

THE CONDITION OF EDUCATION IN CONNECTICUT

2023-24

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.

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 presents indicators that describe the progress of the public education system, the characteristics of its students and educators, and student outcomes on key indicators of student engagement and student readiness for college and careers.

Equitable access to a world class education for all students is the cornerstone of the State Board of Education's comprehensive plan for public education: [Every Student Prepared for Learning, Life, and Work Beyond School: The Comprehensive Plan for Education 2023-2028 \(ct.gov\)](https://www.ct.gov/sbe/education/2023-2028). Therefore, this report disaggregates data on several of the indicators to highlight the experiences and outcomes of all students including those from historically under-performing groups e.g., students with disabilities, English learners/multilingual learners, students from low-income families, and students of color.

Please also visit our data portal, EdSight, at <https://edsight.ct.gov> for additional information about students, educators, instruction, resources, and performance of schools, districts, and the state.

Charlene M. Russell-Tucker, Commissioner
Connecticut State Department of Education

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EXECUTIVE SUMMARY

The condition of education in Connecticut shows bright spots, improving trends, and continued areas for improvement. Here are key highlights:

- Connecticut’s student enrollment has held at approximately 513,000 since 2020-21. The enrollment is increasingly diverse (i.e., 46.2 percent are White, 31.1 percent are Hispanic/Latino, 12.5 percent are Black/African American) and with greater educational needs (i.e., 17.9 percent are students with disabilities and 10.5 percent are English learners/Multilingual learners). Adult education enrollment increased by 20.8 percent from 2022-23 to 2023-24, the third consecutive year of over 20 percent growth, surpassing pre-pandemic enrollment numbers for the first time since 2020-21.
- The racial/ethnic composition of the educator workforce is increasingly diverse. The percentage of educators of color has increased from 9.0 percent (4,727 educators) in 2018-19 to 11.7 percent (6,314 educators) in 2023-24. The number of full-time-equivalent certified staff grew from 2022-23 to 2023-24, with the largest increases (by percent) in counselors, social workers, and school psychologists, school-level administrators, and other certified non-instructional staff.
- The chronic absenteeism rate dropped from 20 percent in 2022-23 to 17.7 percent in 2023-24. The chronic absenteeism rates decreased the most for Hispanic/Latino, American Indian/Alaskan Native, and multiracial students, although all racial/ethnic student groups dropped nearly two percentage points. Chronic absenteeism rates for all student groups remain significantly higher than their pre-pandemic levels.
- Mathematics and science achievement improved for the second consecutive year, with noticeable improvements across most student groups. ELA performance has been mixed with improvements in some grades. However, across the grades, proficiency rates trail pre-pandemic levels by about five to seven percentage points in ELA, about two to five percentage points in mathematics, and about one to three percentage points in science.
- Over the past decade, the four-year high school cohort graduation rates for students who are Black/African American, Hispanic/Latino, students with disabilities, eligible for free meals, and English learners/Multilingual learners (EL/MLs) have increased at a rate that is greater than that of the state average. However, the graduation rates dropped slightly from 88.9 percent for the cohort of 2022 to 88.4 percent for the cohort of 2023, the second consecutive year of decline in this area. The percentage of 9th grade students on track for graduation increased for the first time since 2020-21 suggesting a future reversal of the past two years’ trend.
- More 11th and 12th grade students are taking college-and-career readiness courses than ever before (91.5 percent). The percent of 11th and 12th grade students meeting benchmark on a college and career readiness exam – SAT, ACT, Advanced Placement (AP) or International Baccalaureate (IB) – or earning three or more dual credits stayed steady at 44.3 percent from 2022-23 to 2023-24, while Black/African American students, Hispanic/Latino students, and

students eligible for free or reduced-price meals all increased in this measure by more than a percentage point.

- College enrollment rates increased to 68.4 percent for the class of 2023 marking the first increase since the COVID-19 pandemic. College graduation rates, six years after high school completion, declined slightly from 48.2 percent for the class of 2017 to 47.8 percent for the class of 2018.

Several CSDE initiatives to accelerate student engagement and learning are either underway or already completed. Examples of those initiatives are listed below, which are grouped according to the [2024-25 CSDE Focus Areas](#).

Elevate curriculum frameworks and curricula

- K-8 model curricula that provides free access to high-quality curricula and instructional resources along with aligned professional development opportunities.
- Science of Reading (SOR) Masterclass – a statewide professional learning opportunity to develop local capacity for evidence-based reading.
- Investments of over \$20 million in evidence-based K-3 core, comprehensive reading curriculum models/programs, universal screening reading assessments, and associated professional learning.
- Around 300 short interim block assessments in ELA, mathematics, and science that are provided at no cost to districts to monitor student learning throughout the year and support instruction.
- Nearly \$11.5 million to expand high-dosage mathematics tutoring in 43 districts in grades 6-9.

Recruit and retain a diverse workforce

- [Aspiring Educators Diversity Scholarship Program](#) for diverse students who graduated from a public high school in an Alliance school district and enrolled in an approved educator preparation program in Connecticut.
- A \$3 million initiative in partnership with the Department of Labor to create a new teacher Registered Apprenticeship Program, offer more paraeducator fairs, and expand existing high school “grow-your-own” programs.
- \$4 million in ARP ESSER funds for the Connecticut Educator Support Funds Initiative that is helping Connecticut teachers with classroom expenses.

Ensure students are physically present and engaged, support a safe and healthy learning environment

- Expansion of the Learner Engagement and Attendance Program (LEAP) – a supportive home visitation model that has been proven to increase student attendance.
- The *School Is Better with You* campaign to promote daily school attendance and combat chronic absenteeism.

- More than \$4.5 million in grants to 48 districts to support the delivery of mental health services for students during the summer months.
- More than \$13 million in grants to provide summer enrichment opportunities to children during the summers of 2023 and 2024.
- Actionable data through EdSight Secure that provides authorized district staff with longitudinal information about students who are doing well and others who may need added support.
- The “No Matter What” campaign to highlight resources available for students experiencing homelessness and housing instability.

Modernize and expand postsecondary pathways

- \$3.8 million awarded to 89 school districts and nearly \$5 million to public and private institutions of higher education through the Dual Credit Expansion Grant to increase the percentage of students earning college credit in high school.
- A FAFSA Challenge initiative to encourage FAFSA completion that provides schools with mini-grants, training sessions, and supports.

Improve outcomes for all students, with a focus on students with disabilities.

- The Dyslexia Awareness campaign launched with a focus on continued training and professional development.
- Connecticut Special Education Data System (CT-SEDS) statewide rollout to improve the quality of Individualized Education Programs (IEPs) aligned with grade level standards.
- Launch of new Special Education Call Center to provide callers with information and resources related to special education laws and the rights and protections of students receiving special education services.
- \$5.9 million State Personnel Development Grant (SPDG) to improve educational outcomes for students with disabilities with a specific focus on mathematics.
- Partnership with the University of Connecticut to improve ELA Performance Index Results for Students with Disabilities in Grade 3.

THE EDUCATION SYSTEM

Districts, Schools, Programs, and Adult Education Providers

Public education in Connecticut is provided to students in prekindergarten to Grade 12 through many types of school districts. These include local and regional boards of education, regional educational service centers (RESC), public charter districts, the Connecticut Technical Education and Career System, Endowed Academies, and state agencies. These school districts deliver their educational services to students through regular schools, specialized programs, and outplacements to private facilities.

Table 1: Number of Schools by Type of Organization 2023-24

Organization Type	Number of Schools
Public Schools in Local and Regional Districts	932
Regional Educational Service Center Schools	26
Public Charter Schools	21
Connecticut Technical Education and Career System Schools	17
Endowed Academies	3
State Agency Facilities	30
College Affiliated Schools	2
Total Number of Schools	1,031

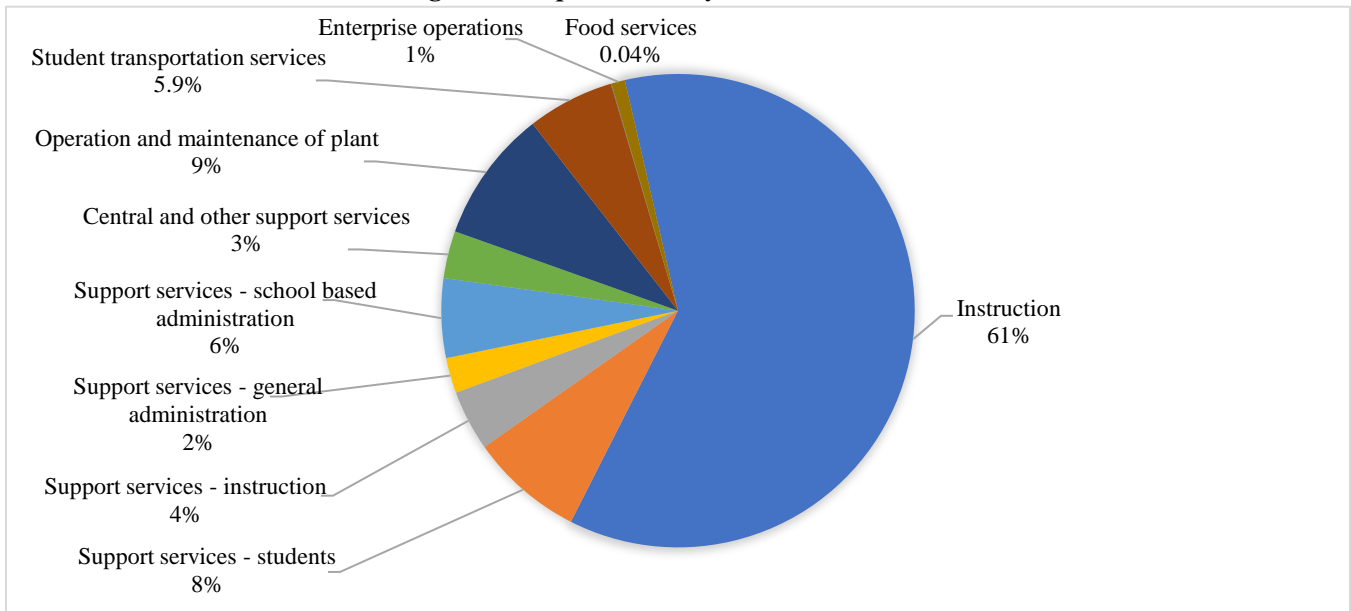
Of the 1,031 schools, 792 are elementary and/or middle schools and 239 are high schools. In addition to these 1,034 schools, 493 specialized programs provide targeted services. The vast majority of these programs are designed for special education students (349), alternative/credit recovery (76), or prekindergarten (40).

In addition to PK-12 education, adult education programs are also provided to residents in all towns across Connecticut through 34 local school district providers, three regional educational service centers, 14 community/faith-based organizations, and one state agency.

Expenditures

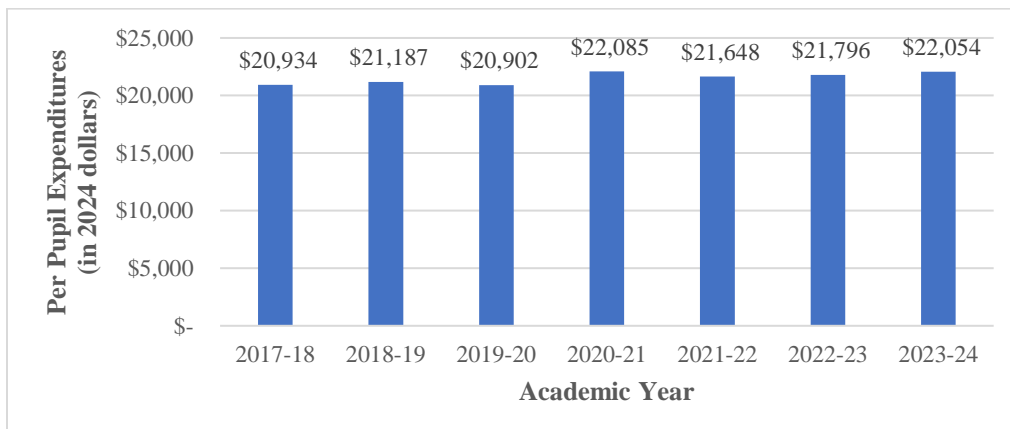
In 2023-24, the [state's overall school expenditures](#) (excluding investments in land, buildings, and debt) totaled approximately \$11.9 billion, a small increase over 2022-23. Instruction (Figure 1) represented a majority of the total expenditures; approximately 61 cents out of every education dollar were devoted to this area. Almost all spending areas increased year-over-year in comparison to 2022-23 spending, with the biggest dollar increases in Instruction, and most of that increase in salaries. Based on percentage, the largest increase was in Food Services compared to 2022-23, although this represents a very small proportion of overall spending (less than a half percent). Central and other support services were lower than 2022-23.

