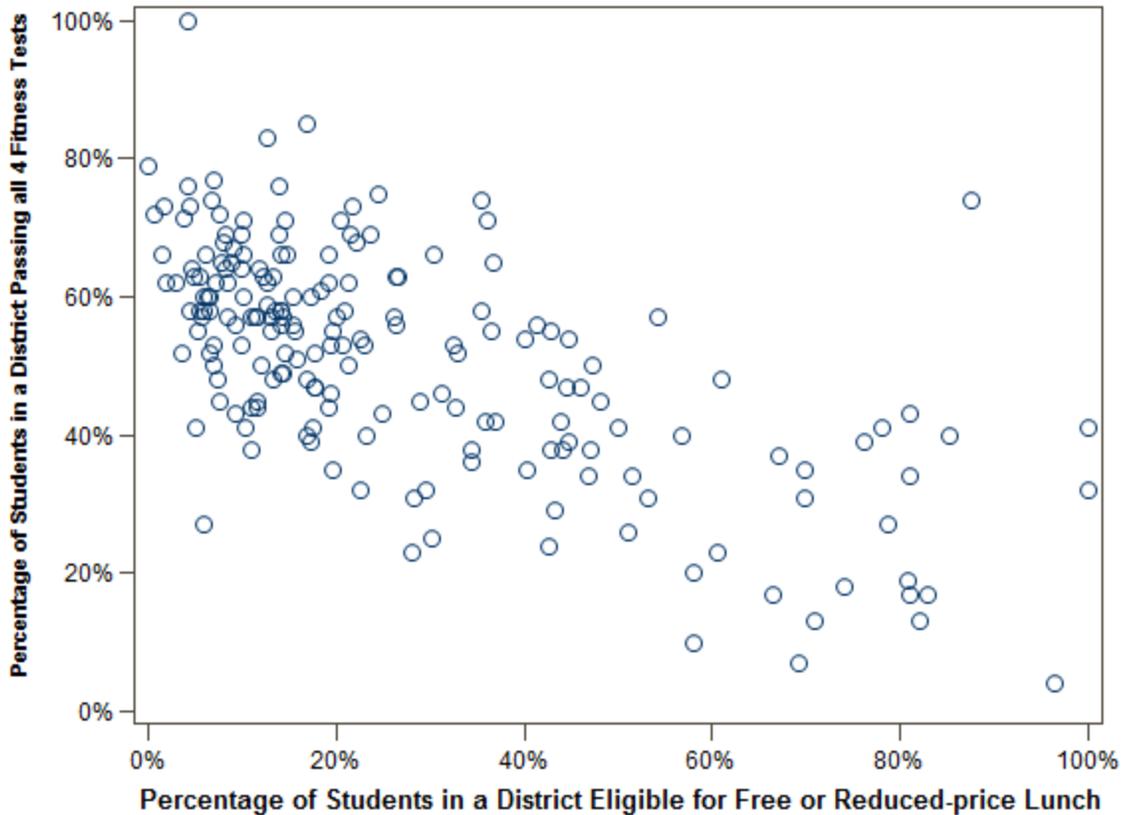
[†] The source for these data is the College Board.

Connecticut Physical Fitness Assessment

The Connecticut Physical Fitness Assessment program (CPFA) includes a variety of health-related physical fitness tests designed to assess muscle strength, muscular endurance, flexibility, and cardiovascular fitness. Criterion-referenced standards associated with good health are used rather than the previously applied normative standards.

Statewide, 51 percent of students (Grade 10) met the “Health” standard on all four assessments 2012-13. However, there are considerable discrepancies in health outcomes, as measured by fitness, along economic lines. The scatter plot below highlights that districts with a greater proportion of poorer students had considerably fewer students passing all four health standards. Our analysis estimates that on average, 42 percent of the variance in health performance on this assessment is determined by the prevalence of poverty as measured by free or reduced-price lunch eligibility.

