

The Condition of Education in Connecticut 2013-2014



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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 Condition of Education presents indicators that describe the progress of the public education system, the characteristics of its students and educators, and the resources expended. The report also incorporates key indicators around student engagement and student readiness for college and careers.

Next year, the CSDE will incorporate results from the new Smarter Balanced assessments into its updated accountability system. This system will include multiple measures of a student's experience – including academic achievement, chronic absenteeism, college and career readiness, and a well-rounded education. 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.

Dr. Dianna R. Wentzell, Interim Commissioner
Connecticut State Department of Education

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The Education System

Number of Operating Public Elementary and Secondary Schools by School Type

School Type (maximum grade range in parentheses)	Count
Pre-K Only	36
Elementary Schools (PK-6)	543
Elementary & Middle School Grades (PK-8)	139
Elementary, Middle, & High School Grades (PK-12)	26
Middle Schools (6-8)	137
Middle & High School Grades (6-12)	51
High Schools (9-12)	229
Total	1,161

Schools	Count
Public Elementary & Secondary	1,040
Regional Educational Service Centers	58
Public Charter	18
CT Technical High Schools	17
Endowed Academies	3
State Agency	25

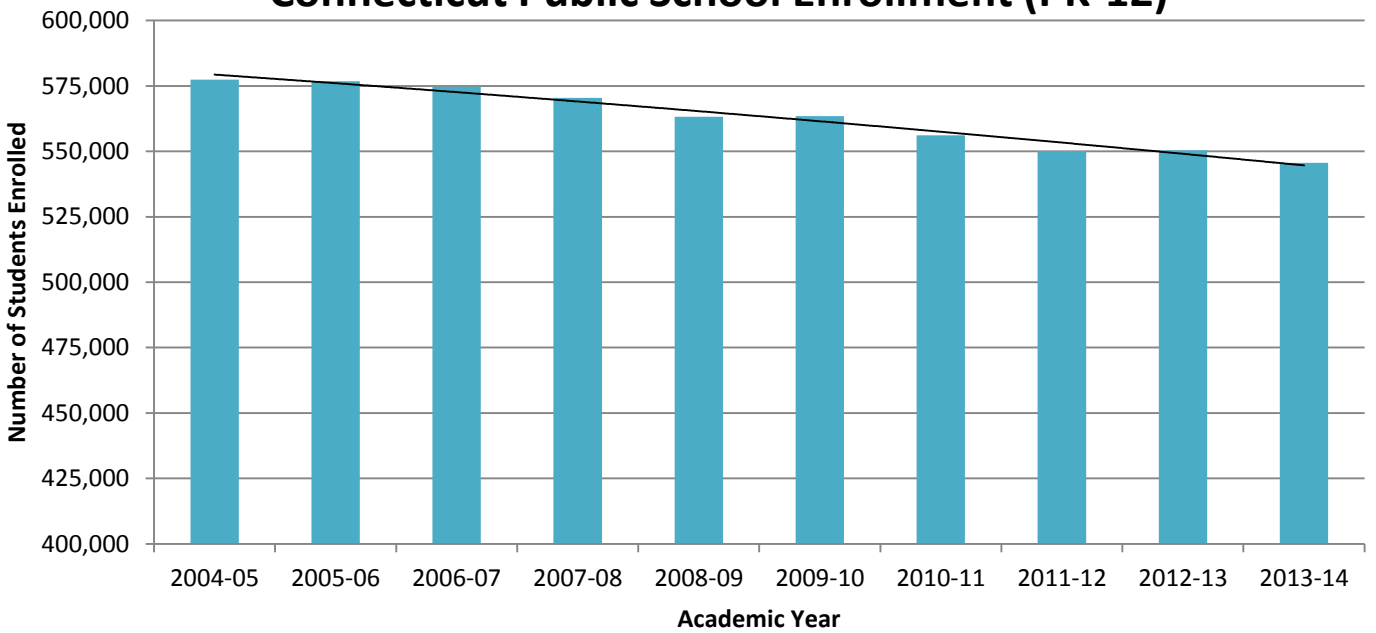
Adult education programs include 44 local school districts, two regional educational service centers and 11 cooperating eligible entities that serve all 169 towns in Connecticut per state statute. Twelve other organizations are funded solely through federal grant initiatives.

Students

Public School Enrollment

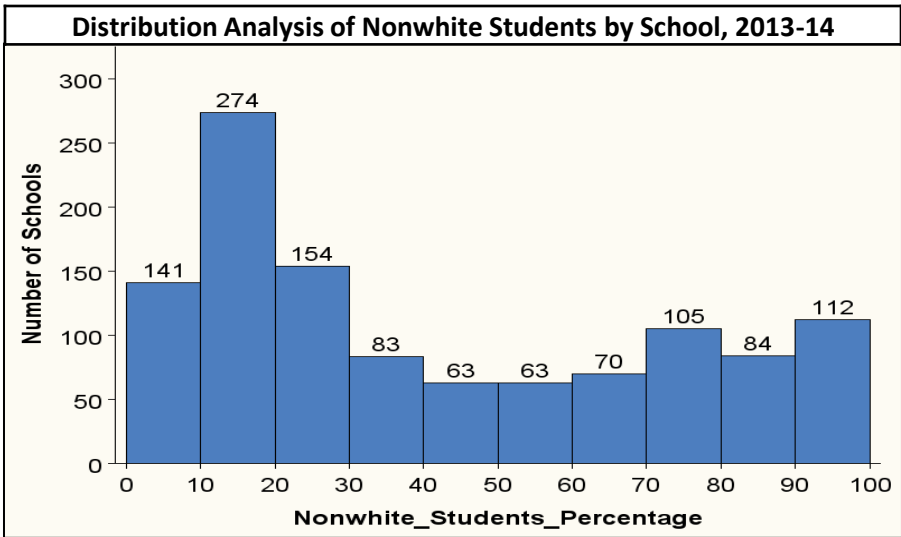
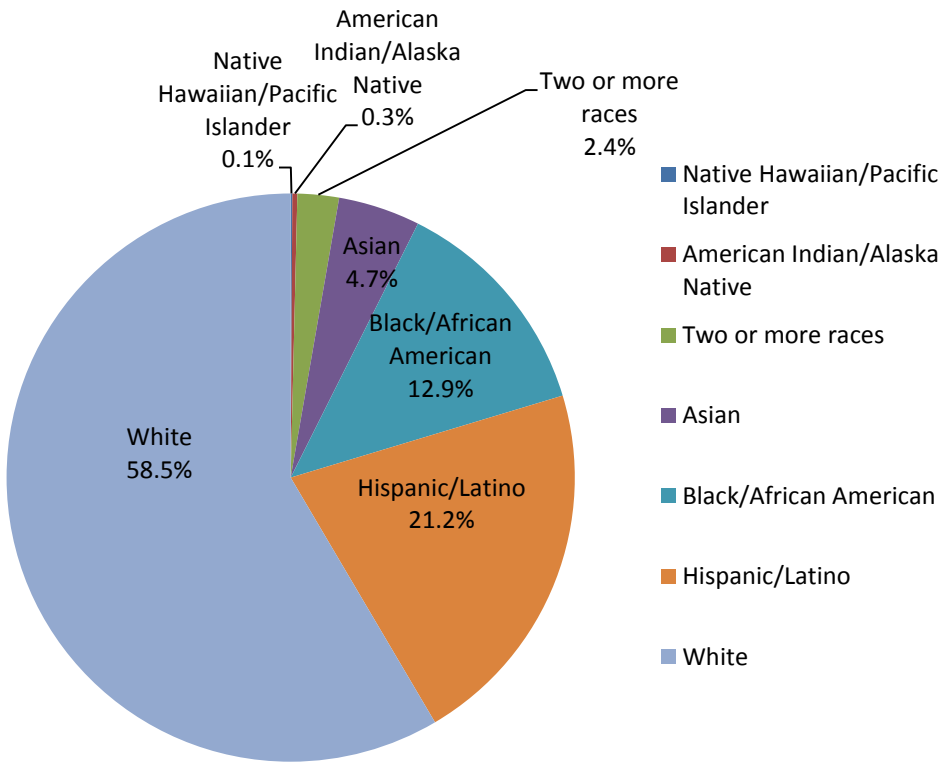
Statewide enrollment has steadily declined since 2004-05. In 2013-14, enrollment was 5.5 percent lower than it was in 2004-05.

Connecticut Public School Enrollment (PK-12)



Public School Enrollment by Race/Ethnicity

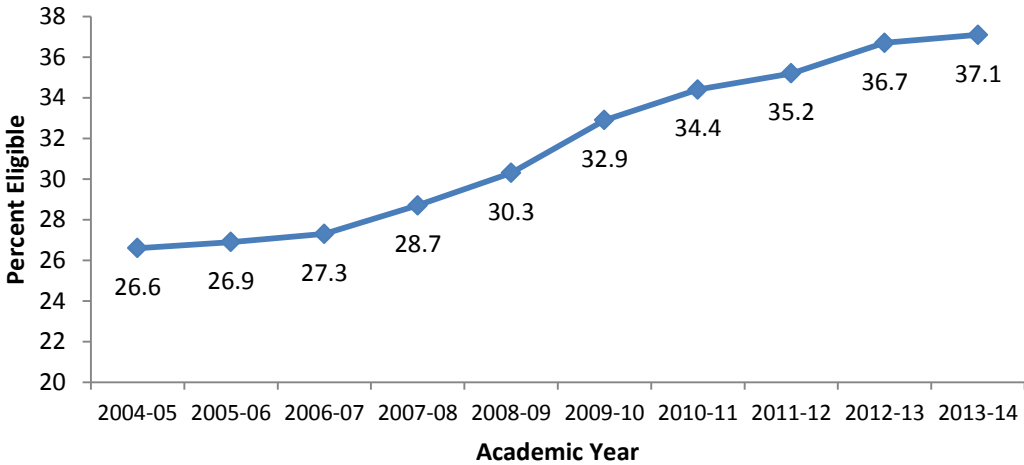
As the overall number of students has decreased over the past decade, the percentage of students who are from racial and/or ethnic minorities has risen. Most of this growth has been in the Hispanic population. In October 2010, 37.8 percent of students represented racial or ethnic minorities; in October 2013, that percentage was 41.6. 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 301 schools, and 20 percent or less of the demographic in 415 schools.