Figure 1: Expenditures by Function, 2023-24



Per pupil expenditures have steadily increased since the 2017-18 school year; after adjusting for inflation, however, spending has been relatively consistent since 2020-21. A significant portion of these increases during and since 2020-21 are due to federal stimulus funding programs like American Rescue Plan-Elementary and Secondary School Emergency Relief ([ARP-ESSER](#)).

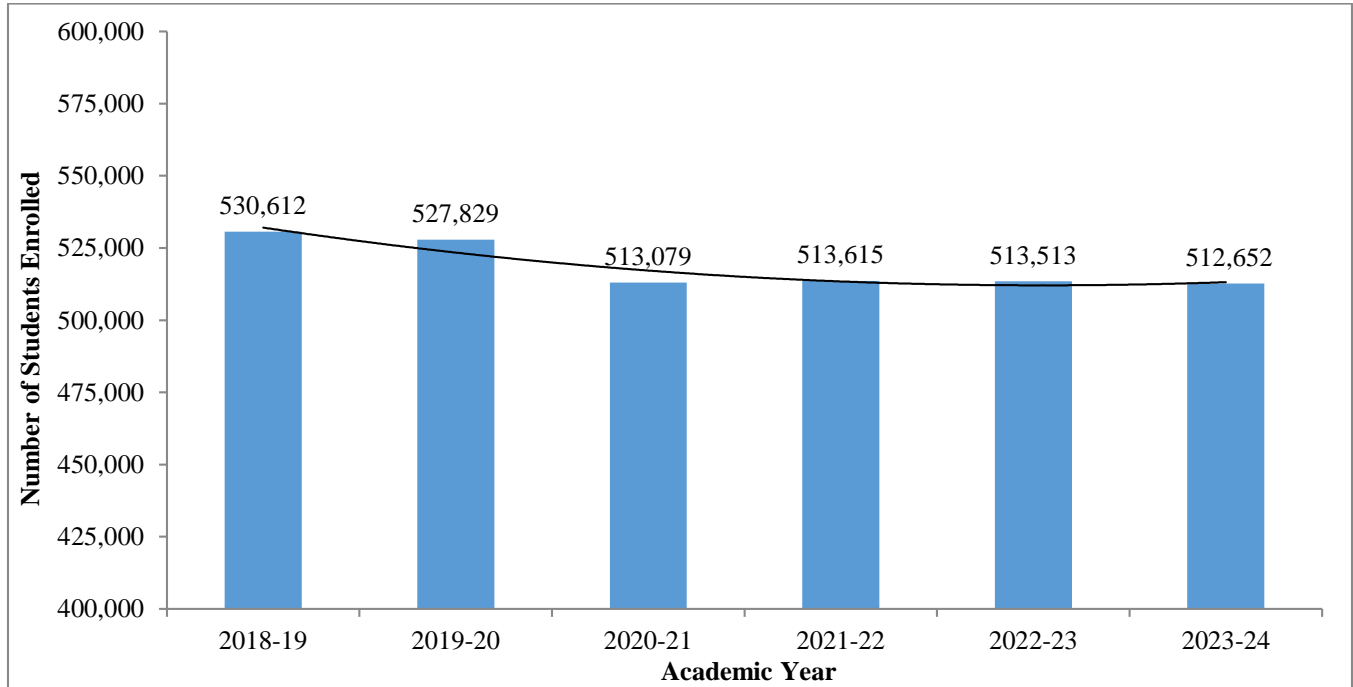
Figure 2: Per Pupil Expenditures (adjusted to 2024 dollars)



Public School Enrollment

In 2023-24, [total enrollment](#) was slightly lower than 2022-23 (a decrease of .17 percent). This is the third consecutive year of enrollment either growing or holding close to steady after a long trend of annual enrollment decreases of .5 percent or more over the last decade. The 2023-24 enrollment of 512,652 was also just over three percent lower than the 2018-19 enrollment of 530,612.

Figure 3: Connecticut Public School Enrollment (PK-12)



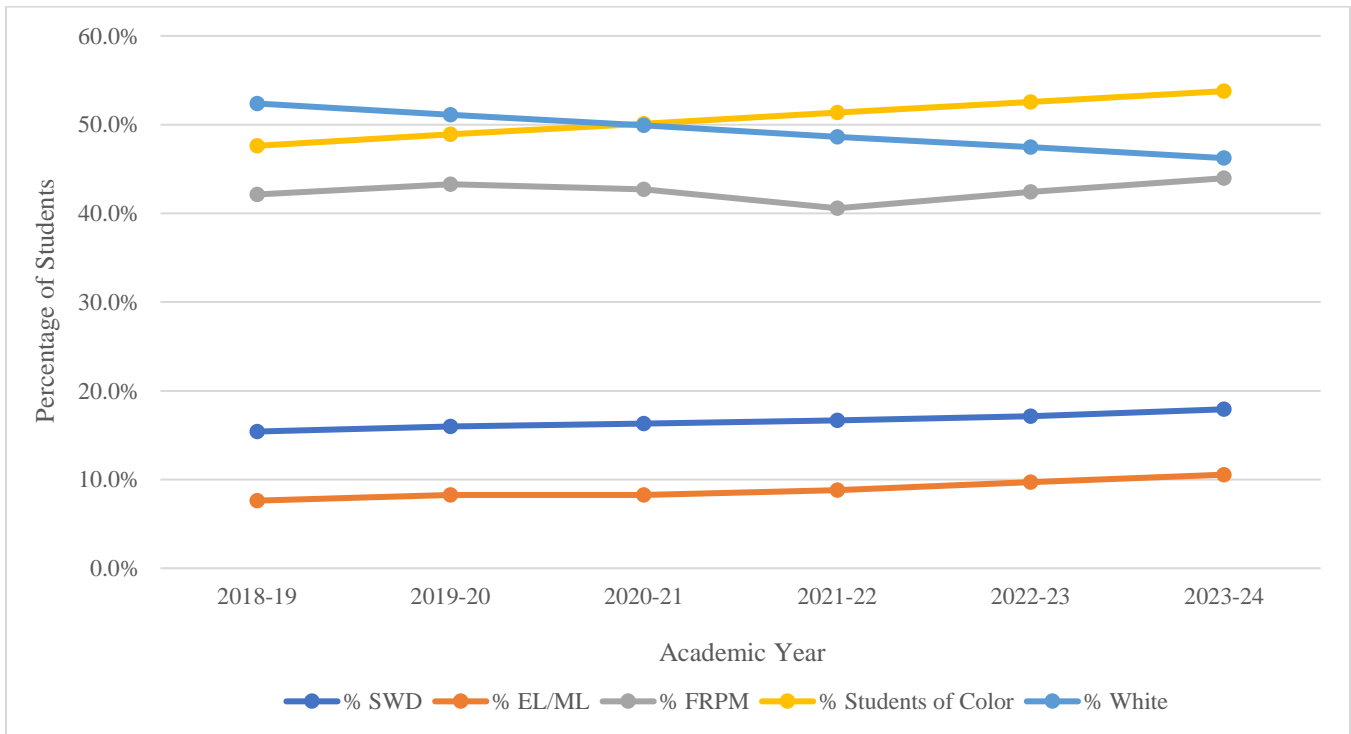
Pre-kindergarten enrollment increased by three percent from 2022-23 (516 students) and 10 percent from 2021-22, while Grade 2 students increased by eight percent (2,600 students) over the last school year. Kindergarten enrollment fell slightly in the last year (one percent), and there was a decrease of three percent in grade 1. Other grades had mixed trends, but overall enrollment in elementary grades decreased by 0.3 percent while enrollment in high school decreased by 0.7 percent from 2022-23. Given the long-term downward trend, stabilization or slight increases in current enrollment in early grades may signify a return to pre-pandemic enrollment levels in the long run.

Student Demographics and Characteristics

An increasing proportion of public-school students (PK-12) come from diverse racial/ethnic backgrounds. The percentage of students of color has increased from 47.6 percent in 2018-19 to 53.8 percent in 2023-24 (275,663 students). During the same period, the percentage of White students declined from 52.4 percent in 2018-19 to 46.2 percent in 2023-24 (236,989 students).

Increases occurred in the percentage of students with disabilities (SWD) for the tenth year in a row with 17.9 percent of students now receiving special education and related services (91,847 students). Students who are English learners/Multilingual learners (EL/ML) account for 10.5 percent of the student population (54,078 students), an increase of nearly a full percentage point since 2022-23. The percentage of students eligible for free or reduced-price meals (FRPM) increased in 2023-24 to 44.0 percent (225,363 students).

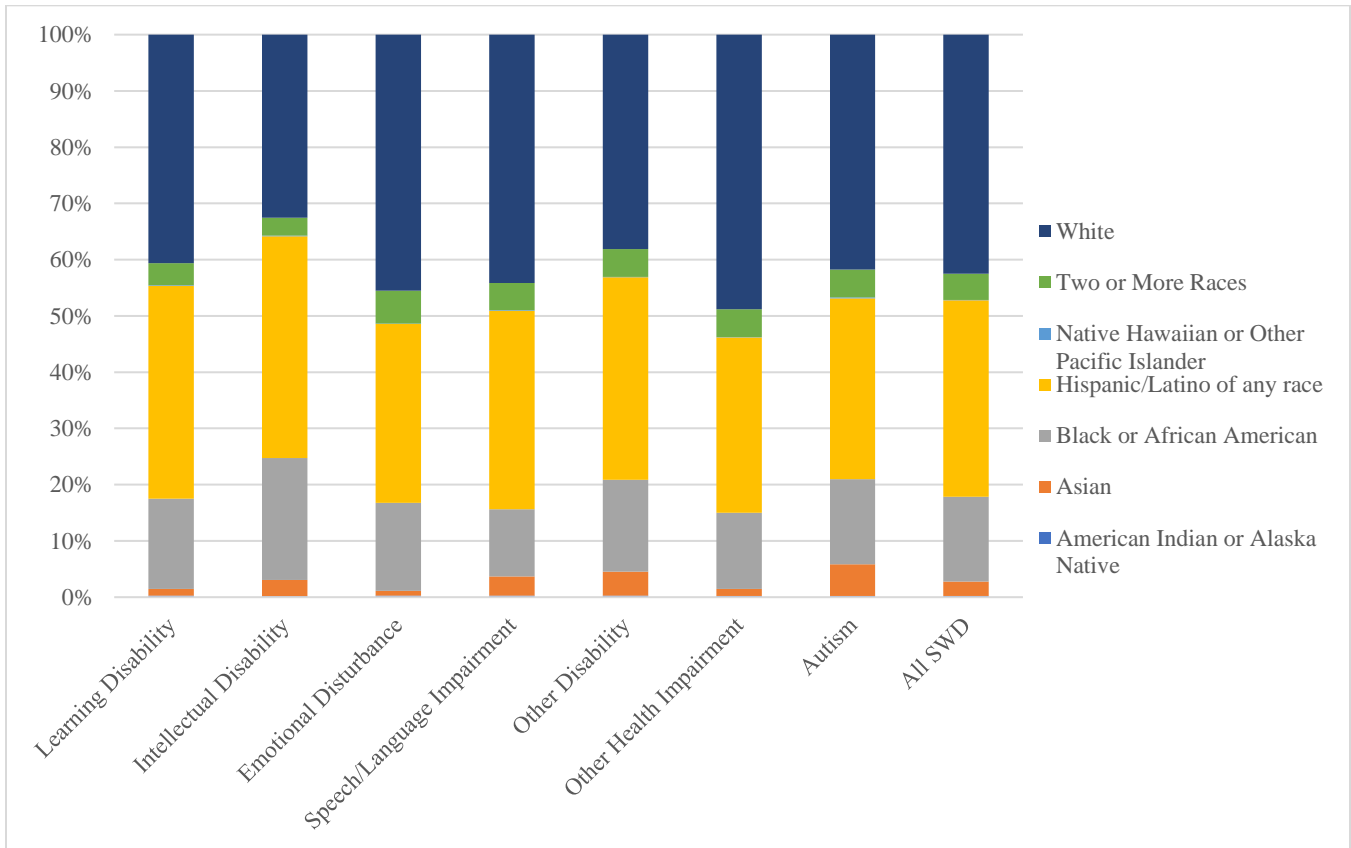
Figure 4: Student Demographics and Characteristics