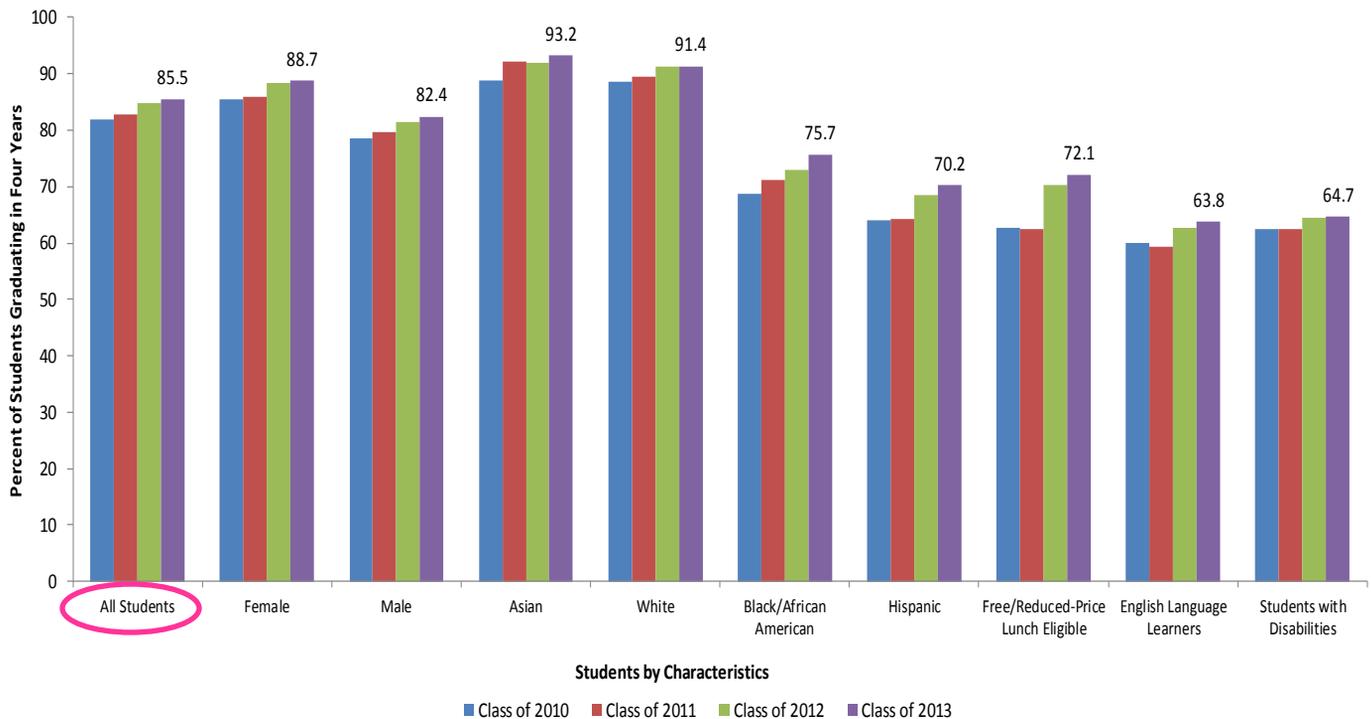
Relationship between Physical Fitness and Poverty by District: 2012-13



Graduation Rates

Overall, Connecticut’s four-year graduation rate has increased over the past four years from 81.6 percent for the class of 2010 to 85.5 percent for the class of 2013. The four-year graduation cohort rate is the percentage of first-time ninth graders who graduate in four years or less with a regular high school diploma. Graduation rates vary considerably across race/ethnicity, gender, poverty status, language proficiency, and disability status. In 2013, English language learners had the lowest four-year graduation rate of any subgroup at 63.8 percent.