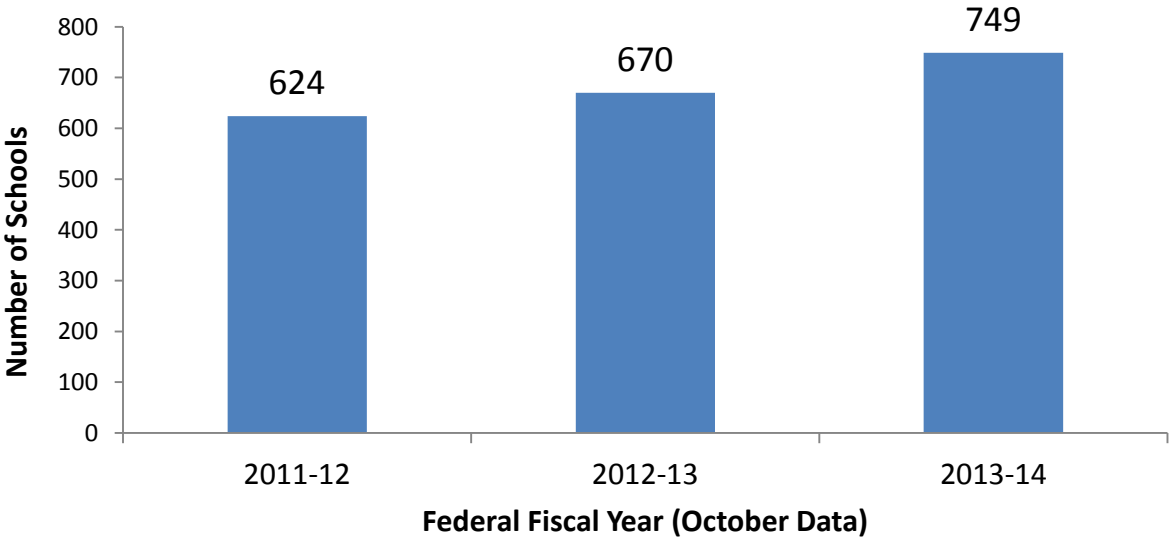
Economic Need

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 eligible students rose last year to an all-time high of 37.1 percent. To better support these students, 749 schools across the state participated in the USDA School Breakfast Program in 2013-14, a 20 percent increase from 2011-12.

Percentage of Students Eligible for Free or Reduced Priced Meals



Public Schools Participating in the USDA School Breakfast Program

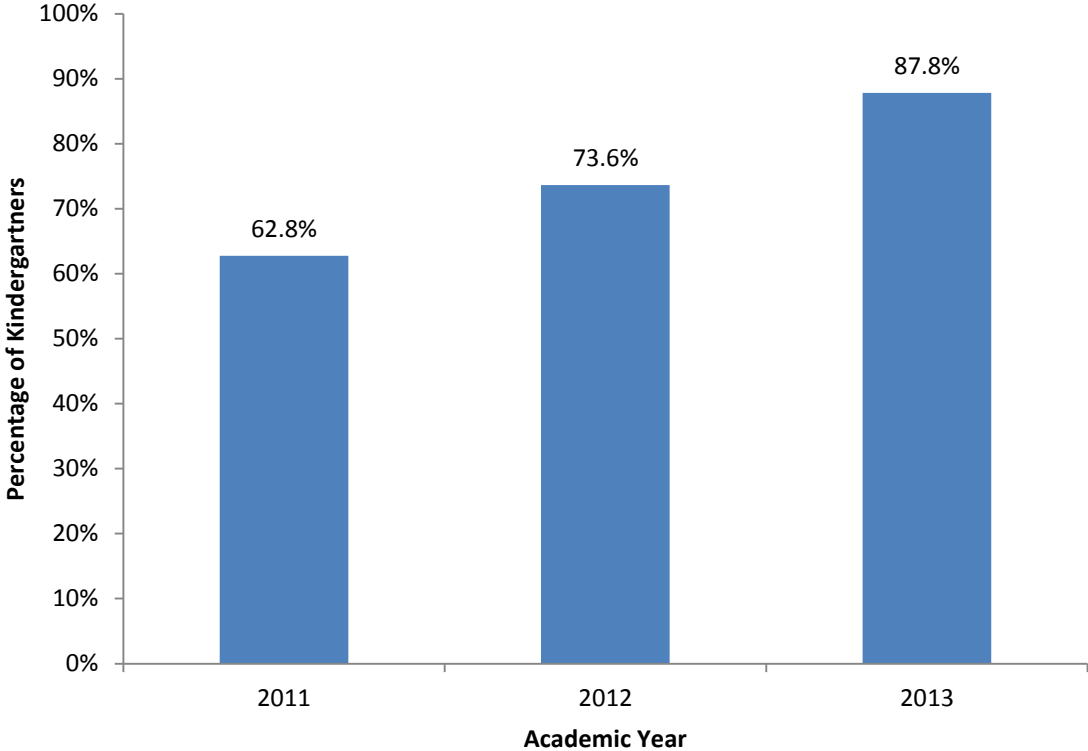


† In 2013-14, a family of four needed to earn less than \$30,615 for a child to receive free meals and less than \$43,568 to receive reduced-price meals, according to the USDA Food and Nutrition Services.

Kindergarten Enrollment

The number of school districts offering full-day kindergarten has been growing in recent years. In 2013-14, nearly 88 percent of kindergarteners were enrolled in full-day kindergarten across the state. This represents an all-time high and an increase of 25 percentage points from 2011-12.

Percentage of Students Enrolled in Full-Day Kindergarten

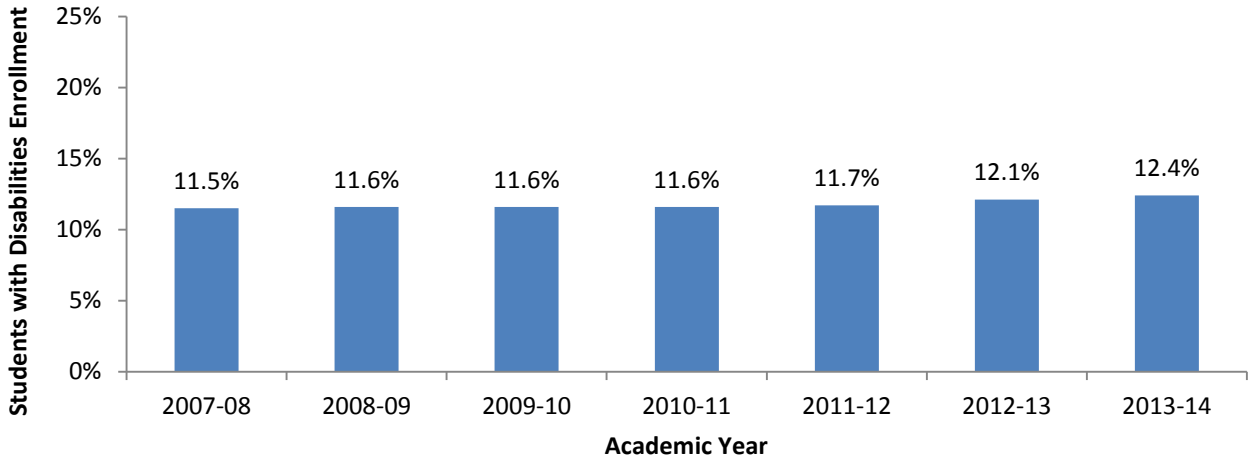


Special Education

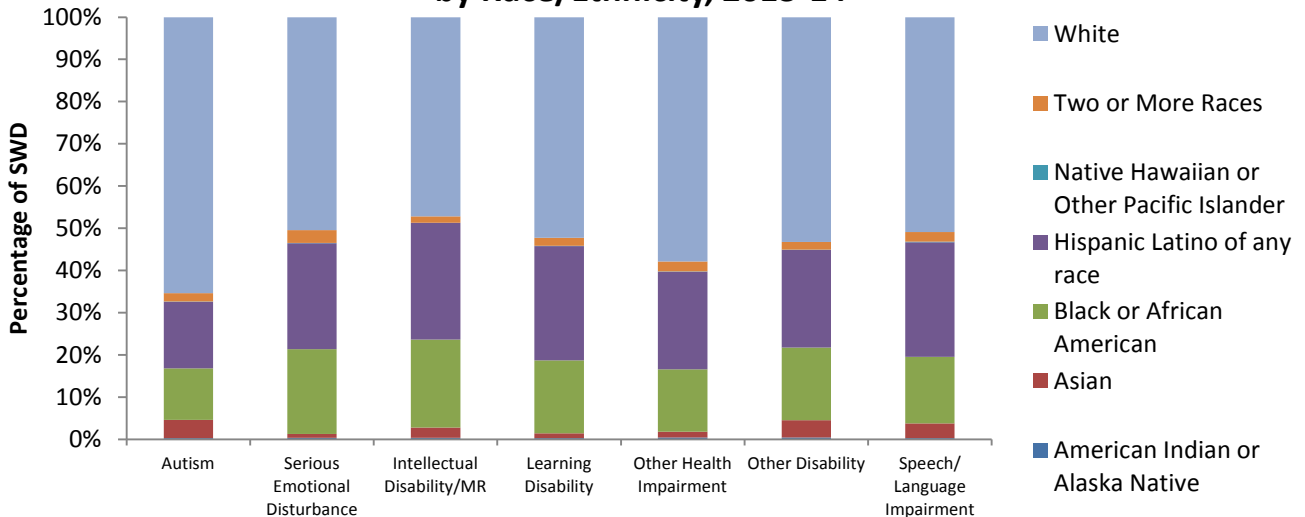
In 2013-14, there were 66,132 Connecticut public school students in Grades K-12, or 12.4 percent of total enrollment, who required special education services. The special education incidence rate has risen slightly over the past four years from 11.6 percent in 2010-11.

The Individuals with Disabilities Education Act (IDEA) requires investigation of disproportionate representation in the identification of students with disabilities, by race and ethnicity. In 2013-14, district-level investigations revealed that the most common groups that were disproportionately identified 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 have disproportionate identification as a result of inappropriate policies, practices, or procedures. 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 and intellectual disability, although only one district had data of concern in this area.