Special Education by Race/Ethnicity

The Individuals with Disabilities Education Act (IDEA) requires the CSDE to investigate disproportionality based on race/ethnicity in the identification of students with disabilities at two levels. First, districts are monitored for disproportionate representation on an annual basis and second, districts are assessed for significant disproportionality for all students with disabilities ages three through 22 over the course of three years. Disproportionate representation requires a district review of policies, practices and procedures contributing to over-representation by race/ethnicity. Significant disproportionality requires the redirection of federal IDEA funds to address the identified disproportionality after three years of identification without substantial improvement. Below are the state level data used to assess disproportionality. At the state level, Black students were approximately twice as likely as their non-Black peers to be identified with intellectual disabilities.

**Figure 5: Percentage of Students with Disabilities, Ages 3-22:
Disability Type by Race/Ethnicity, 2023-24**



Languages Spoken at Home among English Learners/Multilingual Learners (EL/ML)

In the 2023-24 school year, Connecticut's English learners/Multilingual learners (EL/MLs) spoke 148 different non-English languages. The 15 most prevalent non-English languages among EL/MLs in Grades PK-12 are listed below. Last year, speakers of Ukrainian increased by 176, doubling their prevalence for two consecutive years. Speakers of Haitian Creole increased by 180, a 23.4 percent increase over 2023.

Table 2: 15 Most Prevalent Non-English Languages Spoken at Home among EL/MLs, 2023-24

Language	Number of EL/MLs
Spanish	38,890
Portuguese	4,029
Arabic	1,385
Creole-Haitian	949
Pashto	713
Mandarin	642
Ukrainian	544
Albanian	522
Urdu	497
Polish	497
Bengali	315
Russian	311
Tamil	281
Vietnamese	278
French	274

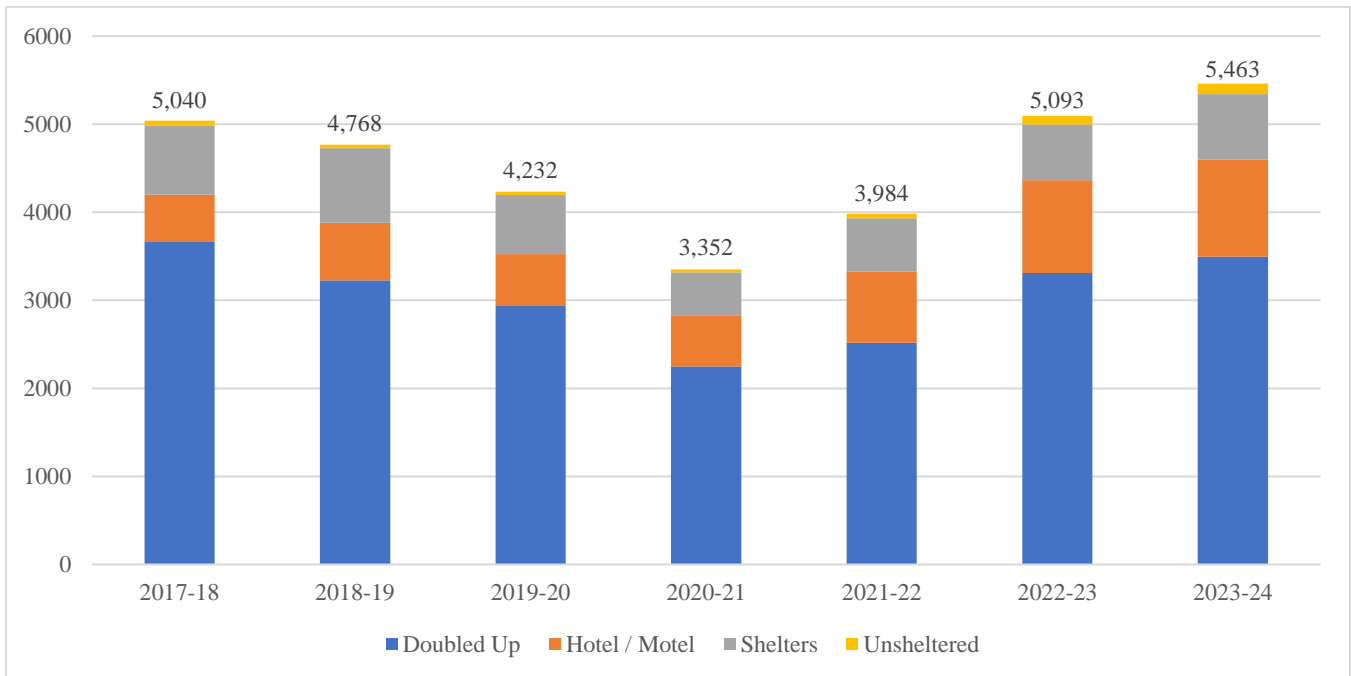
While most districts had to accommodate only a few languages, there were 48 districts whose EL/MLs spoke 20 or more different non-English languages, including Hartford and New Haven each of whom serve students speaking over 50 unique languages at home. Schools that have 20 or more students who are not proficient in English and speak the same language, are required to offer a program of bilingual instruction in the following school year.

Students Experiencing Homelessness

The federal [McKinney-Vento Act](#) defines students experiencing homeless as individuals who lack a fixed, regular, and adequate nighttime residence. The CSDE tracks the number of students experiencing homelessness. These data are crucial as historically students experiencing homelessness are less likely to graduate from high school, are less likely to achieve proficiency on state assessments, and are disproportionately from historically under-performing groups including students of color, students with disabilities, and EL/MLs ([see these data on the EdSight dashboard](#)). While the number of students experiencing homelessness was dropping consistently prior to and through the peak of the COVID-19 pandemic, the numbers are on the rise and grew for a third consecutive year. A consistent majority of students experiencing homelessness are “doubled up,” or sharing housing due to the loss of housing, economic hardship, or another reason.

The CSDE maintains an active commitment to educate all children, regardless of their housing status. More information on these policies is available at the [No Matter What, School is for Everyone webpage](#).

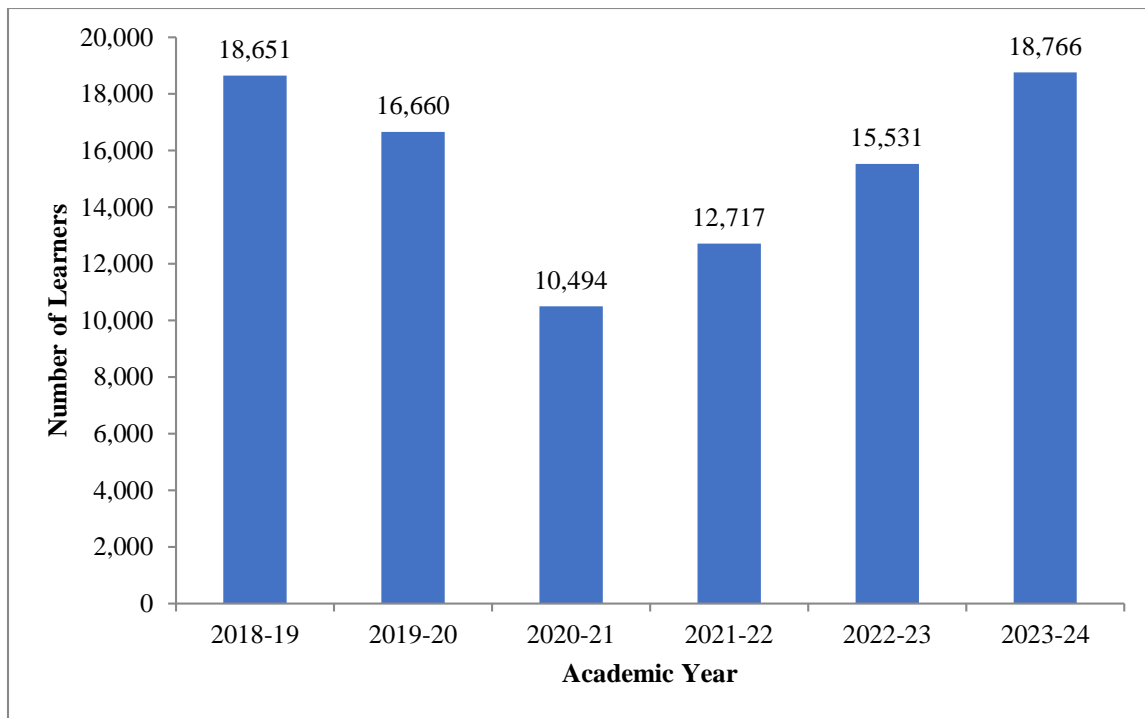
Figure 6: Number of Students Experiencing Homelessness



Adult Education Enrollment

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 2023-24, Connecticut programs served 18,766 adult learners, a 20.8 percent increase in enrollment compared to 2022-23. This is the third consecutive year of growth and marks the first year enrollment has reached pre-pandemic numbers.