Four-year Cohort Graduation Rates by Student Characteristics



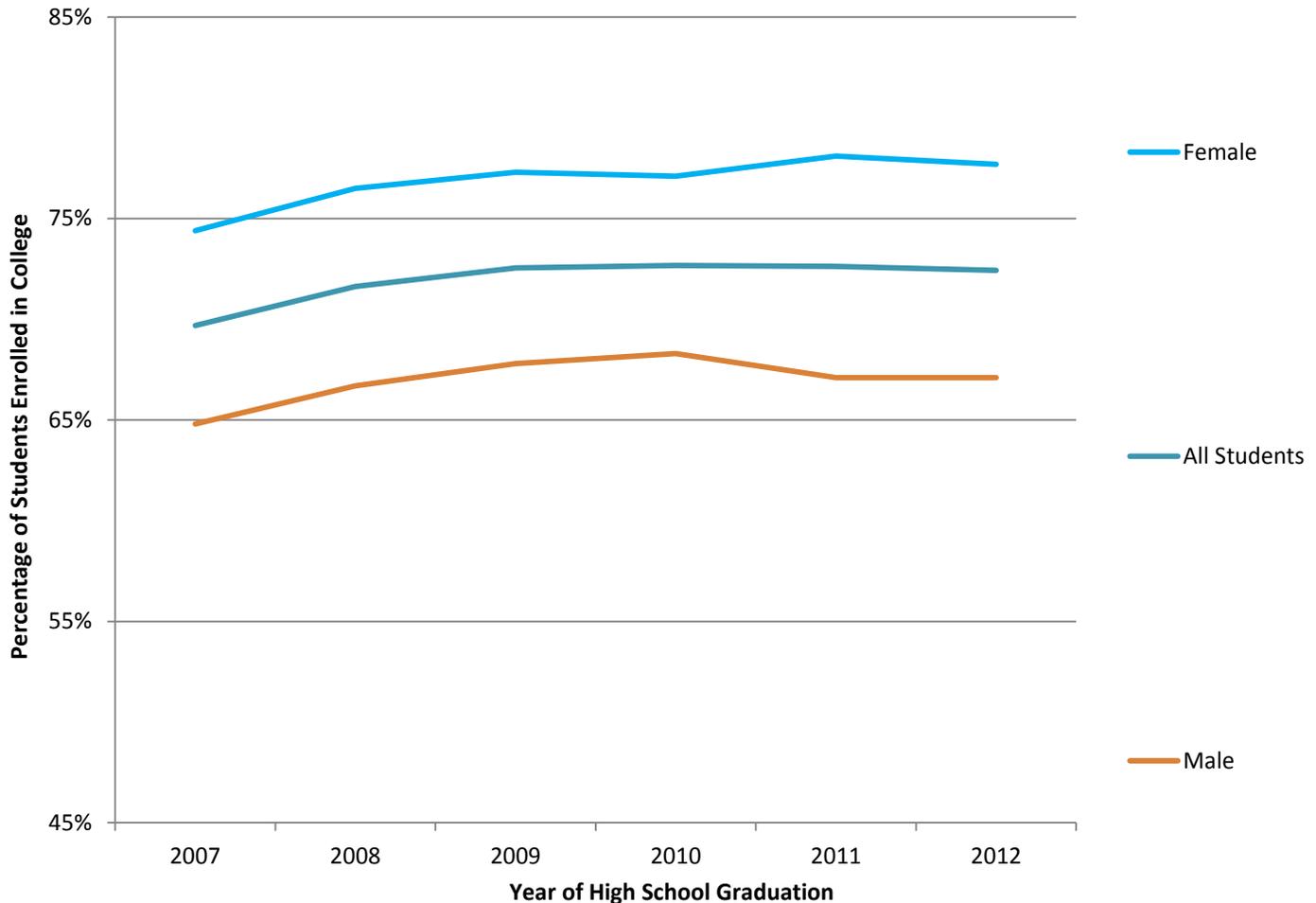
Source: CSDE data and calculations

Note: The race categories that were created in 2012—Native American or Alaska Native, Hawaiian or Pacific Islander, and Two or More Races are not included in the above graph because they do not yet have prior years of data. To see the complete data, please go to: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2758&q=334898>.

College Enrollment of Connecticut Public High School Graduates

In spring 2012, Connecticut public high schools graduated more than 38,000 students. Of these graduates, 72.4 percent enrolled in higher education within a year of graduating as compared to 69.7 percent for the class of 2007. The college enrollment rate of females (77.7 percent) from the high school class of 2012 was substantially higher than that of males (67.1 percent).