Prevalence of Students with Disabilities K-12



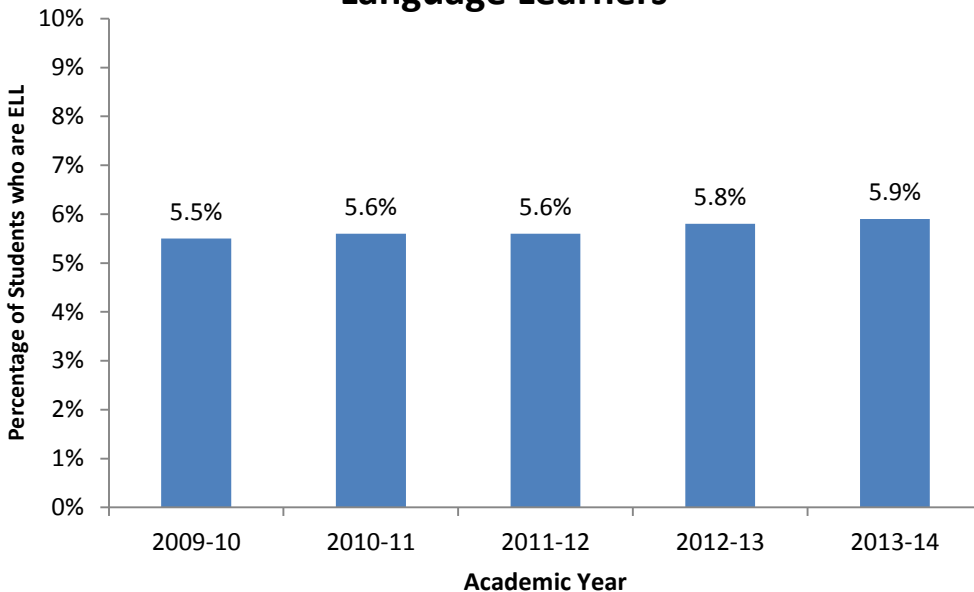
Percentage of Students with Disabilities, Ages 6-21: Disability Type by Race/Ethnicity, 2013-14



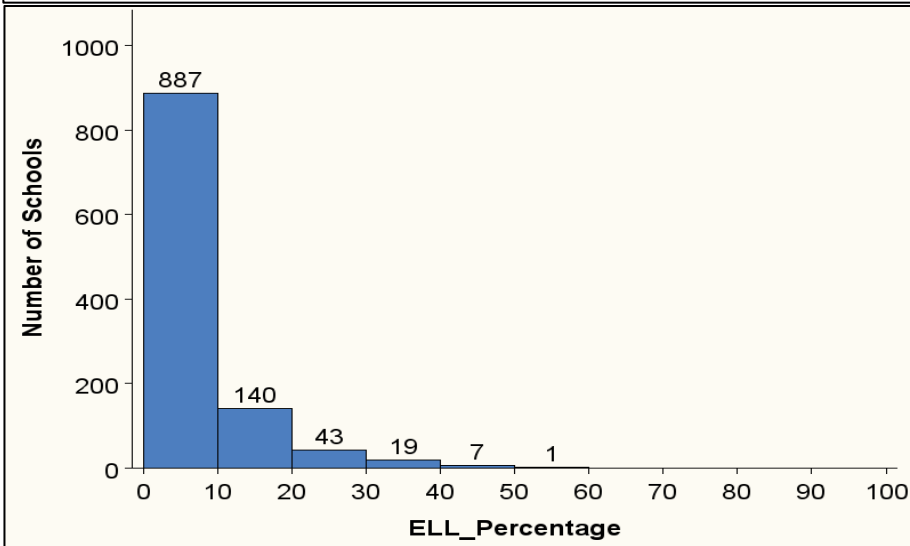
English Language Learners

The percentage of students who are English Learners (EL) has been increasing slightly since 2009-10. In 2013-14, 5.9 percent of Connecticut's public school students were English Learners. Eight hundred eighty-seven schools had fewer than 10 percent EL population. There were 210 schools whose student body was composed of 10 percent or more English Learners.

Percentage of Students who are English Language Learners



Distribution of English Language Learner Rates by School, 2013-14



Languages Spoken at Home

In the 2013-14 school year, Connecticut's English Learners student subpopulation spoke 136 different non-English languages. While most districts only had to accommodate a few languages, there were 35 districts whose EL student subpopulations spoke 20 or more different non-English languages.* The table below shows the most prevalent languages spoken in these students' homes.

15 Most Prevalent Non-English Languages in Connecticut Schools, 2013-14

Language	Number of Students with Non-English Dominant Language
Spanish	51744
Portuguese	2993
Polish	2276
Mandarin	2197
Creole-Haitian	1800
Arabic	1789
Albanian	1281
Vietnamese	1251
Urdu	1198
Russian	856
Gujarati	789
French	755
Serbo-Croatian	679
Cantonese	668
Bengali	651

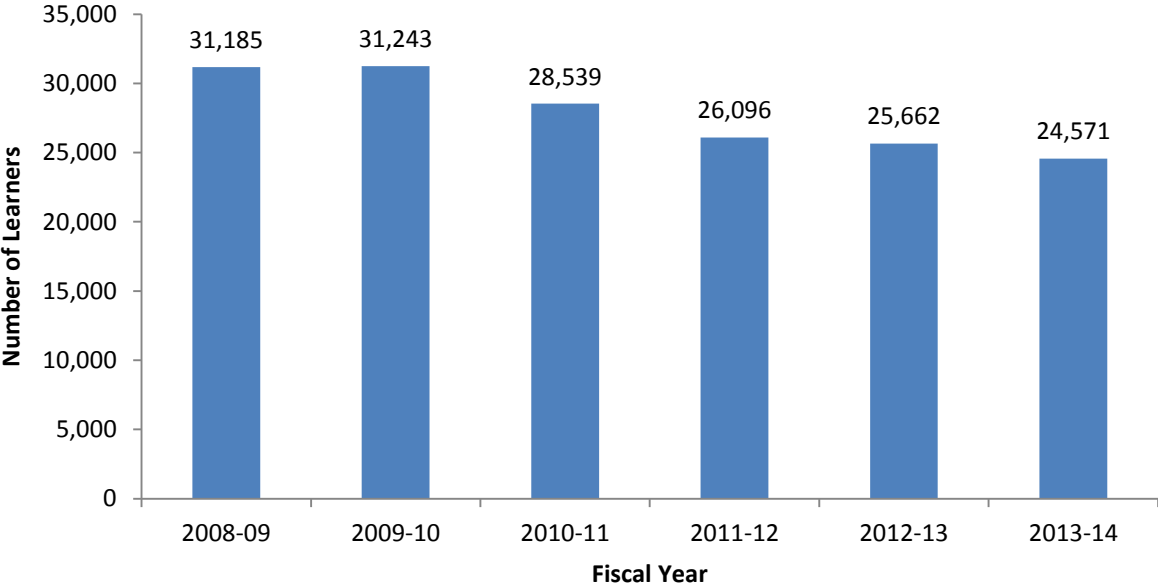
*School districts must provide all English language learners with services to assist them in becoming proficient in the English language. Schools that have 20 or more students who are not proficient in English and speak the same language are required to offer a program of bilingual instruction in the 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 2013-14, Connecticut adult education programs served 24,571 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 later does not include those learners enrolled only in Spanish GED programs.

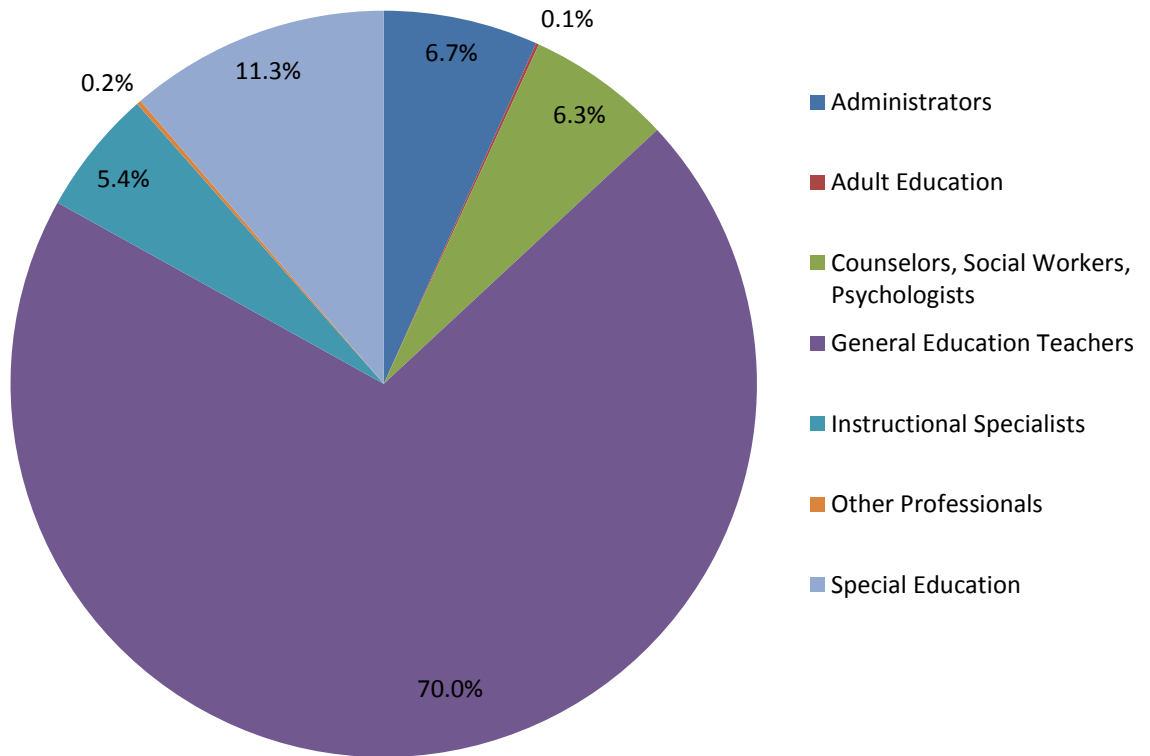
Source: Connecticut Adult Reporting System (CARS) database and Statewide Program Profile 2013-14.

Educators

Certified Staff Members

General education and special education teachers combined constitute 81.3 percent of Full-time Equivalent (FTE) certified staff. The ranks of regular classroom teachers have declined by 1.8 percent since 2007-08, while the number of FTE administrators rose by 4.9 percent over the same period.