Figure 7: Adult Education Enrollment

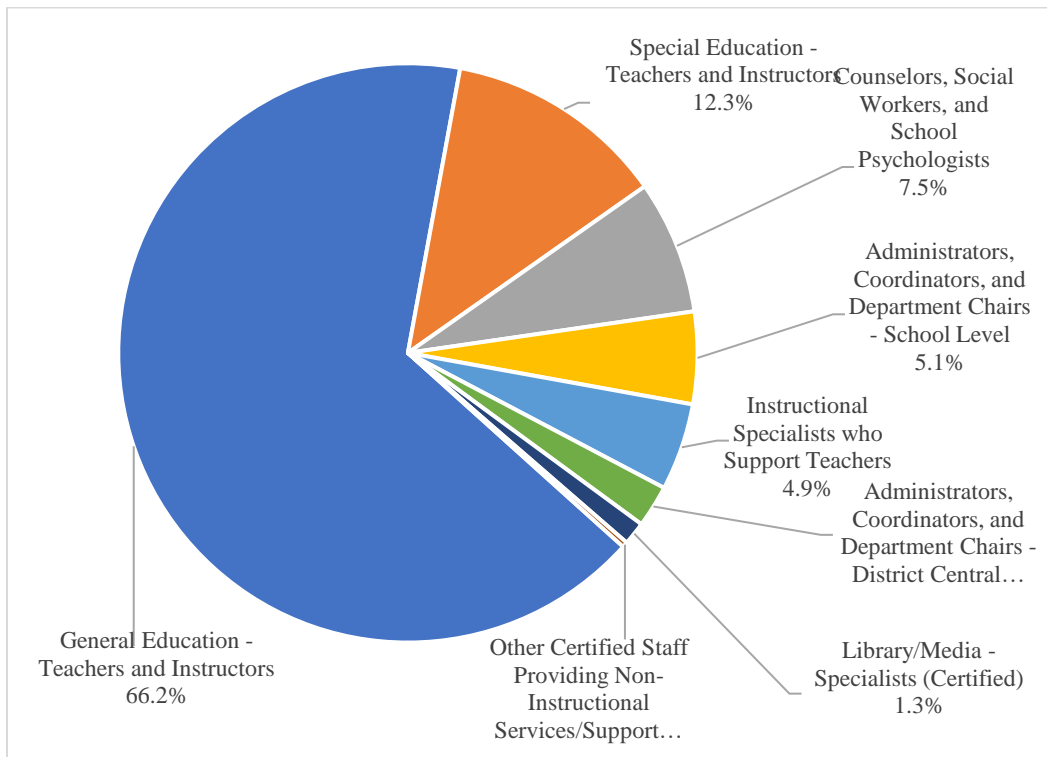


EDUCATORS

Capacity

General education and special education teachers constitute 78.6 percent of [full-time equivalent \(FTE\) certified staff](#). The total general education teacher/instructor FTE was essentially identical to last year with just over 35,600 FTE. The FTE of staff providing both instructional and non-instructional support to students and teachers continues to grow. Of note in 2023-24, the FTE for counselors, social workers, and school psychologists increased by 2.1 percent, or 212.9 FTE. The number of school level administrators (including coordinators and department chairs) also increased by 2.1 percent, or 212.9 FTE. Finally, the number of other certified staff providing non-instructional services or support increased by 18.9 percent, although this group is small compared to other groups; this increase only represents 55.2 FTE. Over the last six years, the number of teachers has increased by almost 8 percent; this is almost entirely all due to increases in special education teachers as general education teacher numbers have remained roughly steady over the same period. Other increasing groups over the same period are instructional specialists, counselors/social workers/school psychologists, central office administrators, and school level administrators (15.5 percent, 15.4 percent, 18.7 percent, and 8.3 percent, respectively). Over the same period, certified Library/Media specialists have decreased by 4.5 percent.

Figure 8: Certified Staff Full-time Equivalent by Role Type: 2023-24



Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required for a corresponding full-time position. A full-time position is 1.0 FTE. For example, a teacher who works two of the five days per week would be a 0.4 FTE (2 days/5 days = 0.4 of full time or 0.4 FTE). The values presented were those reported as of October 1st, 2023.

Demographics

Connecticut’s student population continues to increase in diversity. The percentage of students of color has increased from 47.6 percent in 2018-19 to 53.8 percent in 2023-24 (275,663 students). During the same period, the percentage of White students declined from 52.4 percent in 2018-19 to 46.2 percent in 2023-24 (236,989 students). Additionally, [the diversity of Connecticut’s staff is increasing](#), albeit not at the same rate as the student population, with 11.7 percent of certified school staff identifying as educators of color in 2023-24. The percentage of educators of color has increased over the past six years from 9.0 percent (4,727 educators) in 2018-19 to 11.7 percent (6,314 educators) in 2023-24.

Figure 9: Percentage of Certified Staff by Race/Ethnicity, 2023-24

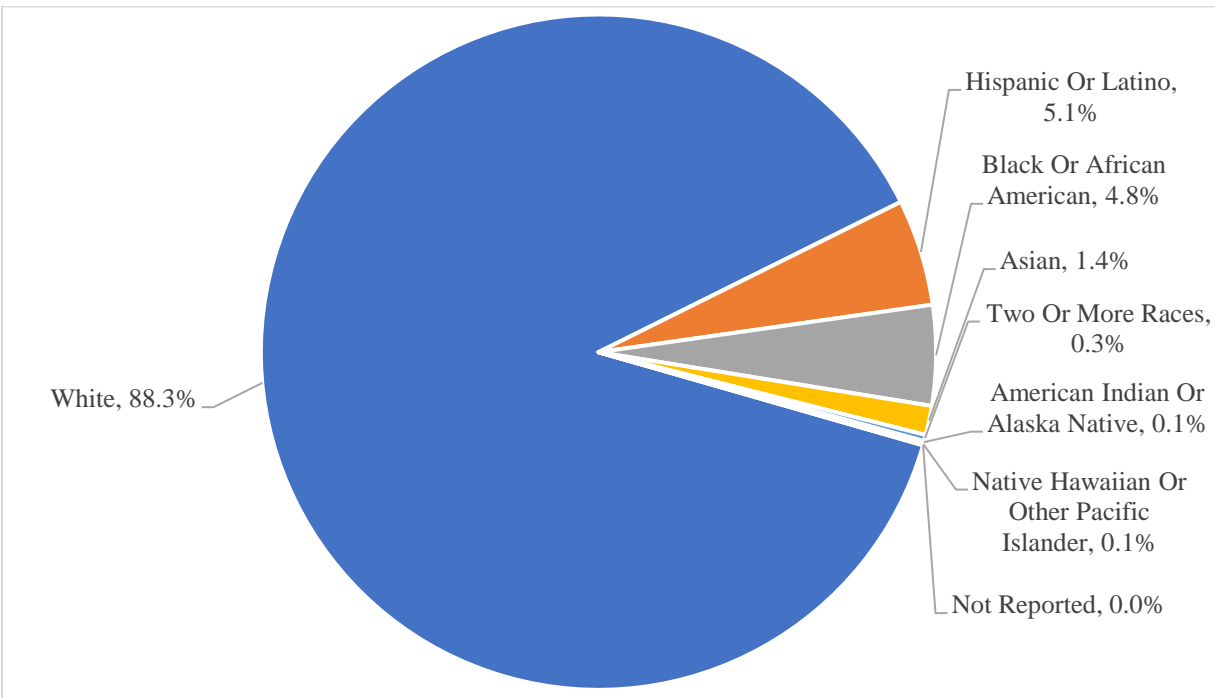
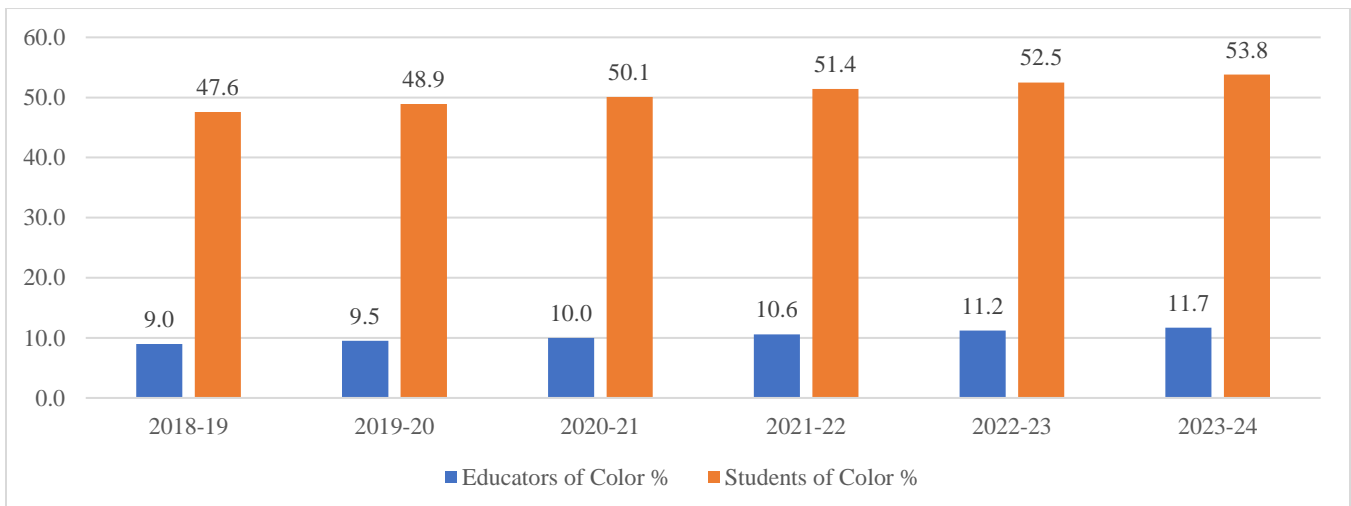


Figure 10: Percentage of Students and Staff of Color (Trend)

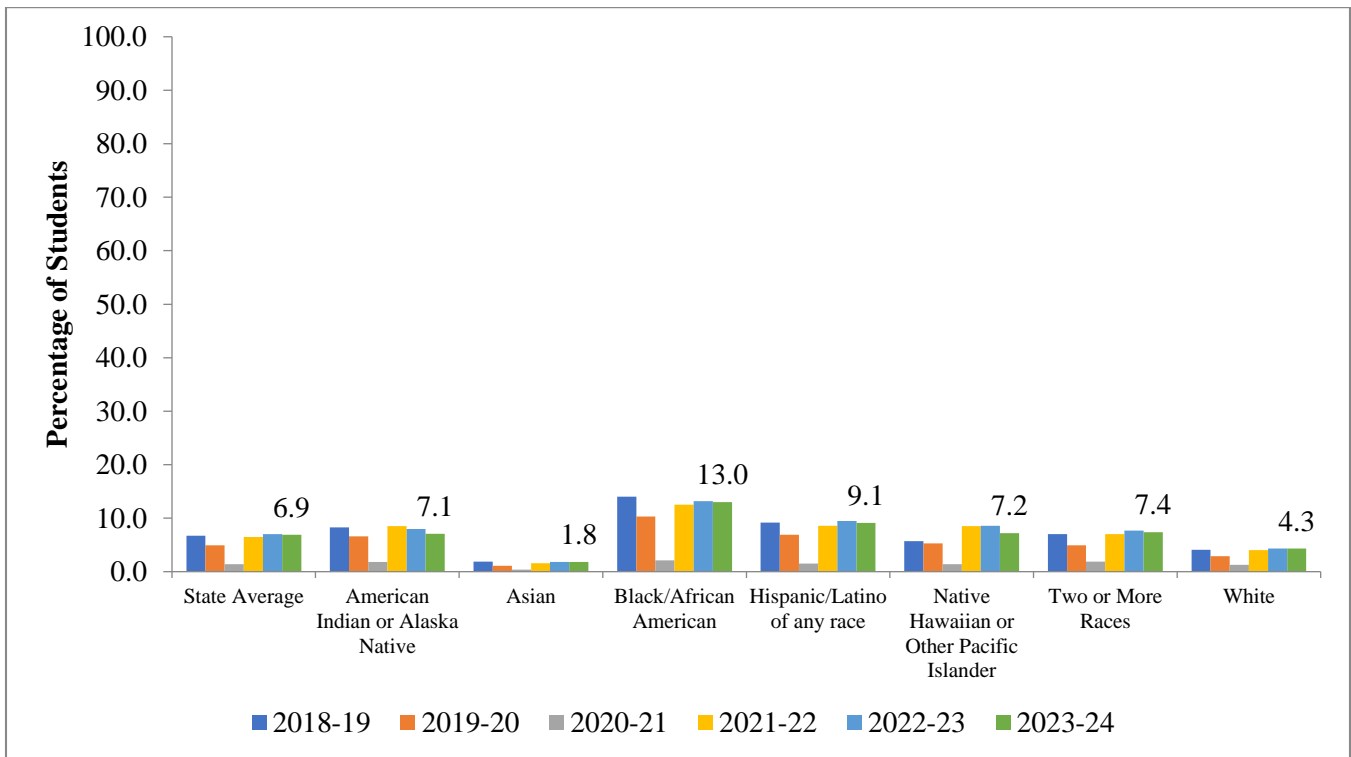


SCHOOL DISCIPLINE AND ATTENDANCE

School Discipline

Districts are required to report to the CSDE [all disciplinary incidents](#) that result in any of the following: In-School Suspension (ISS), Out-of-School Suspension (OSS), Bus Suspensions, and Expulsions (EXP). In addition, offenses classified as “serious” and all incidents involving alcohol, drugs, or weapons must be reported regardless of the type of sanction imposed. All bullying incidents must also be reported regardless of sanction. Suspension rates decreased slightly to 6.9 percent from a 2022-23 rate of 7.0 percent. While the COVID-19 pandemic greatly skewed the discipline statistics downward in 2020-21, the 2023-24 suspension rate is roughly in line with the five years prior to the pandemic. The slight decrease in suspension rates occurred across racial groups, although Black/African American and Hispanic/Latino students continue to be suspended at a higher rate than White students. The CSDE groups districts into four tiers based on rates of suspension/expulsion to provide a system of supports and targeted action planning. The [2023-24 tiers available on EdSight](#) will be used to identify districts needing state support.

