

# IX.D.

## CONNECTICUT STATE BOARD OF EDUCATION Hartford

### TO BE PROPOSED:

March 4, 2020

**RESOLVED**, That the State Board of Education, pursuant to Section 10-4(b) of the Connecticut General Statutes, receives *The Condition of Education in Connecticut* (2018-19) and directs the Commissioner to take the necessary action.

Approved by a vote of \_\_\_\_\_, this fourth day of March, Two Thousand Twenty.

Signed: \_\_\_\_\_  
Miguel A. Cardona, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION**  
**Hartford**

**TO:** State Board of Education  
**FROM:** Dr. Miguel A. Cardona, Commissioner of Education  
**DATE:** March 4, 2020  
**SUBJECT:** The Condition of Education in Connecticut 2018-19

*Executive Summary*

Please find attached the 2018-19 report entitled *The Condition of Education in Connecticut*. This report presents indicators that describe the progress of the public education system, the characteristics of its students and educators, and student performance on key indicators of student engagement and student readiness for college and careers. It is required by Section 10-4(b) of the Connecticut General Statutes and will be forwarded to the Office of the Governor and the General Assembly.

The condition of education in Connecticut remains mixed. There are many bright spots but there are also significant areas for improvement. Here are some key highlights:

Connecticut's student enrollment has declined by 3.5 percent over the past five years. Though lower, the enrollment is increasingly more diverse (i.e., 47.6 percent are nonwhite), poor (i.e., 42.1 percent are eligible for free or reduced price meals), and with greater educational needs (i.e., 15.4 percent are students with disabilities while 7.6 percent are English learners) than just five years ago.

While the race/ethnic composition of students is changing, the teaching force is not changing nearly as rapidly. The percentage of nonwhite educators has only increased from 8.1 percent in 2014-15 to 8.9 percent in 2018-19.

The percentage of students who received at least one suspension/expulsion in 2018-19 was 6.7 percent, a slight drop compared to 6.8 percent in 2017-18. The chronic absenteeism rate decreased from 10.7 percent in 2017-18 to 10.4 percent in 2018-19. Incidences of suspensions/expulsions and chronic absenteeism continue to be evidenced disproportionately among students of color, English learners, students with disabilities, and students from low-income families.

On the 12 indicators of the Next Generation Accountability System, over the past four years from 2015-16 to 2018-19, several indicators showed improvement. In 2018-19, two areas were added to the system – the Science performance index for all students and high needs students, as well as progress toward English proficiency in oral and literacy domains.

The four-year high school cohort graduation rates are rising and the graduation rate gap between most student groups continues to shrink. Connecticut's graduation rate of 88.3 percent remains more than three points higher than the national average. Only two student groups, English learners and students with disabilities, noted slightly lower graduation rates for the 2018 cohort. However, the six-year graduation rate for high needs students (i.e., English learners, students with disabilities, or those from a low-income family) reached a new high of 83.3 percent (2016 cohort). These students are demonstrating that they can complete high school with additional time and support.

College entrance rates remained steady for the class of 2018 (70.9 percent). Connecticut's rate remains above the national average of 69 percent (National Center for Education Statistics (NCES)). College graduation rates inched up slightly for the sixth year in a row with 50.5 percent of students from the high school class of 2013 earning a two- or four-year college degree in six years after high school graduation, up from 50.0 for the class of 2012 and 45.6 for the class of 2007.

Prepared by: \_\_\_\_\_  
Diane Murphy, Education Consultant

Approved by: \_\_\_\_\_  
Ajit Gopalakrishnan, Chief Performance Officer



# CONDITION OF EDUCATION

2018-19

*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 performance on key indicators of student engagement and student readiness for college and careers.

Equity and excellence are the cornerstones of the State Board of Education's comprehensive plan for public education. Therefore, this report disaggregates data on several of the indicators to separately highlight the experiences and outcomes of students from historically under-performing groups like students with disabilities, English learners, students from low-income families, and those from minority racial/ethnic backgrounds.