Certified Staff Members: Full-time Equivalent by Assignment Type, 2013-14



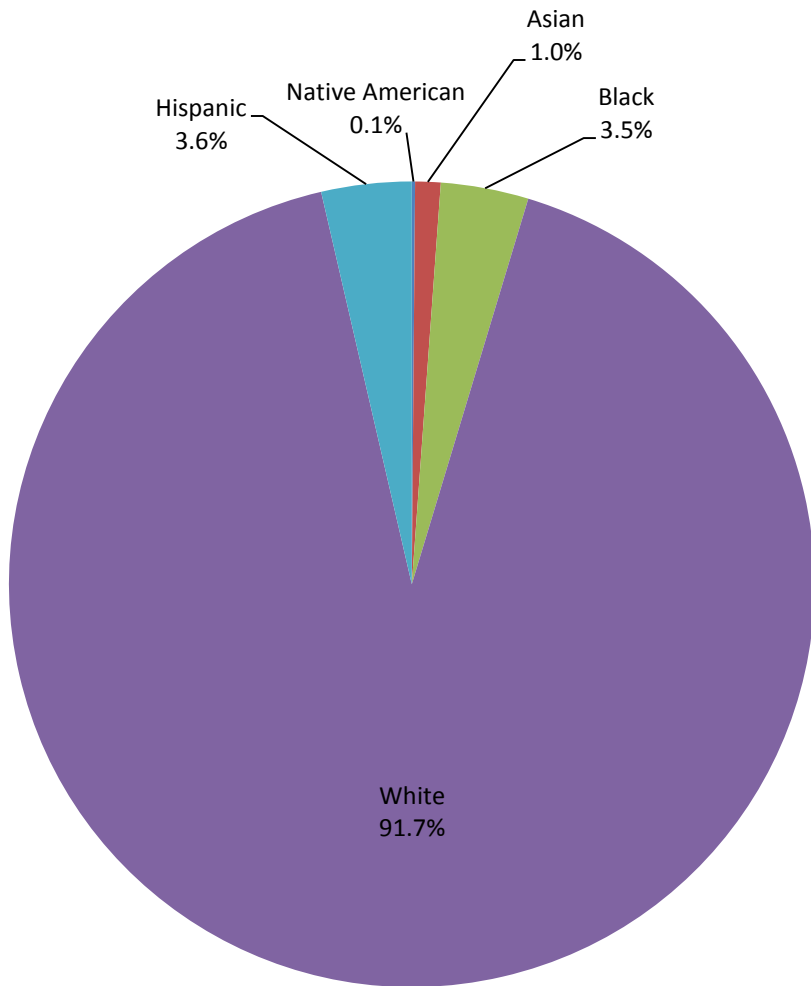
Total Full-time Equivalent[†] Certified Staff Count = 51,915.55

[†] 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 days/5 days = .4 of full time or .4 FTE).

Demographics of School Staff

While Connecticut’s student population is somewhat diverse, with nonwhite students comprising 41.6 percent of the student body, Connecticut’s teaching force is quite homogeneous. Nearly 92 percent of certified school staff are white, 3.6 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, 2013-14



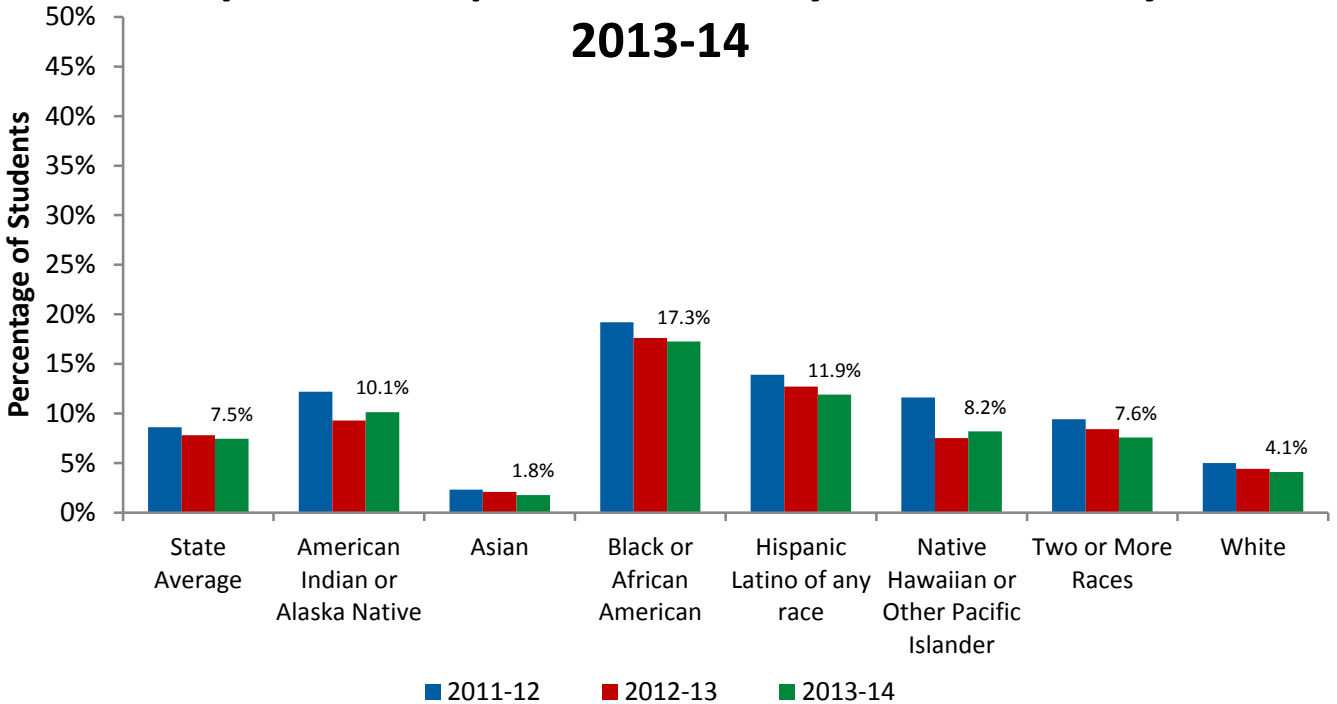
Instruction and School Climate

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 incidents that result in a sanction.

In the 2013-14 school year, 7.5 percent of all students received at least one ISS, OSS or EXP sanction. Black or African American and Hispanic students are suspended at substantially higher rates than their white counterparts.

Suspension/Expulsion Rates by Race/Ethnicity, 2013-14

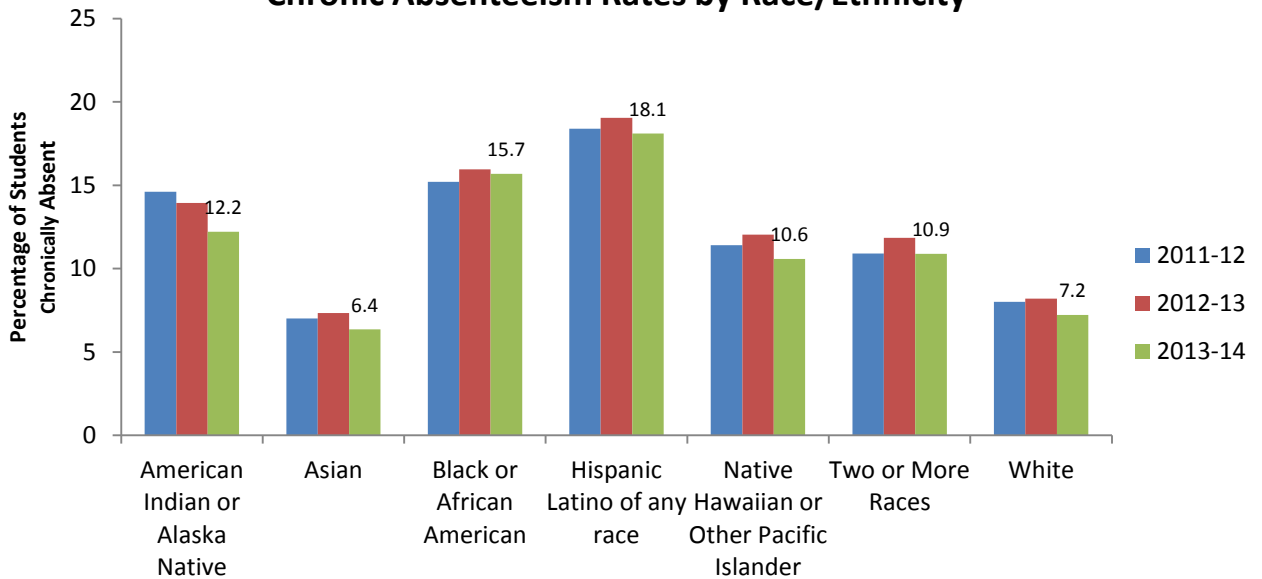


Chronic Absenteeism

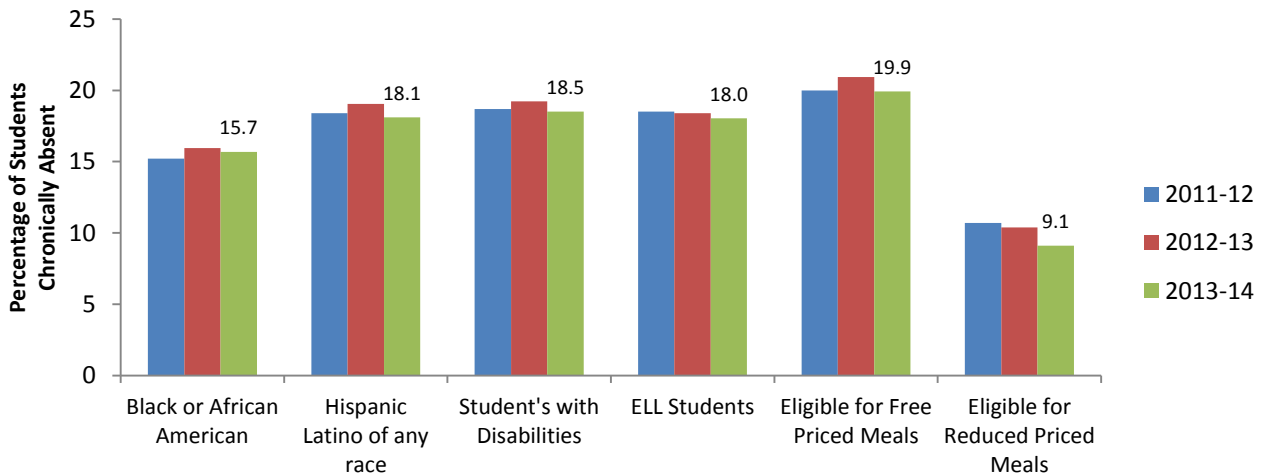
Chronic absenteeism is defined as missing 10 percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences. Several research studies have highlighted the association of chronic absenteeism to student academic achievement and 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 state wide chronic absenteeism rate for students in Grades K-12 was 10.7 percent in 2013-14. This translates to over 56,000 students. There was considerable variation among districts, as well as among factors such as race/ethnicity, free or reduced-price meal eligibility, special education status, and ELL status.