Figure 11: Percentage of Students Suspended by Race/Ethnicity

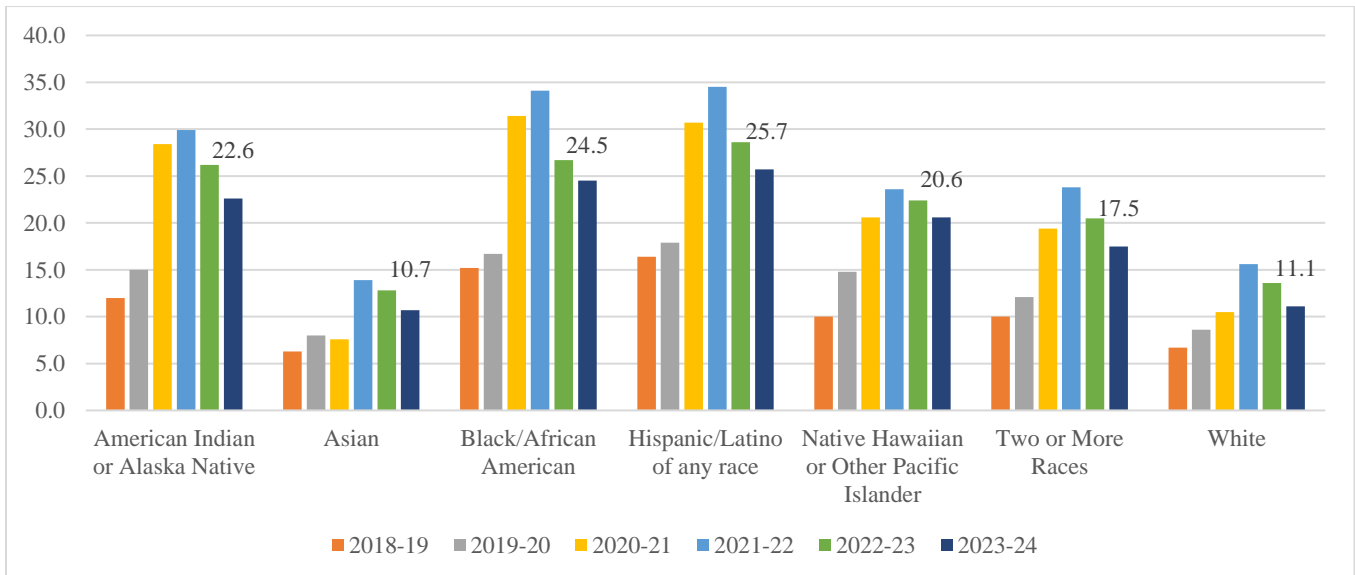


Chronic Absenteeism

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 with a negative effect on student academic achievement and rates of high school graduation. Chronic absenteeism is an indicator in Connecticut’s Next Generation Accountability System. CSDE also tracks and reports attendance on a monthly basis; these data are available via the [EdSight Attendance Dashboard](#).

Connecticut’s statewide chronic absenteeism rate for students in Grades K-12 declined by 2.3 percentage points from 20 percent in 2022-23 to 17.7 percent in 2023-24; this translates to approximately 11,600 more students attending school regularly in 2023-24 as compared to in 2022-23. Students with high needs continue to demonstrate high rates of chronic absenteeism, although all groups saw declines since last year (students eligible for free lunch, 29 percent – a 3.3 percentage point decrease; students with disabilities, 27.2 percent – a 2.9 percentage point decrease; and EL/MLs, 24.3 percent – a 2.3 percentage point decrease from 2022-23 levels). These rates are still above pre-pandemic levels but demonstrate a second consecutive year of progress.

Figure 12: Percentage of Students Chronically Absent by Race/Ethnicity

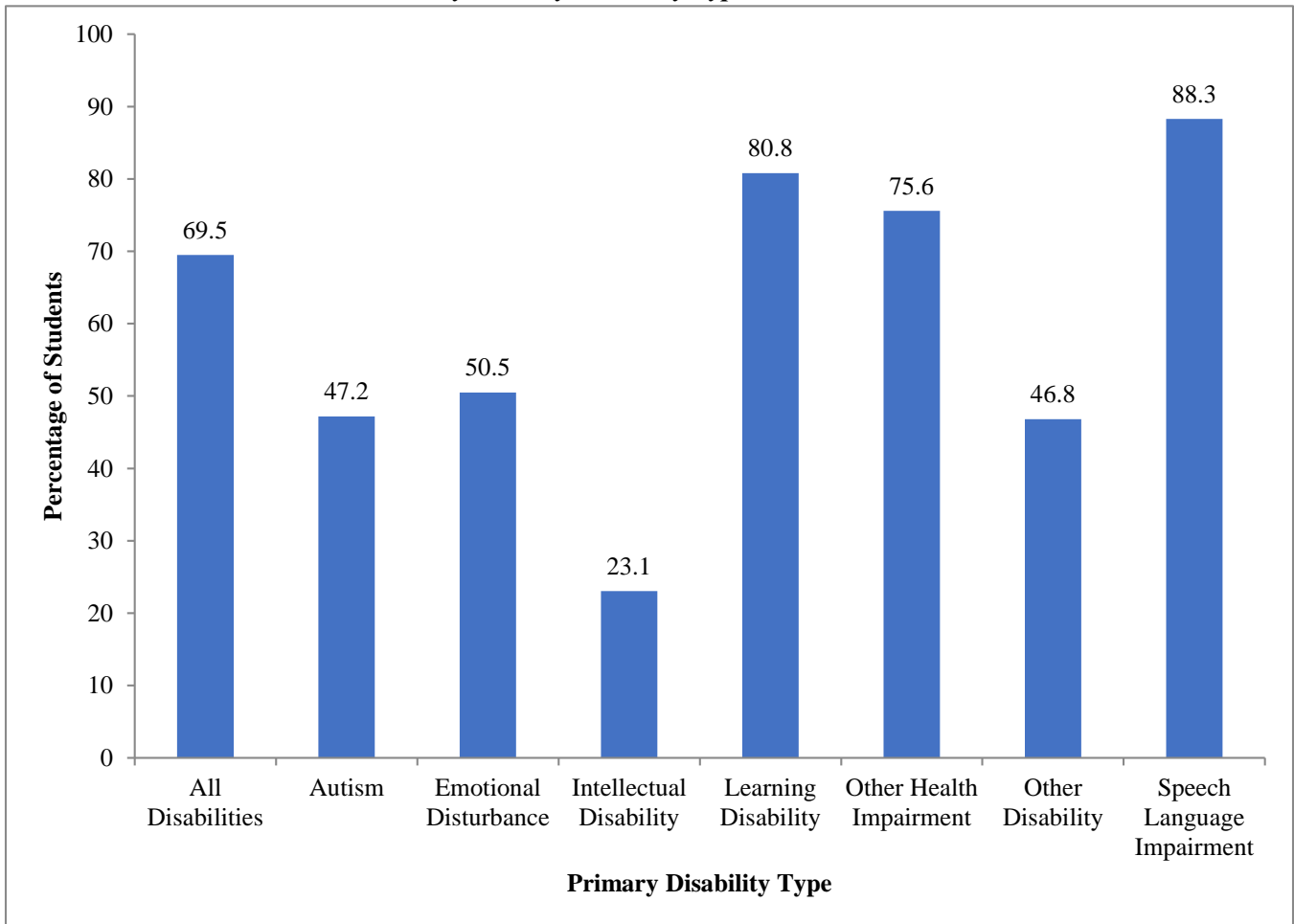


INSTRUCTION

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 education 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 69.5 percent of all students with disabilities spent at least 80 percent of their time with nondisabled peers, there is significant variation across the primary disability types. Of all students with an intellectual disability, only 23.1 percent spent at least 80 percent of their time with nondisabled peers as compared to 80.8 percent of students with a learning disability. Similarly, 50.5 percent of students with an emotional disturbance spent at least 80 percent of their time with nondisabled peers, compared to 88.3 percent of students with a speech or language impairment.

Figure 13: Percent of Students (K-12) who Spend 80-100% of Time with Nondisabled Peers by Primary Disability Type, 2023-24



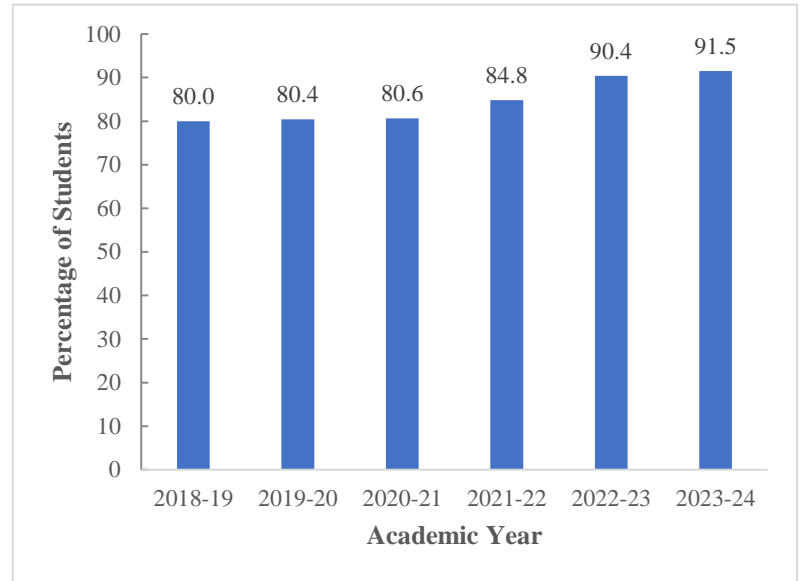
Participation in College-and-Career Readiness Coursework

Indicator 5 of Connecticut’s [Next Generation Accountability System](#) evaluates the extent to which students participate in rigorous coursework during high school. In recognition of the diverse pathways of our students, the CSDE evaluates the percentage of students in 11th and 12th grade who participated in at least two courses in one of the following options during high school:

- two courses in Advanced Placement, International Baccalaureate, and/or dual enrollment;
- two courses in one of seventeen career-technical education categories; or
- two workplace experience courses in any area.

Over 90 percent of 11th and 12th graders are participating in college-and-career (CCR) ready coursework, a number which has increased each of the last 6 years.

Figure 14: Percentage of 11th and 12th Grade Students taking CCR Coursework



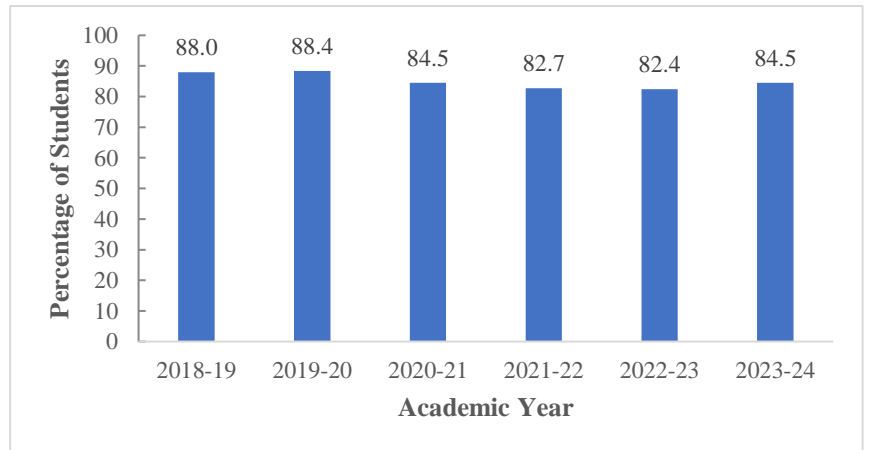
On-Track to High School Graduation

Ninth grade is a critical year for success in high school. The [University of Chicago’s Consortium on Chicago School Research](#) states that students who are on-track in 9th grade “are more than three and one-half times more likely to graduate from high school in four years than off-track students.”