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

Dr. Miguel A. Cardona, Commissioner  
Connecticut State Department of Education

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## EXECUTIVE SUMMARY

The condition of education in Connecticut remains mixed. There are many bright spots but there are also significant areas for improvement. Here are some key highlights:

Connecticut's student enrollment has declined by 3.5 percent over the past five years. Though lower, the enrollment is increasingly more diverse (i.e., 47.6 percent are nonwhite), poor (i.e., 42.1 percent are eligible for free or reduced price meals), and with greater educational needs (i.e., 15.4 percent are students with disabilities while 7.6 percent are English learners) than just five years ago.

While the race/ethnic composition of students is changing, the teaching force is not changing nearly as rapidly. The percentage of nonwhite educators has only increased from 8.1 percent in 2014-15 to 8.9 percent in 2018-19.

The percentage of students who received at least one suspension/expulsion in 2018-19 was 6.7 percent, a slight drop compared to 6.8 percent in 2017-18. The chronic absenteeism rate decreased from 10.7 percent in 2017-18 to 10.4 percent in 2018-19. Incidences of suspensions/expulsions and chronic absenteeism continue to be evidenced disproportionately among students of color, English learners, students with disabilities, and students from low-income families.

On the 12 indicators of the Next Generation Accountability System, over the past four years from 2015-16 to 2018-19, several indicators showed improvement. In 2018-19, two areas were added to the system – the Science performance index for all students and high needs students, as well as progress toward English proficiency in oral and literacy domains.

The four-year high school cohort graduation rates are rising and the graduation rate gap between most student groups continues to shrink. Connecticut's graduation rate of 88.3 percent remains more than three points higher than the national average. Only two student groups, English learners and students with disabilities, noted slightly lower graduation rates for the 2018 cohort. However, the six-year graduation rate for high needs students (i.e., English learners, students with disabilities, or those from a low-income family) reached a new high of 83.3 percent (2016 cohort). These students are demonstrating that they can complete high school with additional time and support.

College entrance rates remained steady for the class of 2018 (70.9 percent). Connecticut's rate remains above the national average of 69 percent (National Center for Education Statistics (NCES)). College graduation rates inched up slightly for the sixth year in a row with 50.5 percent of students from the high school class of 2013 earning a two- or four-year college degree in six years after high school graduation, up from 50.0 for the class of 2012 and 45.6 for the class of 2007.

## 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 the Type of Organization 2018-19*

<b>Organization Type</b>	<b>Number of Schools</b>
Public Schools in Local and Regional Districts	950
Regional Educational Service Center Schools	28
Public Charter Schools	23
Connecticut Technical Education and Career System Schools	17
Endowed Academies	3
State Agency Facilities	34
<b>Total Number of Schools</b>	<b>1055</b>

Of the 1,055 schools, 809 are elementary and/or middle schools and 246 are high schools. In addition to these 1,055 schools, 454 specialized programs provide targeted services. The vast majority of these programs are designed for special education students (303), alternative/credit recovery (72), or prekindergarten (40).