Chronic Absenteeism Rates by Race/Ethnicity



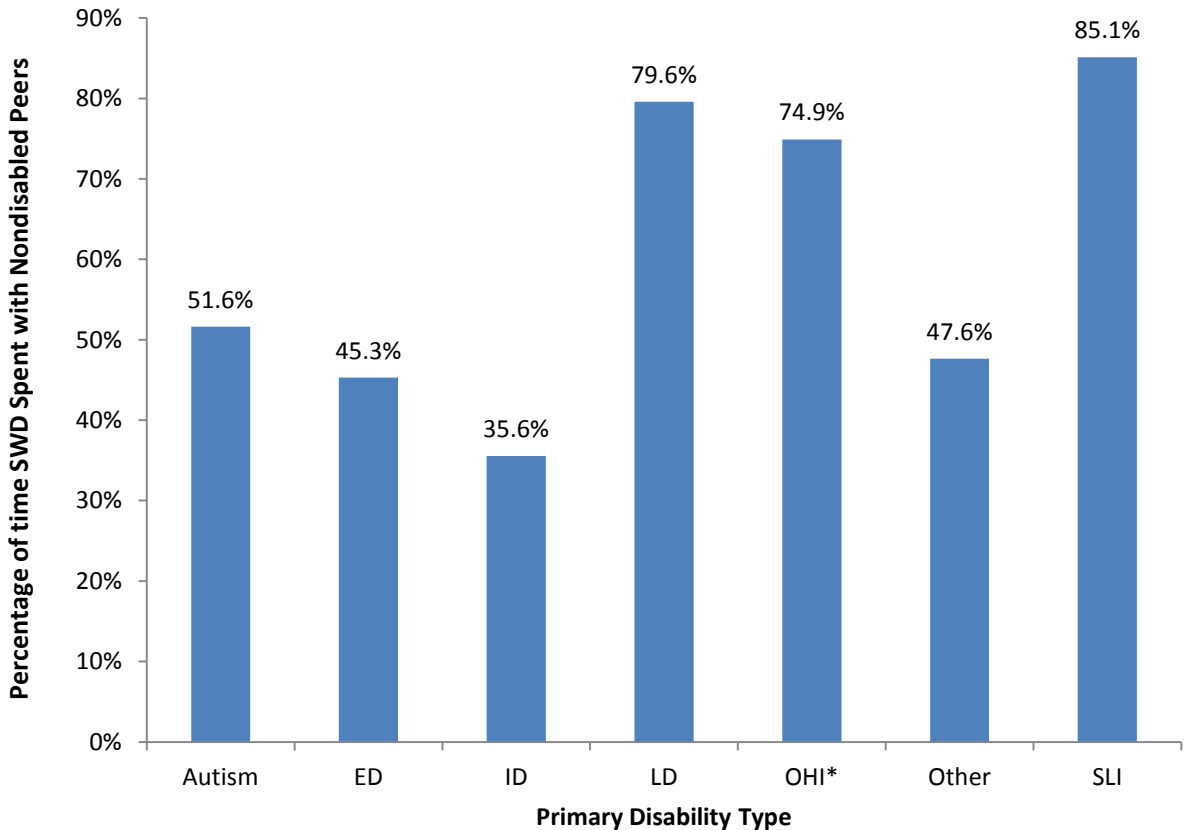
Chronic Absenteeism by High Risk Subgroups



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 69.6 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 35.6 percent spent 80-100 percent of their time with nondisabled peers in 2013-14, compared to 79.6 percent of students with a learning disability (LD). Similarly, 45.3 percent of students with an emotional disturbance (ED) spent 80-100 percent of their time with nondisabled peers, compared to 85.1 percent of students with a speech or language impairment (SLI).

Percent of Students (K-12) who Spend 80-100% of Time with Nondisabled Peers by Primary Disability Type, 2013-14

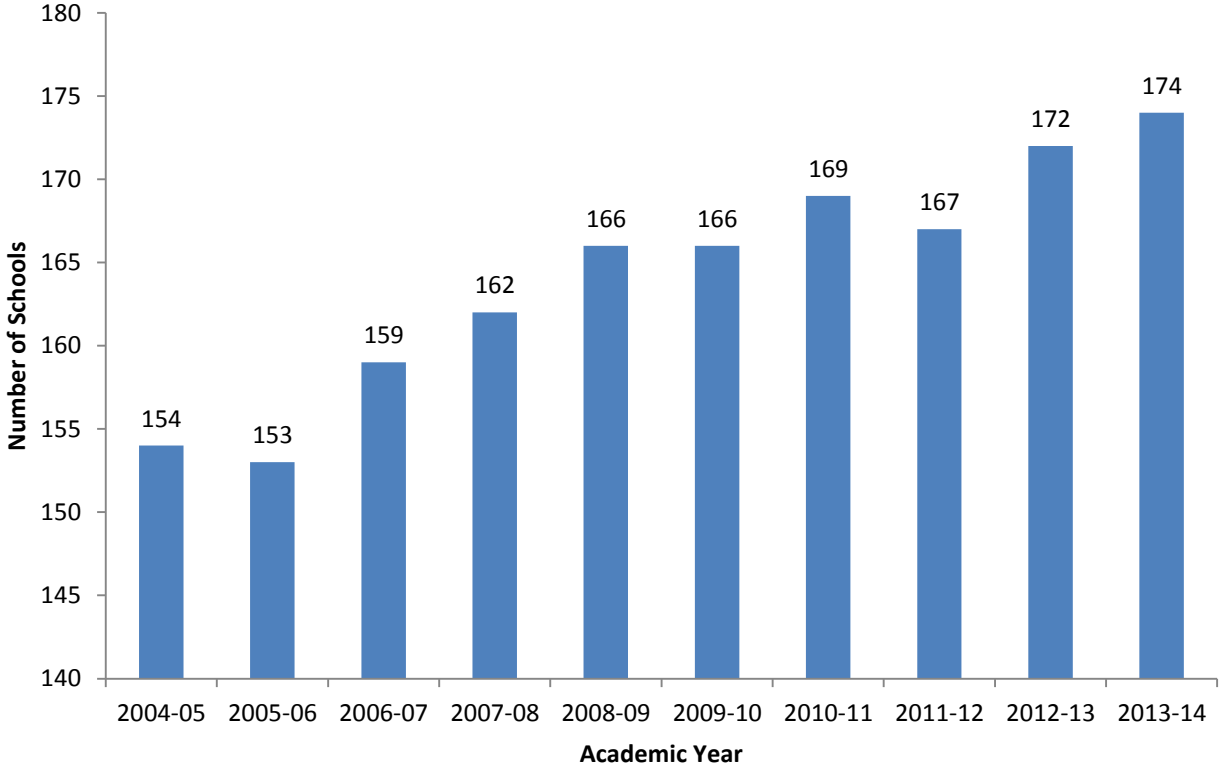


*Other Health Impairment (OHI)

Access to Advanced Placement Courses

An increasing number of schools are making Advanced Placement exams available to their students. In 2013-14, 16.8 percent more schools offered AP exams than a decade earlier.

Number of Schools Offering Advanced Placement Exams

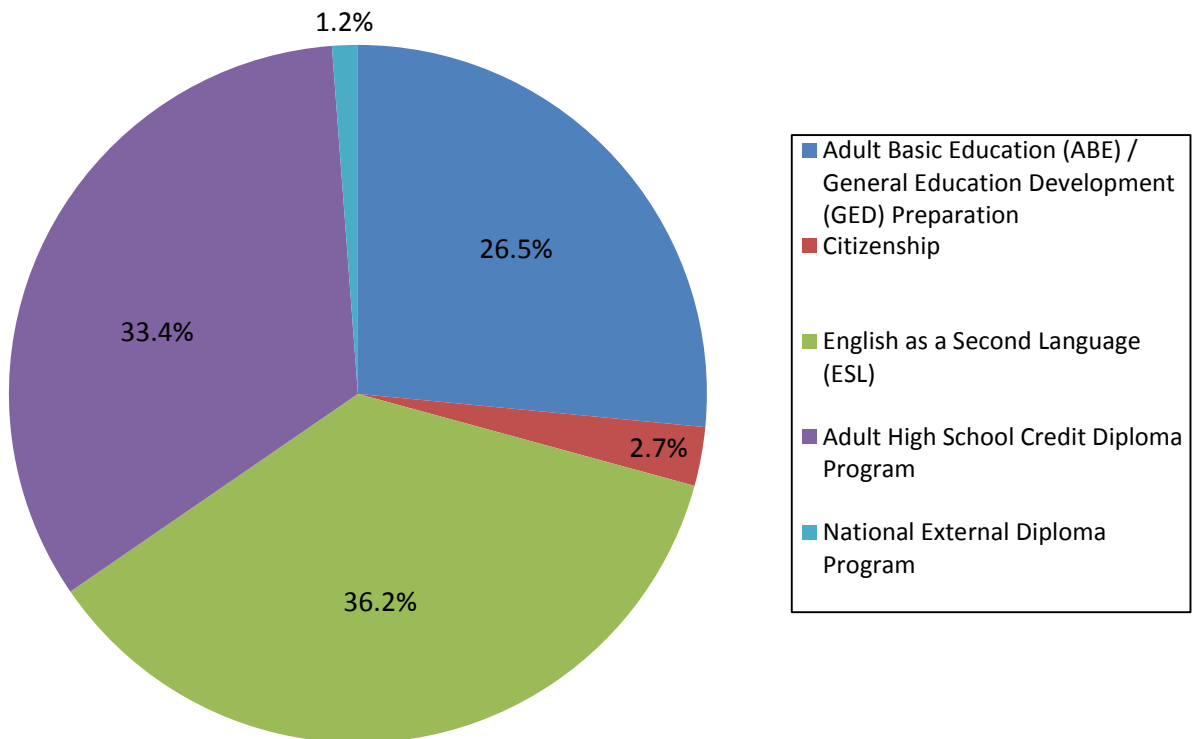


Adult Education Programs

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 2013-14, 61 percent of adult learners participated in basic literacy or secondary school completion programs, while 39 percent of learners participated in ESL or citizenship programs.