Indicator 7 of Connecticut’s [Next Generation Accountability System](#) evaluates the extent to which students are on-track in Grade 9. The on-track to graduation percentage increased in 2023-24 for the first time since the COVID-19 pandemic.

This may be reflective of the impact of increased attendance on overall student performance.

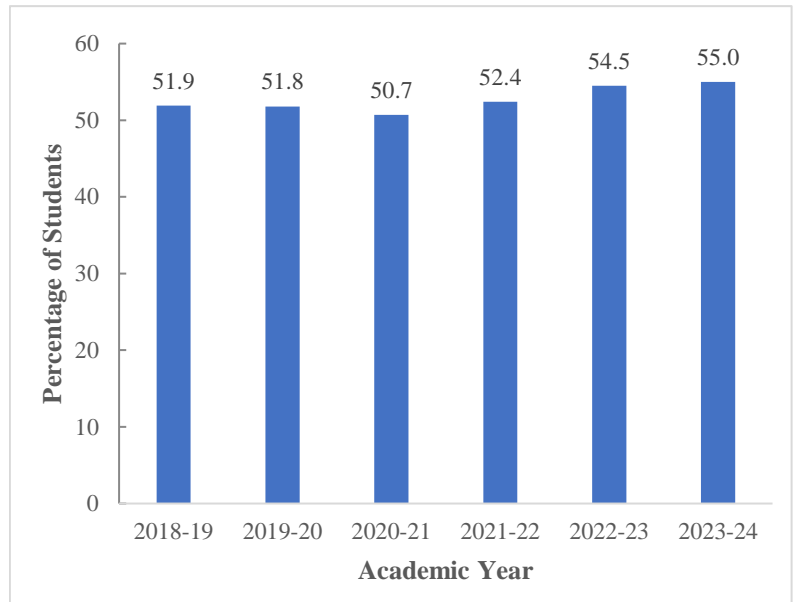
Figure 15: Percentage of Students On-Track in Grade 9



Access to the Arts

The arts are an integral component of the comprehensive curriculum provided to all Connecticut students. For accountability purposes, the CSDE evaluates the percentage of students in grades 9 through 12 who participated in at least one dance, theater, music, or visual arts course during the school year. This metric is Indicator 12 of Connecticut’s [Next Generation Accountability System](#) and there was a slight increase in 2023-24 for the third consecutive year. This is the highest the Access to the Arts metric has been since the adoption of the Next Generation Accountability system in 2014-15.

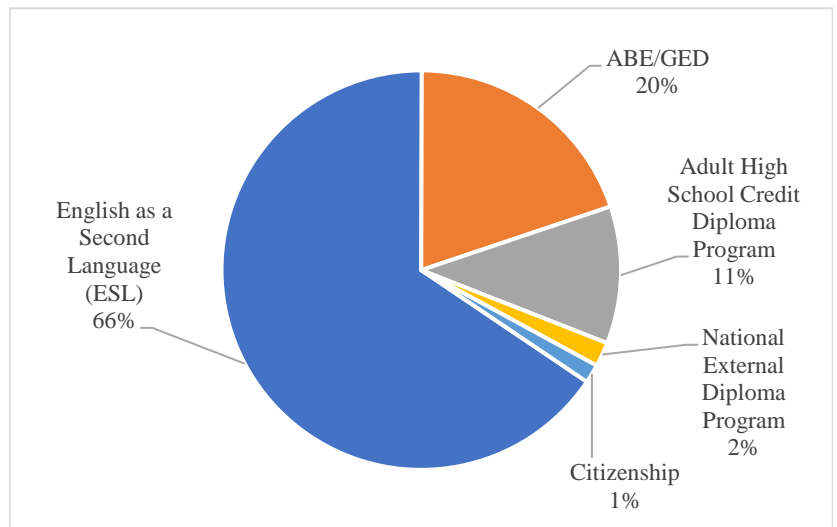
Figure 16: Percentage of Students in Grades 9 – 12 taking at least one Arts Course



Adult Education Program Participation

Adult learners participate in one of the following state-mandated adult education instructional programs: citizenship preparation; English as a second language (ESL); adult basic education (ABE); or one of three secondary school completion programs (i.e., General Educational Development [GED], Adult High School Credit Diploma, or National External Diploma). In the 2023-24 school year, enrollment in ESL programs increased to 12,310, a 28.1 percent increase (2,700 students) over the 2022-23 school year, marking the second consecutive year of substantial growth in this area.

Figure 17: Adult Education Enrollment by Program Type 2023-24



PERFORMANCE

Statewide Next Generation Accountability Report

These statistics represent the results from Connecticut's [Next Generation Accountability System](#) for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. The CSDE did not report Next Generation Accountability System results for the 2019-20 and 2020-21 school years as a result of the global pandemic. The 2023-24 results show that in addition to improvements in mathematics and science achievement and attendance, other areas where Connecticut students have shown progress include progress toward English proficiency for EL/MLs, postsecondary preparation, and students staying on track for graduation. More students with high needs are graduating within six years, and there is an increase in college enrollment, physical fitness scores, and participation in arts classes.

Table 3: Statewide Accountability Indicator Trend

	Indicator	2017-18	2018-19	2021-22	2022-23	2023-24
1a.	ELA Performance Index – All Students	67.6	67.7	64.2	63.9	63.9
1b.	ELA Performance Index – High Needs Students	57.5	58.1	54.2	54.1	54.1
1c.	Math Performance Index – All Students	62.7	63.1	58.6	59.7	60.2
1d.	Math Performance Index – High Needs Students	52.0	52.7	47.7	48.9	49.5
1e.	Science Performance Index – All Students		63.8	61.4	61.6	61.8
1f.	Science Performance Index – High Needs Students		54.2	51.3	51.1	51.4
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	60.7%	59.9%	60.4%	57.2%	58.7%
2b.	ELA Avg. Perc. of Growth Target Achieved – High Needs Students	55.6%	55.1%	56.2%	52.5%	54.2%
2c.	Math Avg. Perc. of Growth Target Achieved – All Students	61.9%	62.5%	65.2%	61.8%	61.4%
2d.	Math Avg. Perc. of Growth Target Achieved – High Needs Students	55.4%	55.2%	59.1%	55.5%	55.1%
2e.	Progress Toward English Proficiency – Literacy		60.0%	64.9%	55.3%	58.9%
2f.	Progress Toward English Proficiency – Oral		52.1%	57.4%	56.1%	55.2%
4a.	Chronic Absenteeism – All Students	10.7%	10.4%	23.7%	20.0%	17.7%
4b.	Chronic Absenteeism – High Needs Students	16.6%	16.1%	34.0%	28.5%	25.5%
5	Preparation for College and Career Readiness – % taking courses	74.8%	80.0%	84.8%	90.4%	91.5%
6	Preparation for College and Career Readiness – % passing exams	44.8%	42.6%	43.5%	44.3%	44.3%
7	On-track to High School Graduation	87.5%	88.0%	82.7%	82.4%	84.5%
8	4-year Graduation - All Students	87.9%	88.3%	89.6%	88.9%	88.4%
9	6-year Graduation - High Needs Students	81.8%	83.3%	85.2%	85.6%	86.6%
10	Postsecondary Entrance	70.9%	70.9%	66.1%	66.1%	68.4%
11	Physical Fitness	50.1%	52.9%	45.8%	45.5%	47.2%
12	Arts Access	51.2%	51.9%	52.4%	54.5%	55.0%
	Accountability Index	74.9	74.2	69.7	69.3	70.8

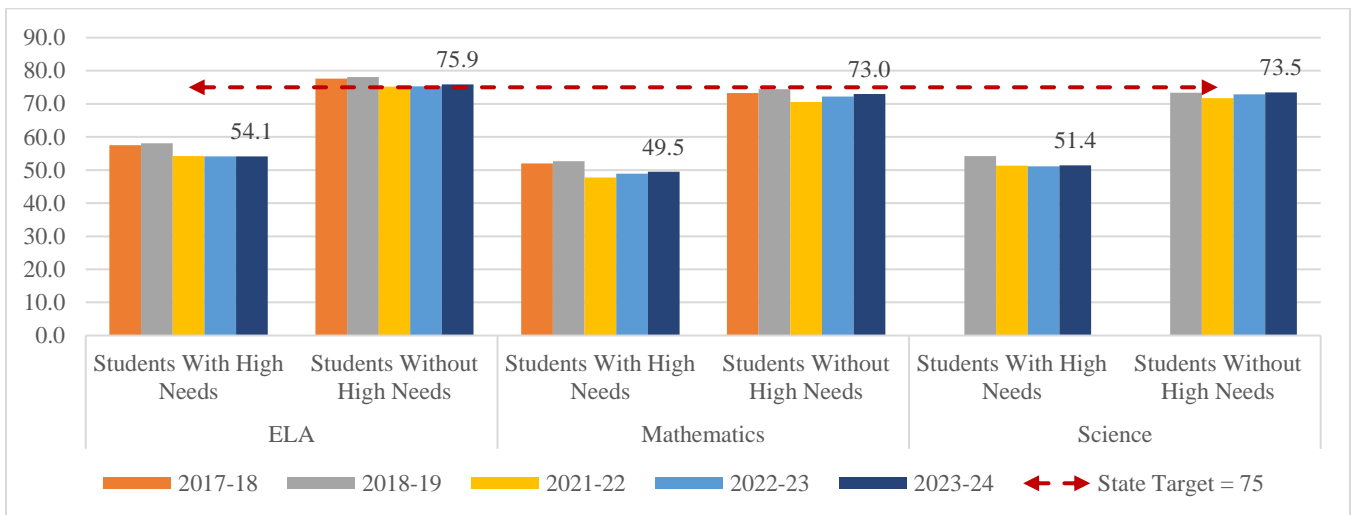
Note: The NGSS Science assessment was adopted for the 2018-19 school year; prior results are not shown.

Student Achievement and Growth through the Pandemic

Mathematics and science achievement improved for the second consecutive year, with noticeable improvements across most student groups. ELA performance has been mixed with improvements in some grades. The [Performance Index](#) – the best measure of overall average achievement in a content area –was increasing prior to the pandemic and the recent trends suggest that the negative learning impacts of the pandemic are beginning to wane and students are starting to make progress once again.

However, achievement in 2023-24 is still below the three most recent pre-pandemic years. This is true for students with high needs (i.e., EL/MLs, students with disabilities and/or students from low-income families) and those without high needs, thus illustrating the widespread impact of the pandemic on student achievement.

**Figure 18: Connecticut Performance Index
Average Student Performance by Subject and High Needs Status**



Academic growth measures the pace of student learning in one school year. Compared to the rate of academic growth in 2022-23, overall, the growth in 2023-24 was slightly higher in ELA and somewhat similar in mathematics.