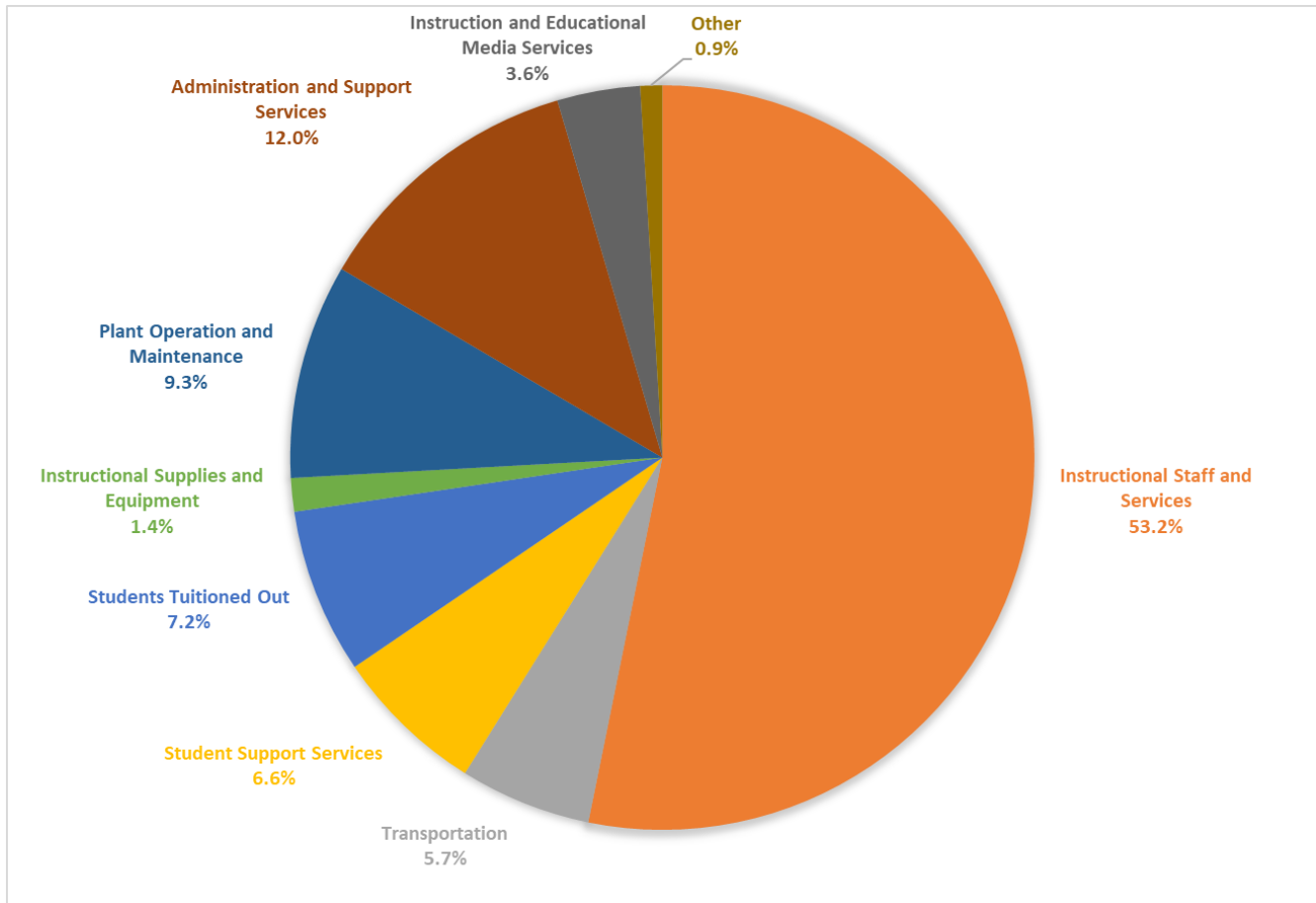
In addition to PK-12 education, adult education programs are also provided to residents in all towns across Connecticut through 42 local school district providers, three regional educational service centers, 14 community/faith-based organizations, and one state agency.



## Expenditures

In 2018-19, the state's overall school expenditures (excluding investments in land, buildings and debt) totaled approximately \$9.3 billion. Instructional staff and services represented a majority of the total expenditures; 53 cents out of every education dollar was devoted to this area.