Adult Education Enrollment by Program Type, 2013-14

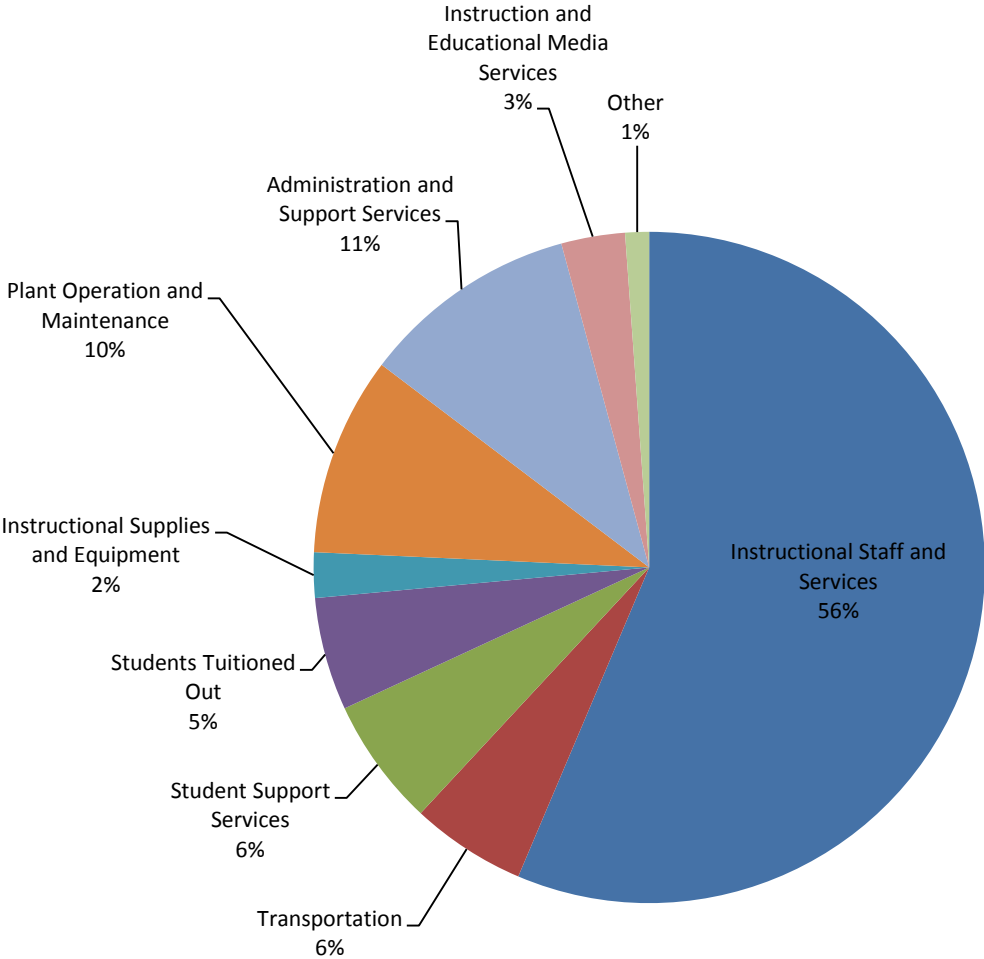


Resources and Budgeting

Expenditures

In 2013-14, the state’s overall school expenditures (excluding investments in land, buildings and debt) totaled \$8.4 billion. Instructional staff and services represented a majority of the total expenditures; 56 cents out of every education dollar was devoted to this area.

Expenditures† by Category 2013-14



† 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.

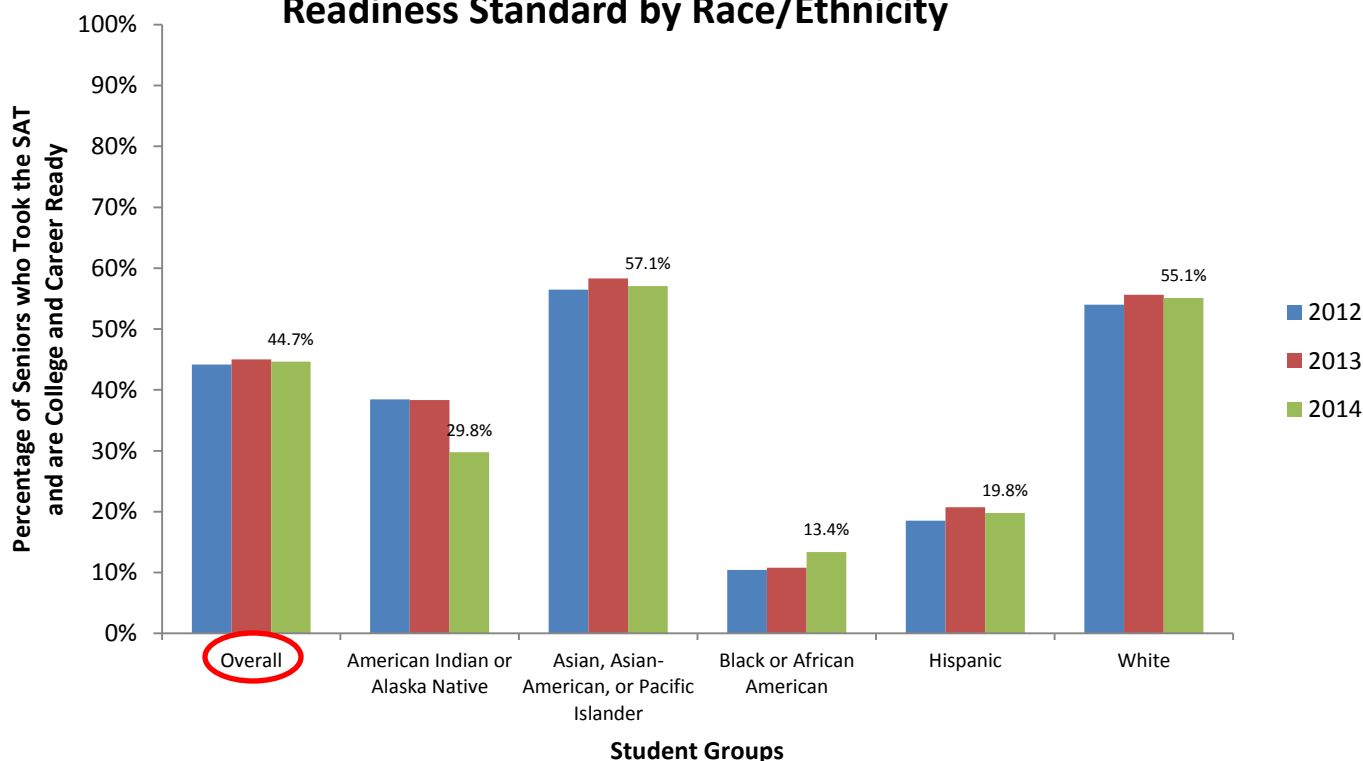
College and Career Readiness

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, 44.7 percent of the 2014 Connecticut public high school senior class who took the SAT met the college and career readiness standard. This is a slight decline from 2013 when 45 percent of the senior class who took the SAT met the standard. As with other measures of student achievement, varying performance levels are evidenced among students from different racial/ethnic backgrounds; 13 percent of black or African American and 20 percent of Hispanic students met the standard as compared to 55 percent of white students and 57 percent of Asian students.

Percent of Seniors who met the Career and College Readiness Standard by Race/Ethnicity



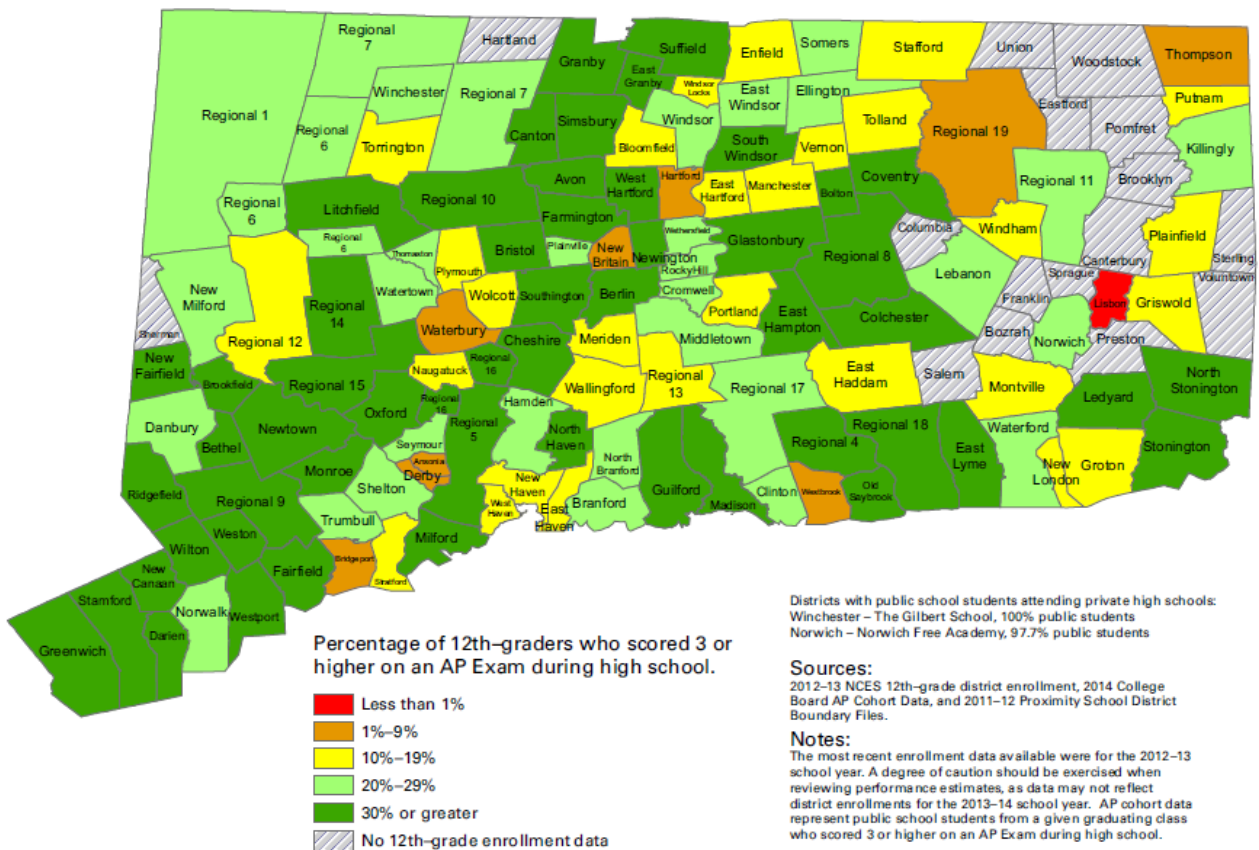
† The source for these data is the College Board.