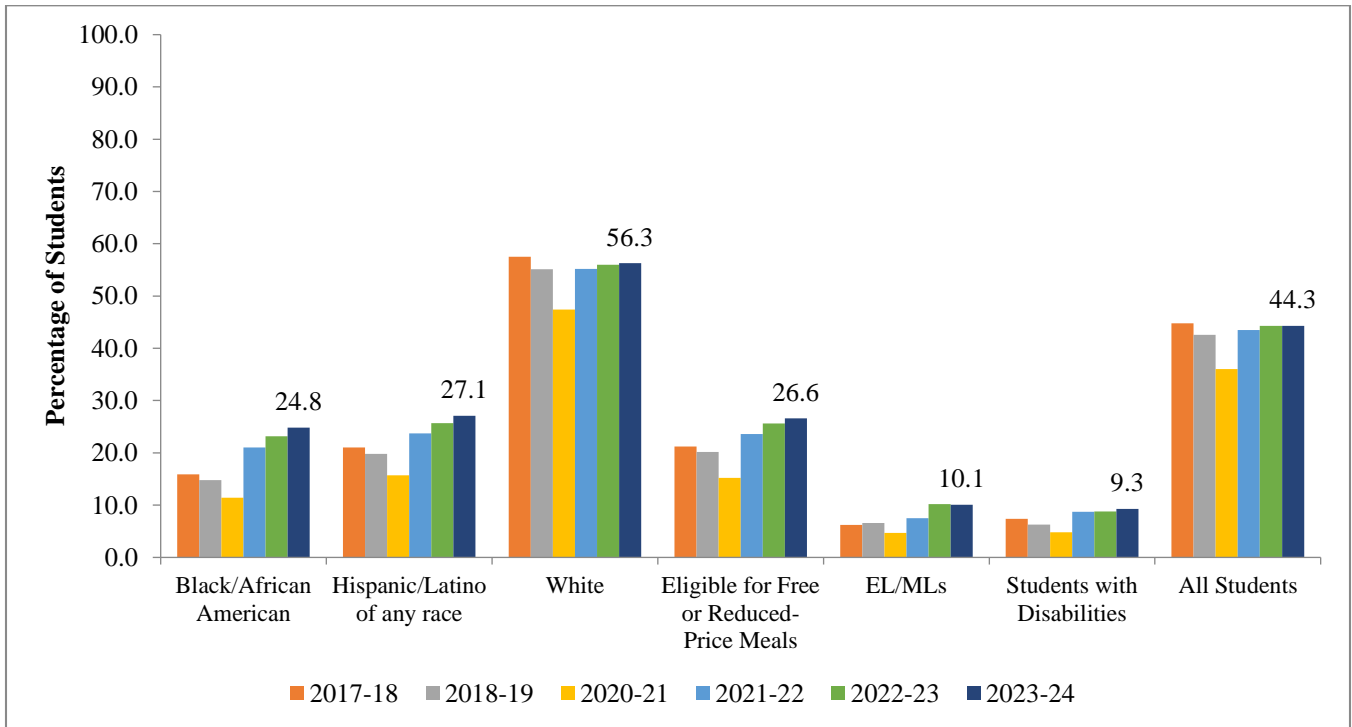
Table 4: Academic Growth (Grades 4-8)
Average Percentage of Growth Target Achieved

Grade	English Language Arts			Mathematics		
	2018-19	2022-23	2023-24	2018-19	2022-23	2023-24
4	64.9	65.1	67.3	71.3	73.0	71.5
5	63.6	62.3	62.4	65.1	65.7	64.4
6	56.7	53.7	56.1	59.1	57.5	56.5
7	59.5	53.5	54.7	59.6	60.2	60.0
8	55.3	51.9	53.2	57.7	53.3	54.7

Postsecondary Readiness

The graph below shows the percentage of 11th and 12th graders who met the [College and Career Readiness](#) benchmark on any of the following exams: SAT, CT SAT School Day, ACT, Advanced Placement (AP), or International Baccalaureate (IB), *or* earned three or more non-remedial college credits through dual credit coursework. This metric is Indicator 6 of the Next Generation Accountability System. Overall, 44.3 percent of Connecticut 11th and 12th graders in 2023-24 met a college and career readiness standard on any of the aforementioned exams or courses, unchanged from 2022-23. This continues a pattern of recovery after the decline during the COVID-19 pandemic (36.0 percent in 2020-21 and 42.6 percent in 2018-19). Additionally, some student groups had substantial growth in the past year; Black/African American students and Hispanic/Latino students had increases of 1.6 and 1.4 percentage points in this metric, respectively.

Figure 19: Percentage of 11th and 12th Graders Meeting Benchmark on a College and Career Readiness Exam

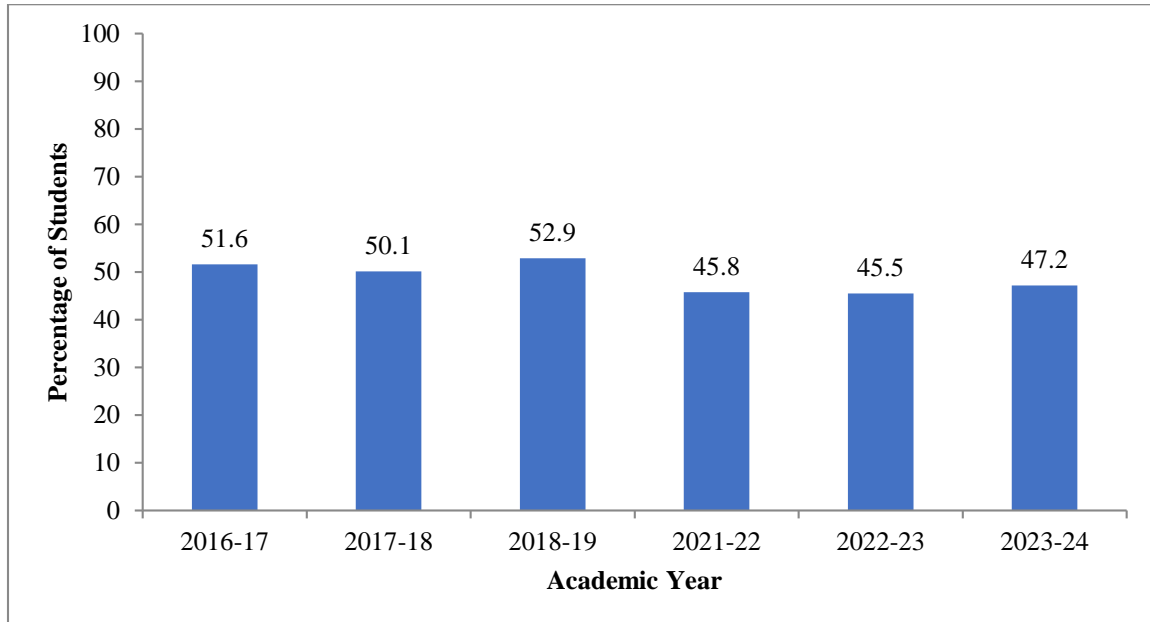


Note: 2019-20 data are not available due to the COVID-19 pandemic.

Physical Fitness

The [Connecticut Physical Fitness Assessment](#) program 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, 47.2 percent of students in the tested grades (4, 6, 8 and once in high school) met the “Health Fitness Zone” standard on all four assessments in 2023-24. This is a slight increase from last year, although not yet reaching the pre-pandemic level of 52.9 percent. The largest increases were in the aerobic capacity assessment in younger grades, with notable gains of above 2.3 percentage points in grade 4 aerobic capacity. The combined metric, which also considers the participation rate in the Fitness Assessments, is Indicator 11 of Connecticut’s Next Generation Accountability System.

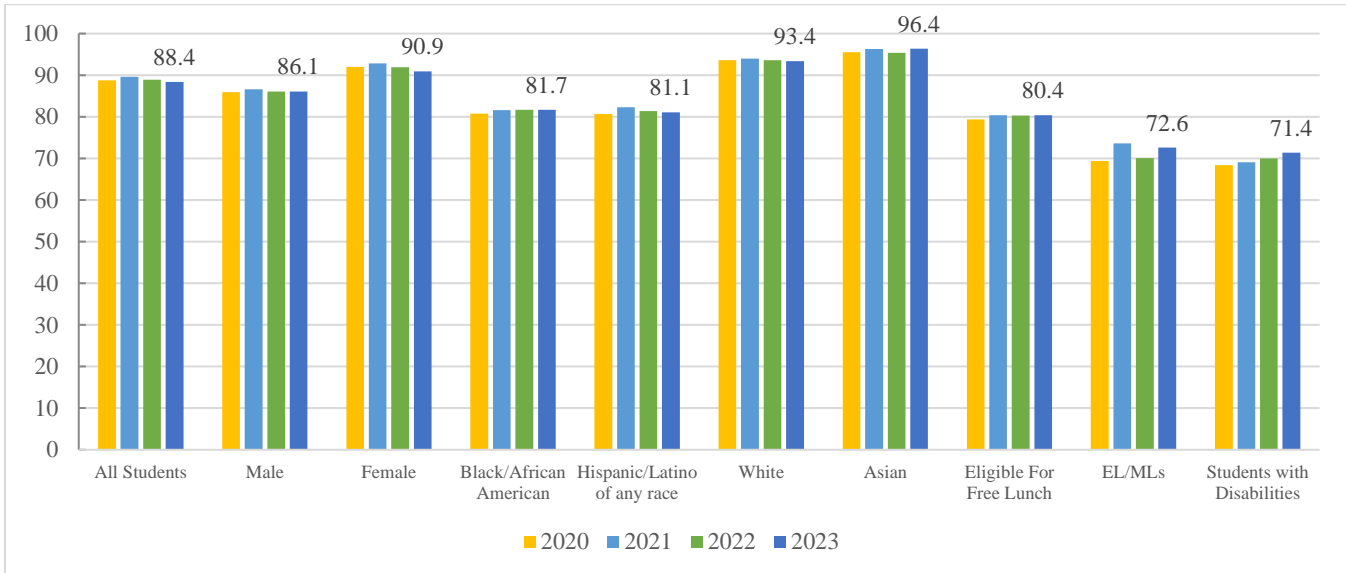
Figure 20: Percentage of Students Reaching Health Standard of CT Physical Fitness Assessment



High School 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. Connecticut’s four-year graduation rate has decreased slightly from 88.8 percent for the cohort of 2020 to 88.4 percent for the graduate cohort of 2023 and showed the second consecutive year-over-year decline. Some student groups, including EL/MLs and Students with Disabilities, graduated at a higher rate than the prior year. Further, over the past decade, the graduation rates for students who are Black/African American, Hispanic/Latino, students with disabilities, eligible for free meals, and EL/MLs have increased at a rate that is greater than that of the state average. Asian students exceeded the state target of 94 percent in each of the past four cohorts while White students’ graduation rate hovered between 93.4 percent and 94.0 percent during the same period.

Figure 21: Four-Year Graduation Rate Trend by Student Group



Some students benefit from having an extra year or two to complete high school. They may be EL/MLs who came to this country in high school, or students who for a variety of reasons failed to accumulate the requisite number of credits in the early years of high school. For these students, the six-year graduation rate serves as an important measure of high school success (see table below).