*Figure 1: Expenditures by Category, 2018-19*

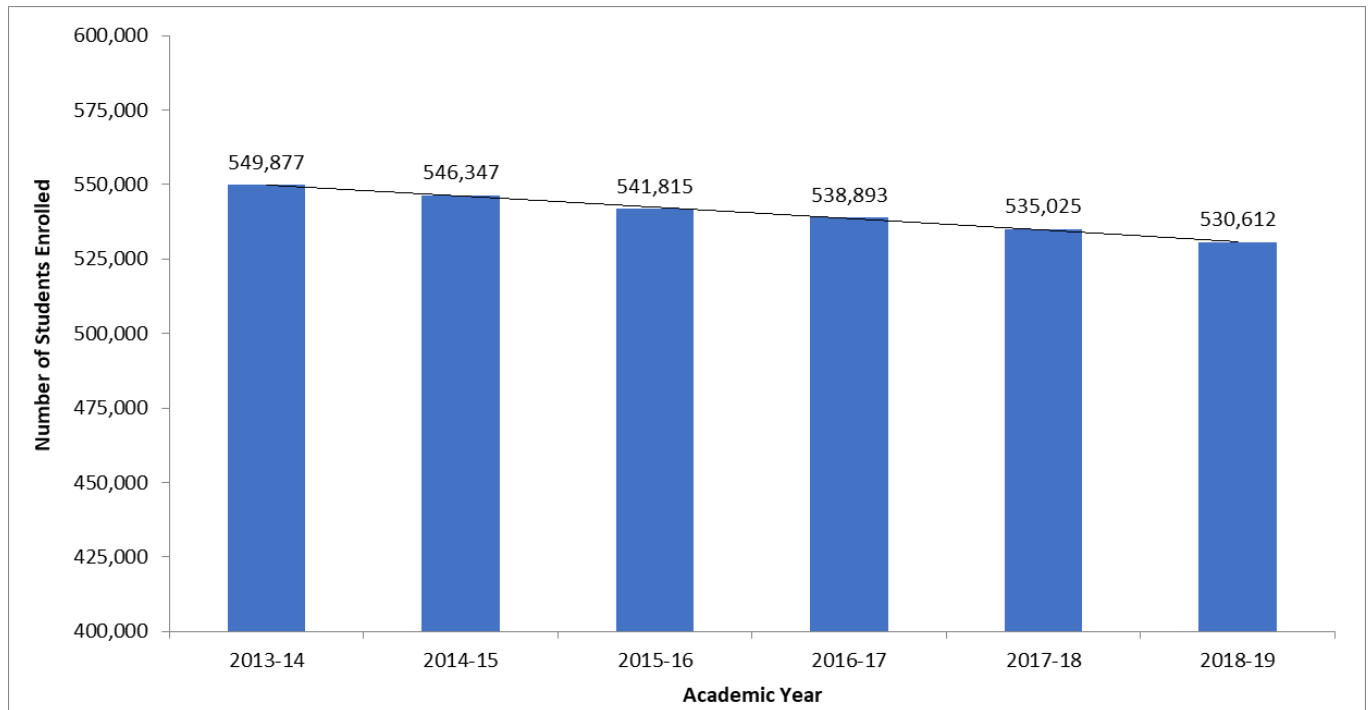


## STUDENTS

### Public School Enrollment

Connecticut's student enrollment in public schools continues to decline each year. The 2018-19 enrollment of 530,612 was 3.5 percent lower than the 2013-14 enrollment of 549,877.