College Enrollment Any Time During the First Year After High School

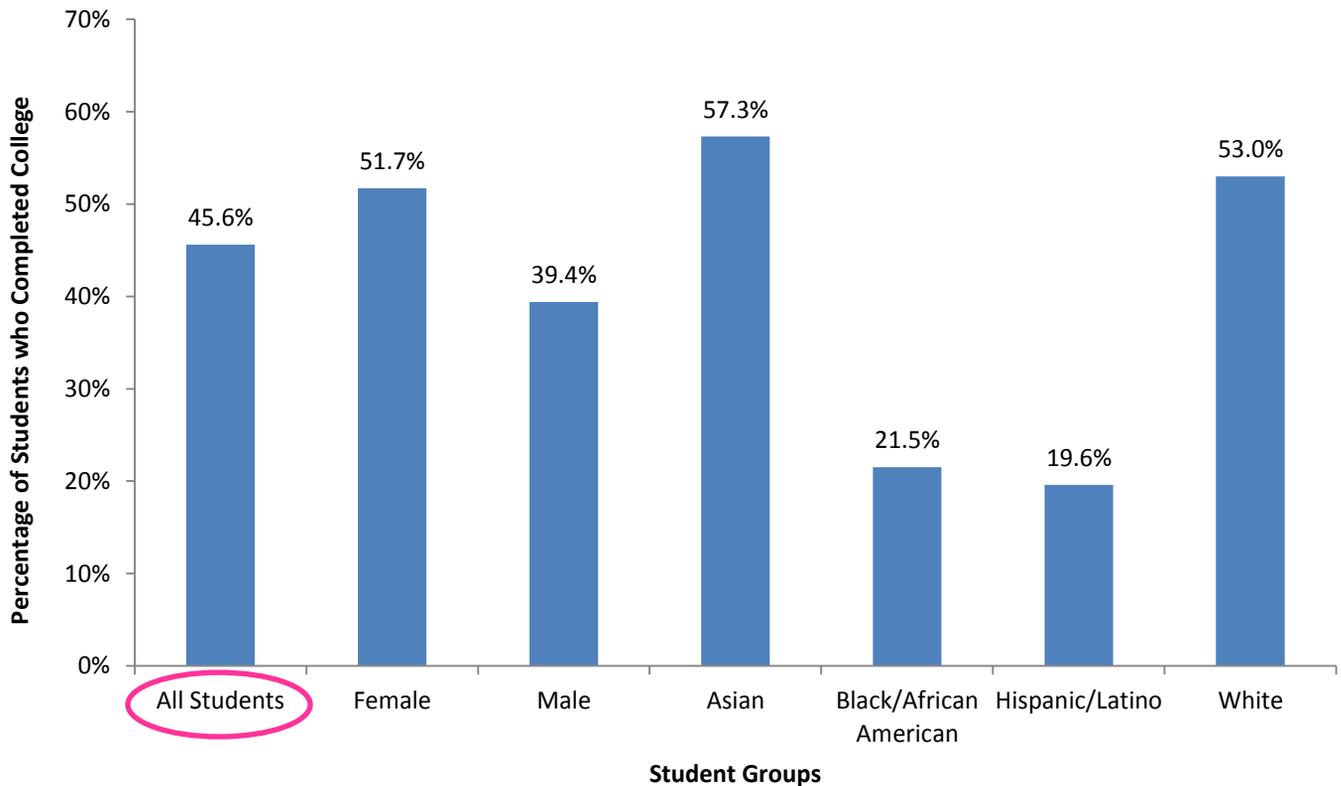


Source: National Student Clearinghouse Student Tracker reports and CSDE calculations

College Completion of Connecticut Public High School Graduates

Nearly 46 percent of the high school graduating class of 2007 graduated from college with an Associate's, Bachelor's or higher degree within 6 years. The college completion rates vary among different student groups. For example, 51.7 percent of females graduated in six years as compared to 39.4 percent of males. Variations also exist between students from different racial/ethnic backgrounds; 57.3 percent of Asian students and 53.0 percent of white students completed college within six years as compared to 21.5 percent of black/African American students and 19.6 percent of Hispanic/Latino students.

College Completion in Six Years - Class of 2007 only



Source: National Student Clearinghouse Student Tracker reports and CSDE calculations.

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