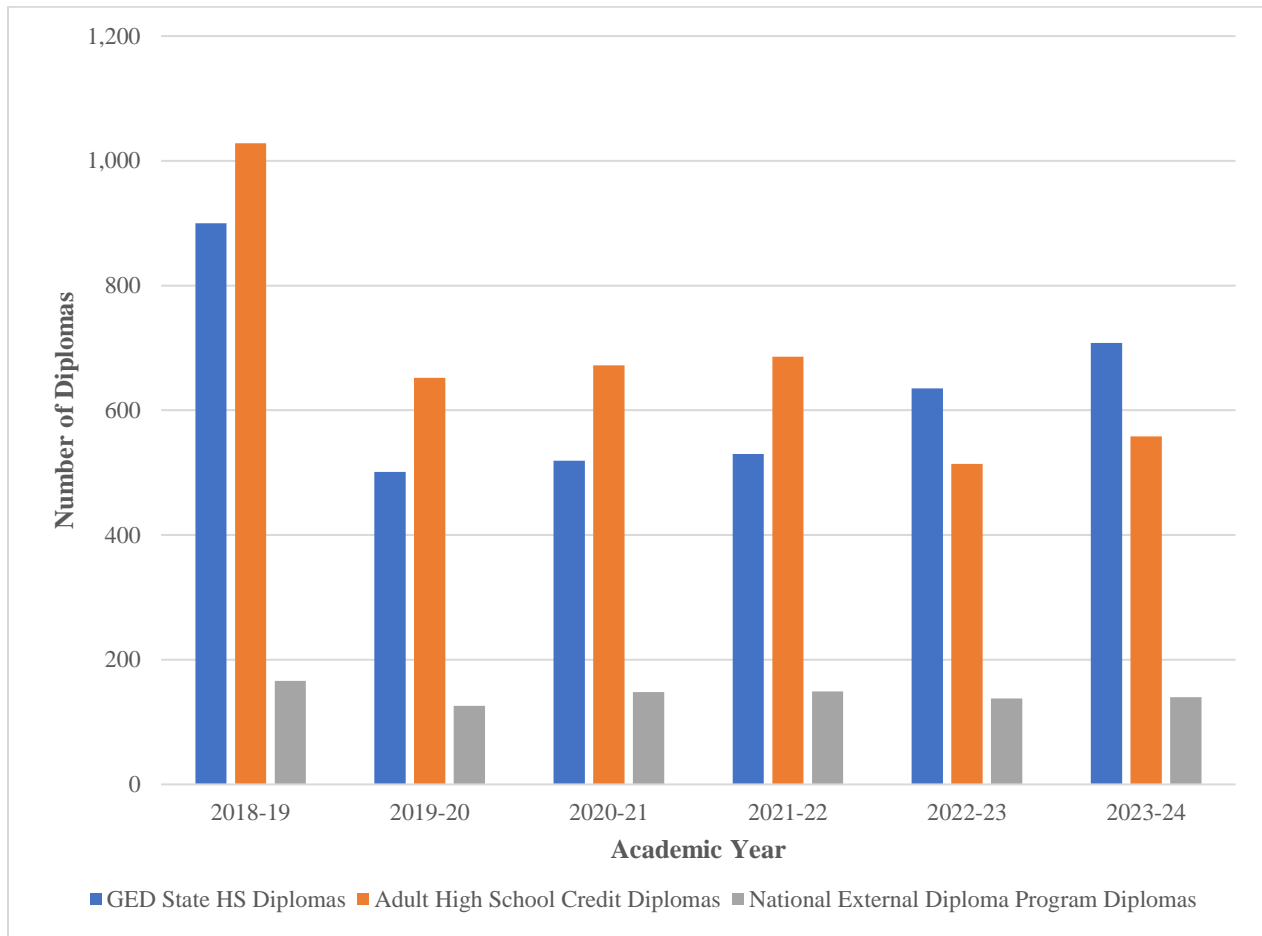
Table 5: Four- and Six-year Graduation Rates for the 2021 Graduation Cohort

Category	4-Year	6-Year
All Students	89.6	92.4
English learners/Multilingual Learners	73.6	80.4
Students with Disabilities	71.4	78.2
Eligible for Free Lunch	80.4	85.4

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 2023-24, a total of 1,406 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.

Figure 22: Adult Education Diplomas by Type



College Enrollment

After three years of post-COVID declines, the [college enrollment rates](#) for the public high school graduating class of 2023 increased slightly from 66.6 percent for the class of 2022 to 68.4 percent for the class of 2023. These rates remain lower than pre-COVID levels which were steady around 71 percent, but represent a pattern of recovery towards pre-COVID levels.

Figure 23: Percentage of High School Graduates Who Enroll in College in the First Year after High School

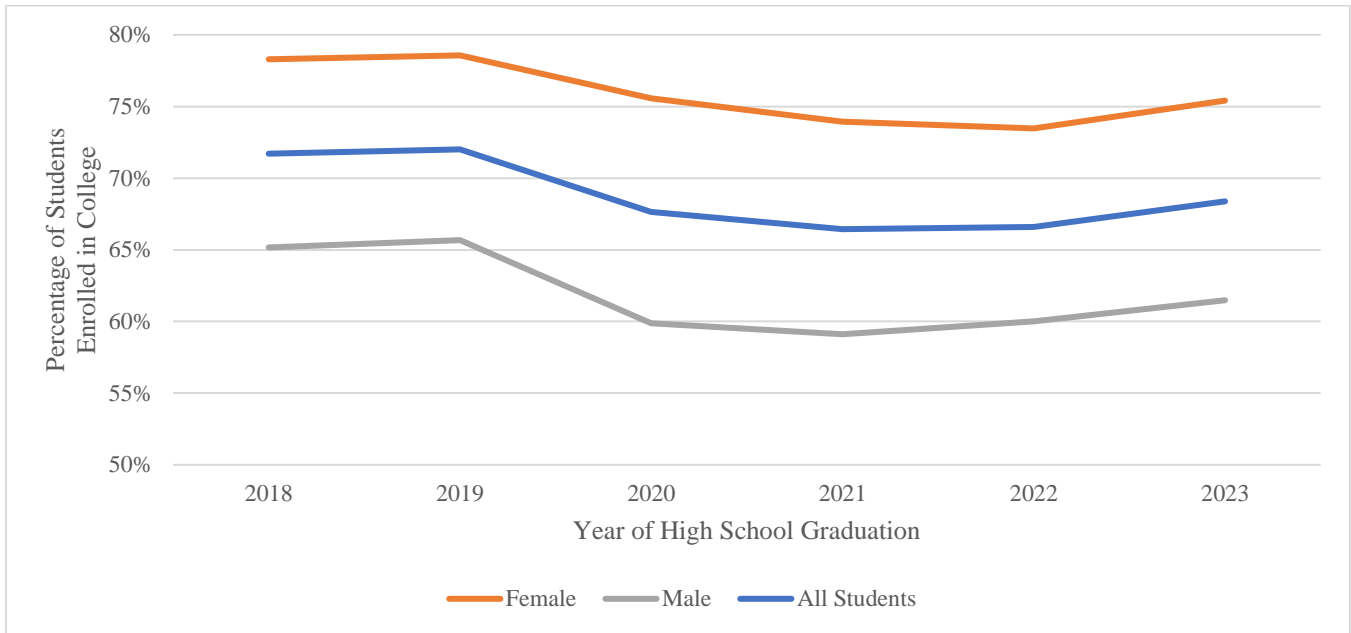
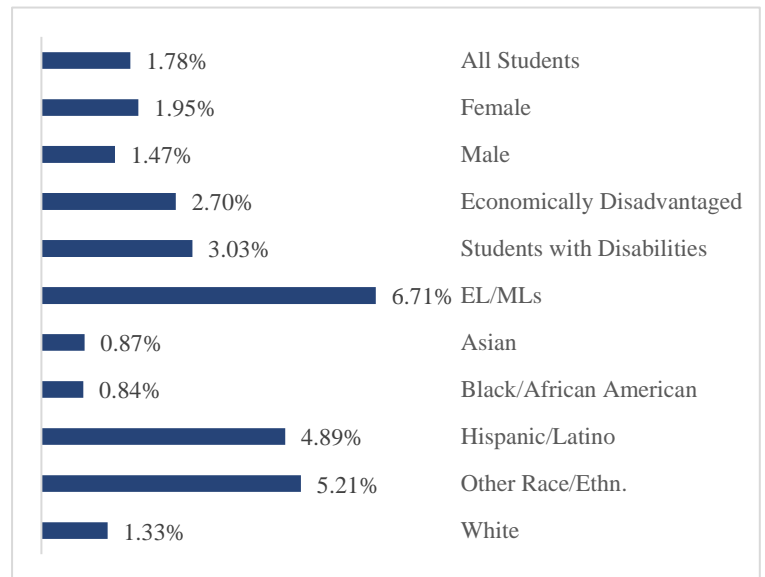


Figure 24: College Enrollment Rate Changes of the High School Class of 2023:

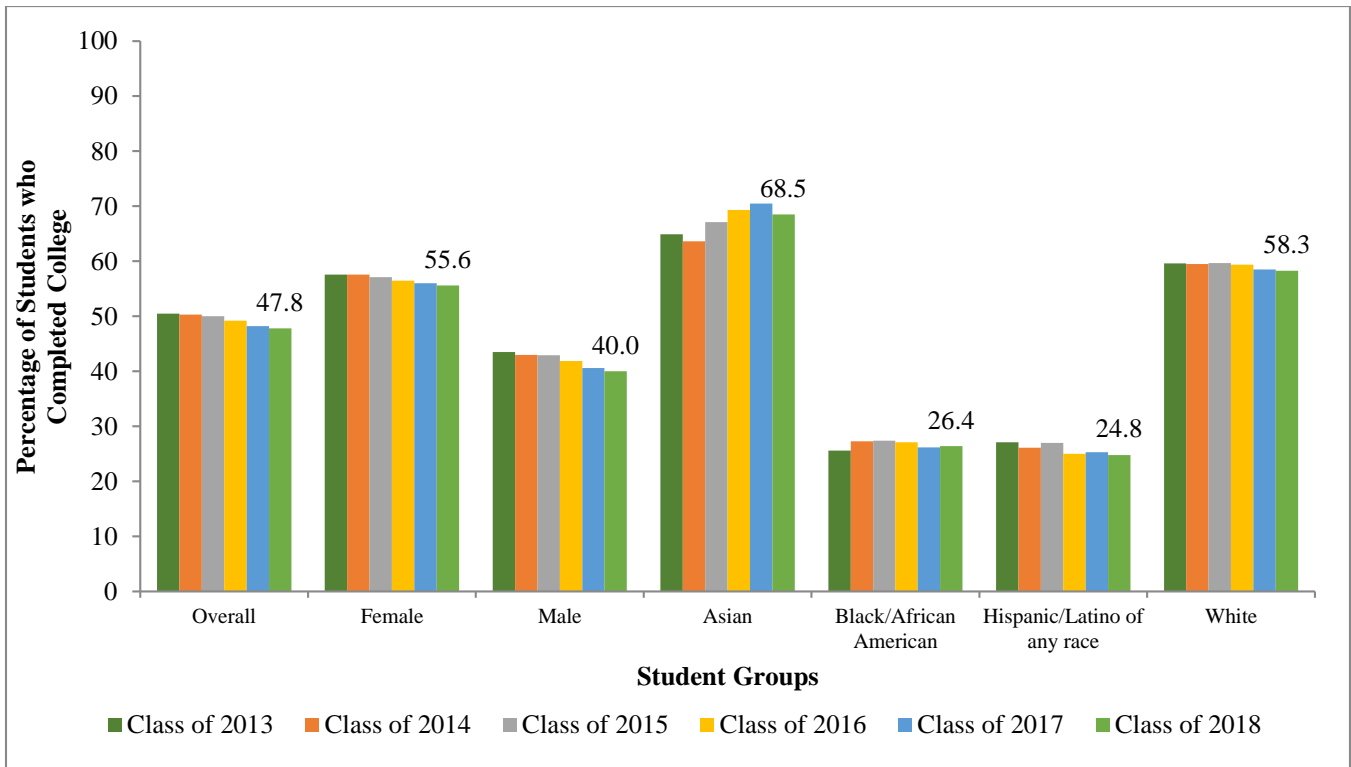
In past years, college enrollment trends have been mixed across gender, race, socioeconomic, and other demographic groups. This is not the case for 2023; all groups increased their first-year college enrollment rates in comparison to the class of 2022, although some more than others. Notably EL/MLs increased first-year enrollment by nearly 7 percentage points while Hispanic/Latino high school graduates increased first-year enrollment by nearly 5 percentage points than the previous graduating class.



College Completion

A slightly lower proportion (47.8 percent) of the class of 2018 [graduated college](#) in six years as compared to the class of 2017 (48.2 percent), marking the fifth straight year of decline in this measure. The college completion rate for females decreased slightly from 56.0 percent for 2017 graduates to 55.6 percent of 2018 graduates, while the corresponding rates for males saw a decrease from 40.6 percent to 40.0 percent for the class of 2018. Six-year college completion rates also decreased most for Asian students, dropping 2 percentage points from 70.5 percent to 68.5 percent. Other decreasing groups include White students (58.5 to 58.3 percent) and Hispanic/Latino students (25.3 percent to 24.8 percent). The college completion rate for Black/African American students increased slightly by 0.2 percentage points for the class of 2018 (26.4 percent) as compared to the class of 2017 (26.2 percent).

Figure 25: Percentage of High School Graduates Earning a College Degree in Six Years or Less



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