*Figure 2: Connecticut Public School Enrollment (PK-12)*



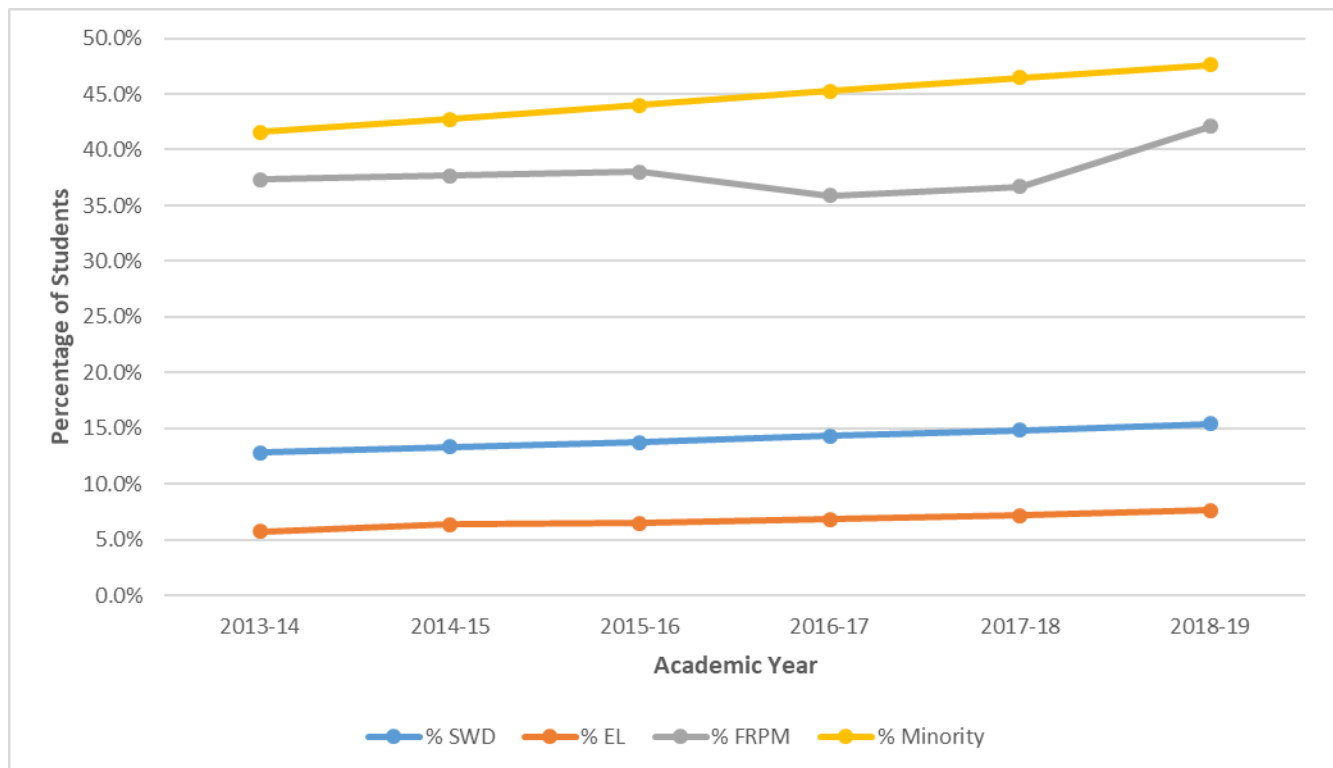
Although statewide enrollment is declining, some districts evidence substantial increases over the same period. These include:

- RESCs like Capitol Region Education Council and LEARN through the establishment of new interdistrict magnet schools and expanded slots in existing magnet schools;
- public charter districts through a combination of new charters and expanded slots in existing charters; and
- some Alliance Districts (Connecticut's 33 lowest-performing districts) including Danbury, New London, Norwalk, Stamford, and Waterbury.

## Student Demographics and Characteristics

An increasing proportion of public school students (PK-12) come from diverse racial/ethnic backgrounds. The percentage of students from racial/ethnic minorities has increased from 41.6 percent in 2013-14 to 47.6 percent in 2018-19. Substantial increases occurred in the percentage of students who are English learners (EL) or students with disabilities (SWD). ELs account for 7.6 percent of the student population while over 15 percent of students are receiving special education and related services. The percentage of students eligible for free or reduced-price meals (FRPM) increased substantially in 2018-19 to the highest proportion to date (42.1 percent), after a slight dip in the 2016-17 school year.