Advanced Placement[†]

The Advanced Placement (AP) program is a rigorous high school program of college-level courses and examinations. Connecticut was ranked **second nationwide** with 30.8 percent of its 2014 high school graduates scoring 3 or better on at least one AP exam during high school and ranked **most improved in the nation** with an increase of 14.4 percentage points over the last decade. While the traditional performance gaps evidenced in other metrics were also evidenced in these data, there were some bright spots. Twelve 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 were East Granby, Fairfield, Greenwich, Montville, Newington, Oxford, Region 1, Region 8, Region 17, Region 16, Ridgefield, and Stratford.

Connecticut Public Schools

AP[®] Success by District: Class of 2014

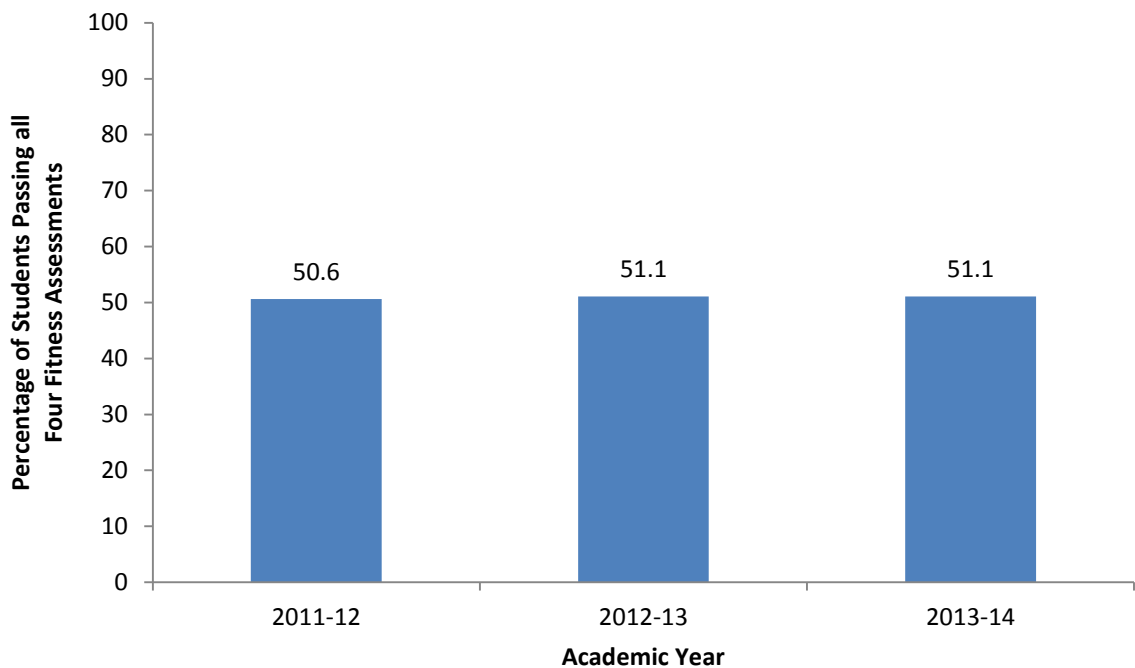


[†] The source for these data is the College Board.

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. Statewide, only slightly more than half of students in the tested grades (4, 6, 8 & 10) met the “Health” standard on all four assessments in 2013-14.

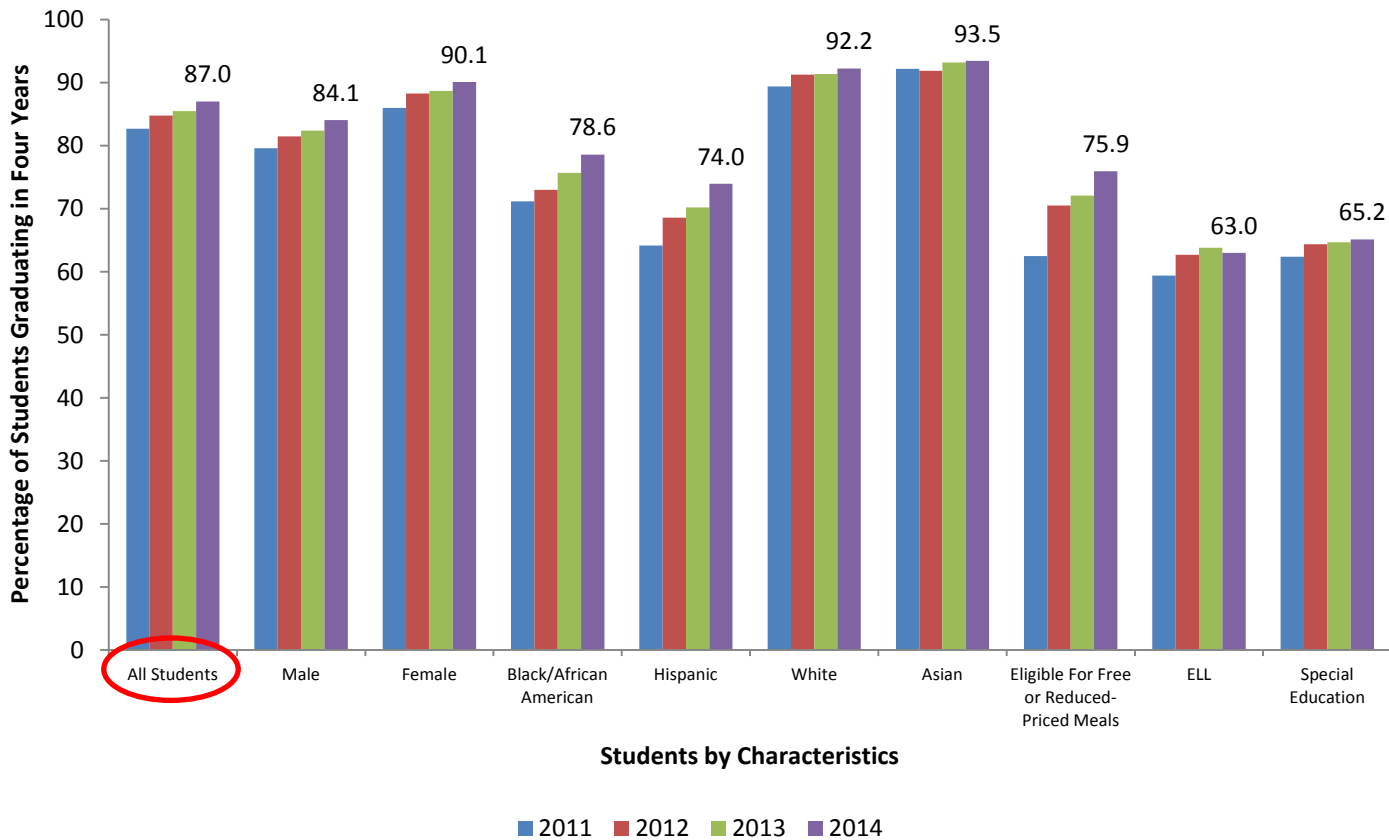
Percentage of Students Reaching Health Standard of CT Physical Fitness Assessment



Graduation Rates

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. Overall, Connecticut’s four-year graduation rate has increased over the past four years from 82.7 percent for the cohort of 2011 to 87 percent for the cohort of 2014. The graduation rates for students who are black, Hispanic, or eligible for free or reduced-priced meals has increased at a rate that is greater than the state average. However, the four-year graduation rates for English Language Learners and students with disabilities continues to be substantially lower and has only shown modest improvement in the past four years.

Four-year Cohort Graduation Rates by Student Characteristics



Source: CSDE data and calculations

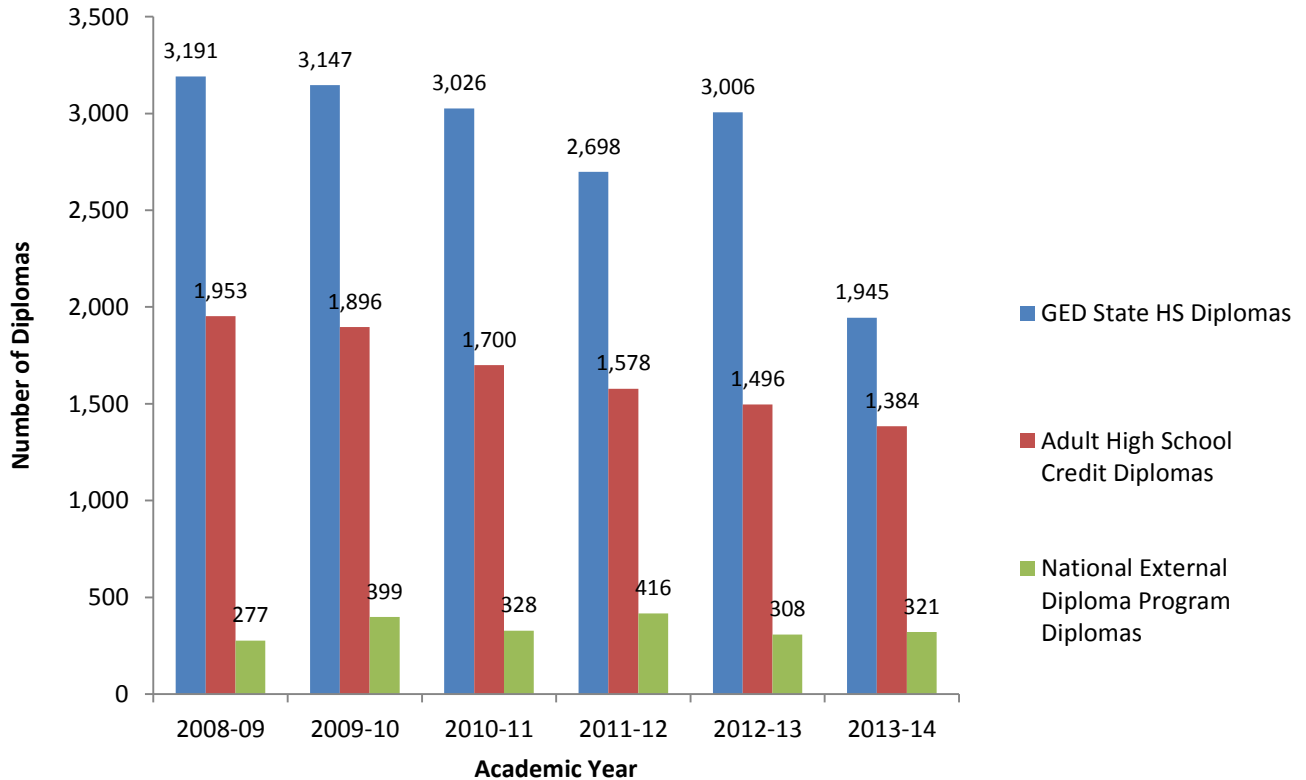
Note: The race categories that were created in 2012—Native American or Alaska Native, Hawaiian or Pacific Islander, and Two or More Races are not included in the above graph because they do not yet have prior years of data. To see the complete data, please go to: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2758&q=334898>.