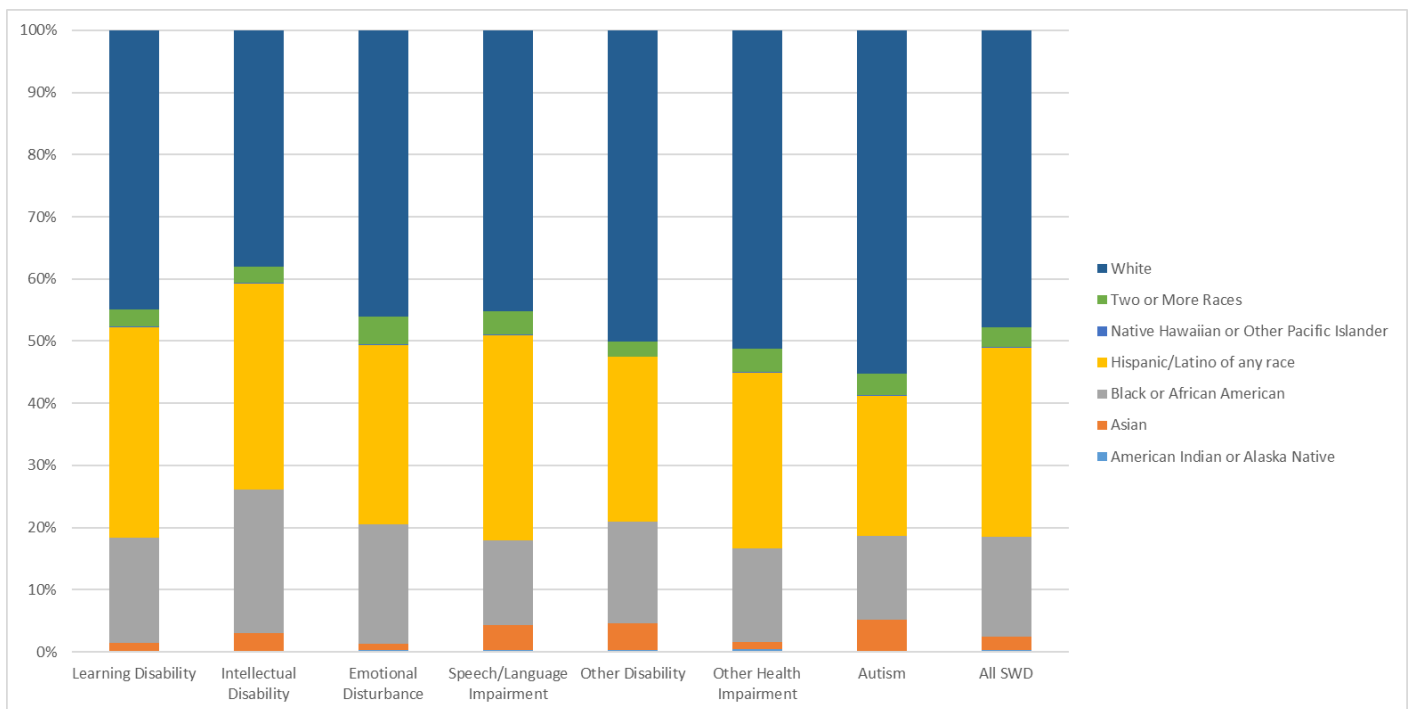
*Figure 3: Student Demographics and Characteristics*



## 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. In 2018-19, district-level investigations revealed that the most common group that was disproportionately identified was black/African American students with learning disabilities. 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 were more than twice as likely as their nonblack peers to be identified with intellectual disabilities. American Indian or Alaskan Native students were more than one-and-a-half times as likely as their peers to be identified with other health impairments.

**Figure 4: Percentage of Students with Disabilities, Ages 6-21:  
Disability Type by Race/Ethnicity, 2018-19**



## Languages Spoken at Home among ELs

In the 2018-19 school year, Connecticut's ELs spoke 142 different non-English languages. The 15 most prevalent non-English dominant languages among ELs in Grades PK-12 are listed below.

*Table 2: 15 Most Prevalent Non-English Languages Spoken at Home among ELs, 2018-19*

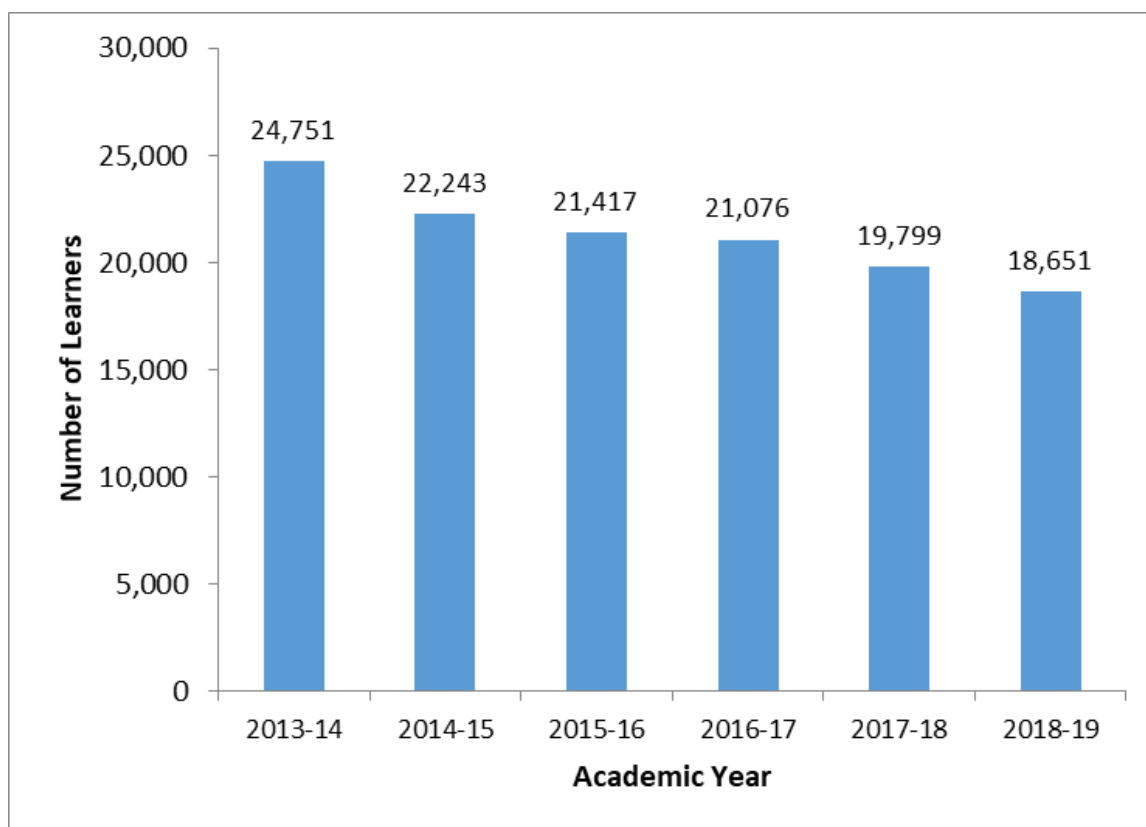
Language	Number of ELs
Spanish	28,920
Portuguese	1,970
Arabic	1,287
Creole-Haitian	859
Mandarin	702
Polish	476
Albanian	475
Urdu	428
Bengali	319
Vietnamese	318
French	300
Telugu	243
Russian	233
Tamil	221
Gujarati	216

While most districts had to accommodate only a few languages, there were 52 districts whose ELs spoke 20 or more different non-English languages. 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.