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 2013-14, a total of 3,650 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. The decline in GED State diplomas in 2013-14 is attributable to the start of a new GED assessment in January 2014. This new assessment is aligned to college- and career- ready standards (i.e., the Common Core State Standards) and delivered via computer. As adult education programs continue to strengthen GED preparation by delivering instruction that is aligned to the new content and technological standards, it is expected that more adults will be better prepared to take and succeed on this new assessment.

Adult Education Diplomas Granted, 2013-14

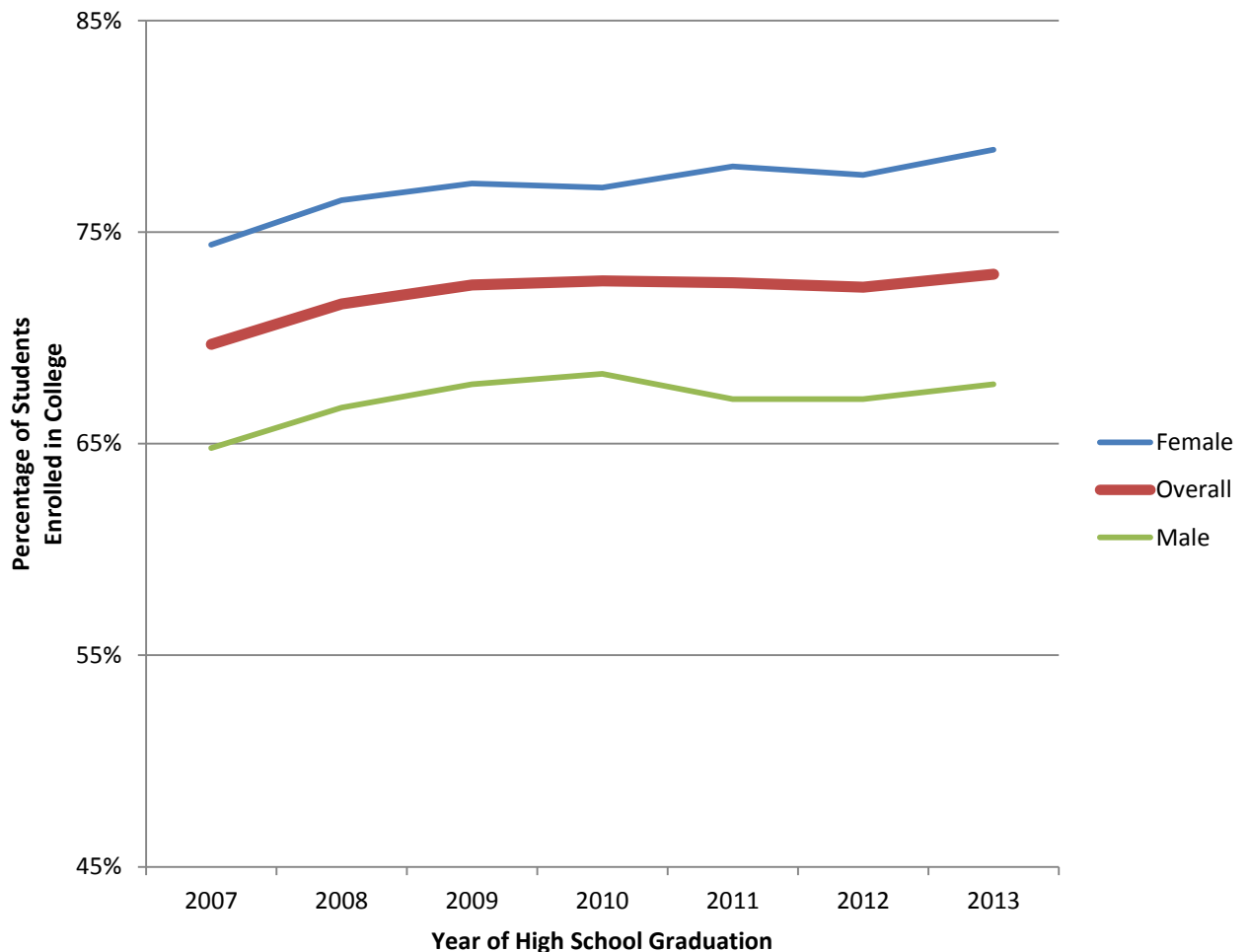


Source: Connecticut Adult Reporting System (CARS) database and Statewide Program Profile 2013-14

College Enrollment of Connecticut Public High School Graduates

In spring 2013, Connecticut public high schools graduated more than 38,000 students. Of these graduates, 73.0 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 (78.9 percent) from the high school class of 2013 was substantially higher than that of males (67.8 percent).

College Enrollment at Any Time During the First Year After High School

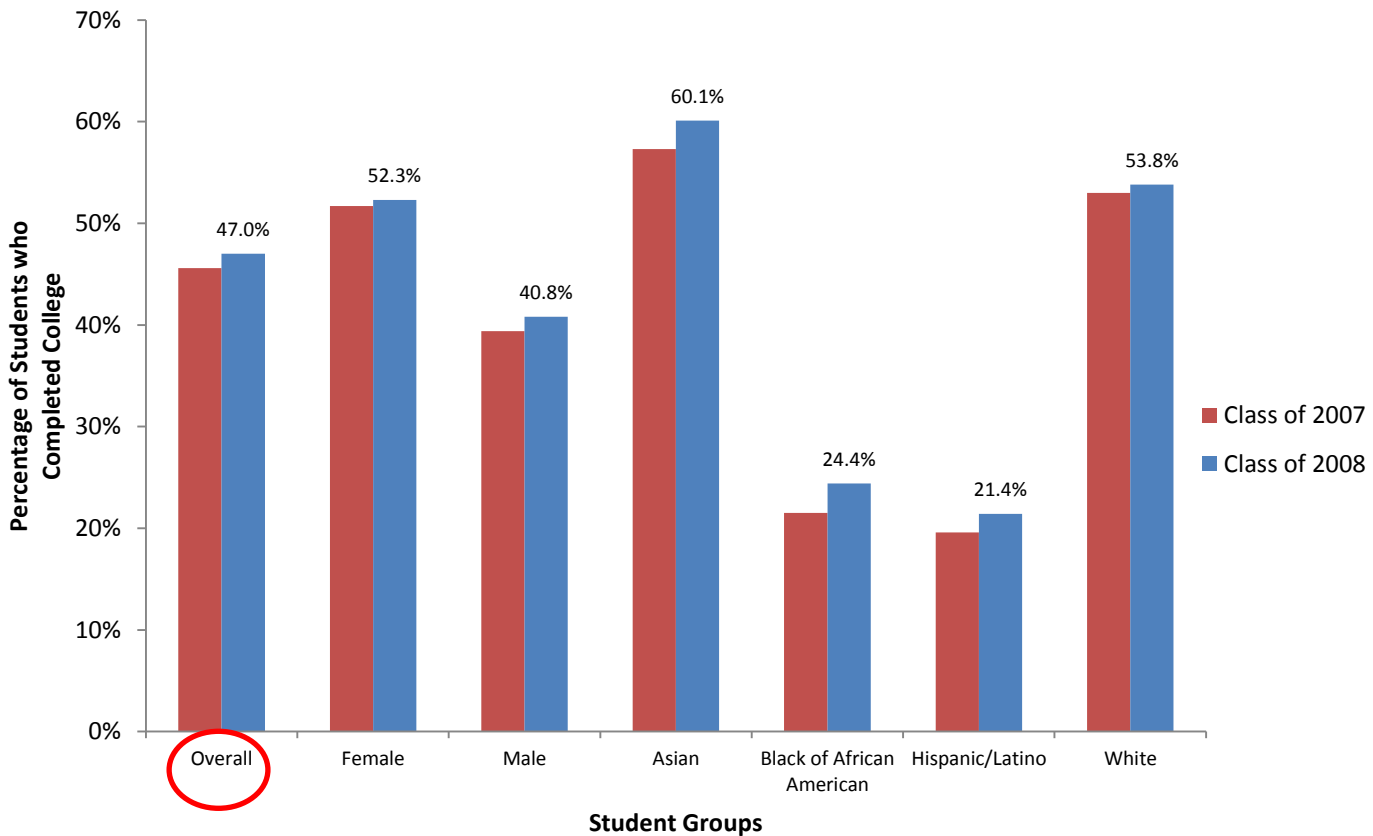


Source: National Student Clearinghouse Student Tracker reports

College Completion of Connecticut Public High School Graduates

Forty-seven percent of the 2008 high school graduating class graduated from college with an Associate's, Bachelor's or higher degree within six years. That percentage is up slightly from the 2007 graduating class when 45.6 percent of students graduated from college in six years. The college completion rates vary among different student groups. For example, 52.3 percent of females graduated in six years as compared to 40.8 percent of males. Variations also exist between students from different racial/ethnic backgrounds; 60.1 percent of Asian students and 53.8 percent of white students completed college within six years as compared to 24.4 percent of black/African American students and 21.4 percent of Hispanic/Latino students. However, a higher percentage of students completed college within each student group from the class of 2008 than the class of 2007. Black/African American students experienced the greatest increase in college completion rates among the student groups.

College Completion in 6 Years



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

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