## 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 2018-19, Connecticut programs served 18,651 adult learners.

*Figure 5: Adult Education Enrollment*

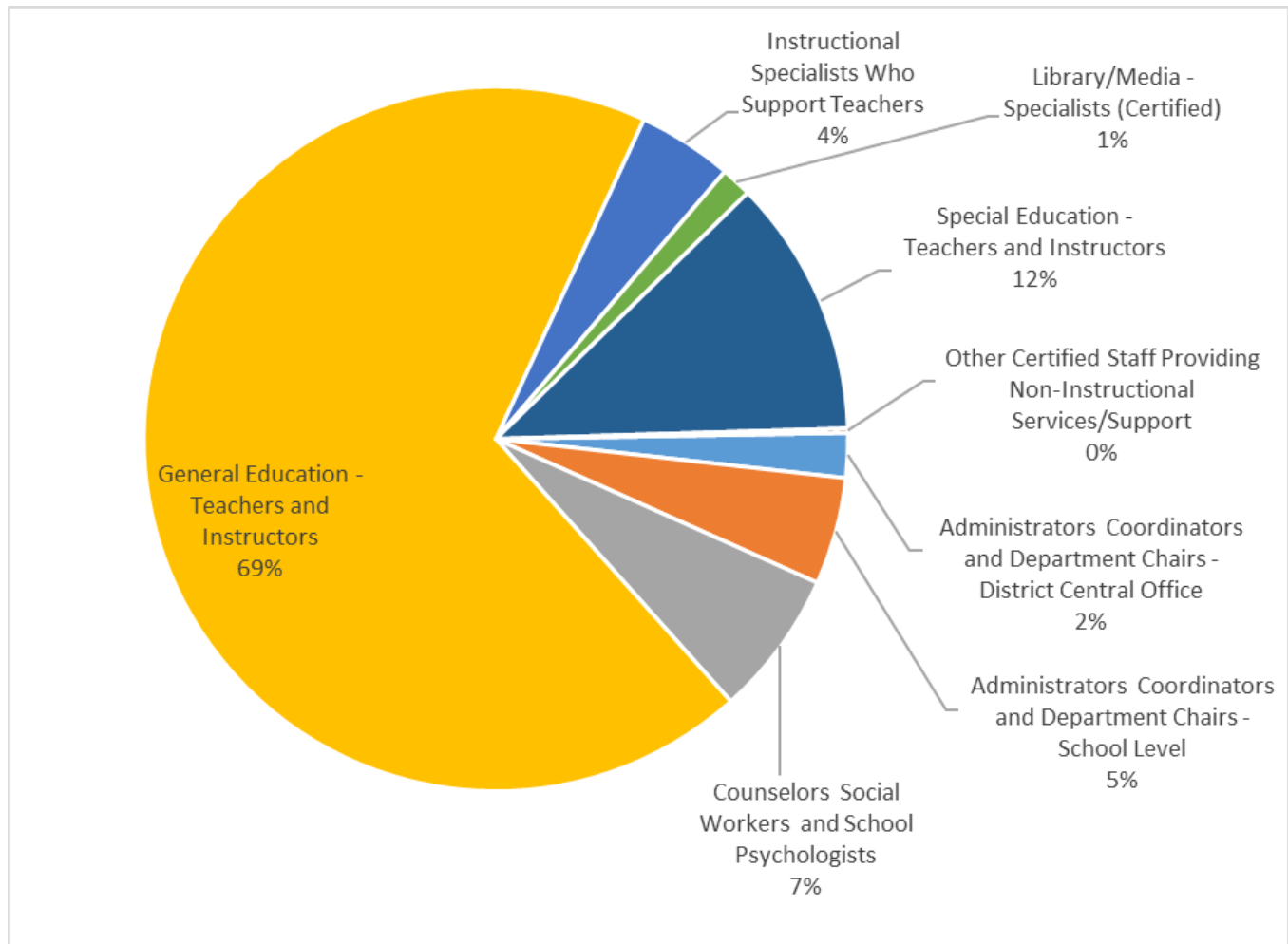


## EDUCATORS

### Capacity

General education and special education teachers combined constitute 81 percent of full-time equivalent (FTE) certified staff. The total certified staff FTE was just under 52,000 for the first time in five years.

*Figure 6: Certified Staff Full-time Equivalent by Role Type: 2018-19*

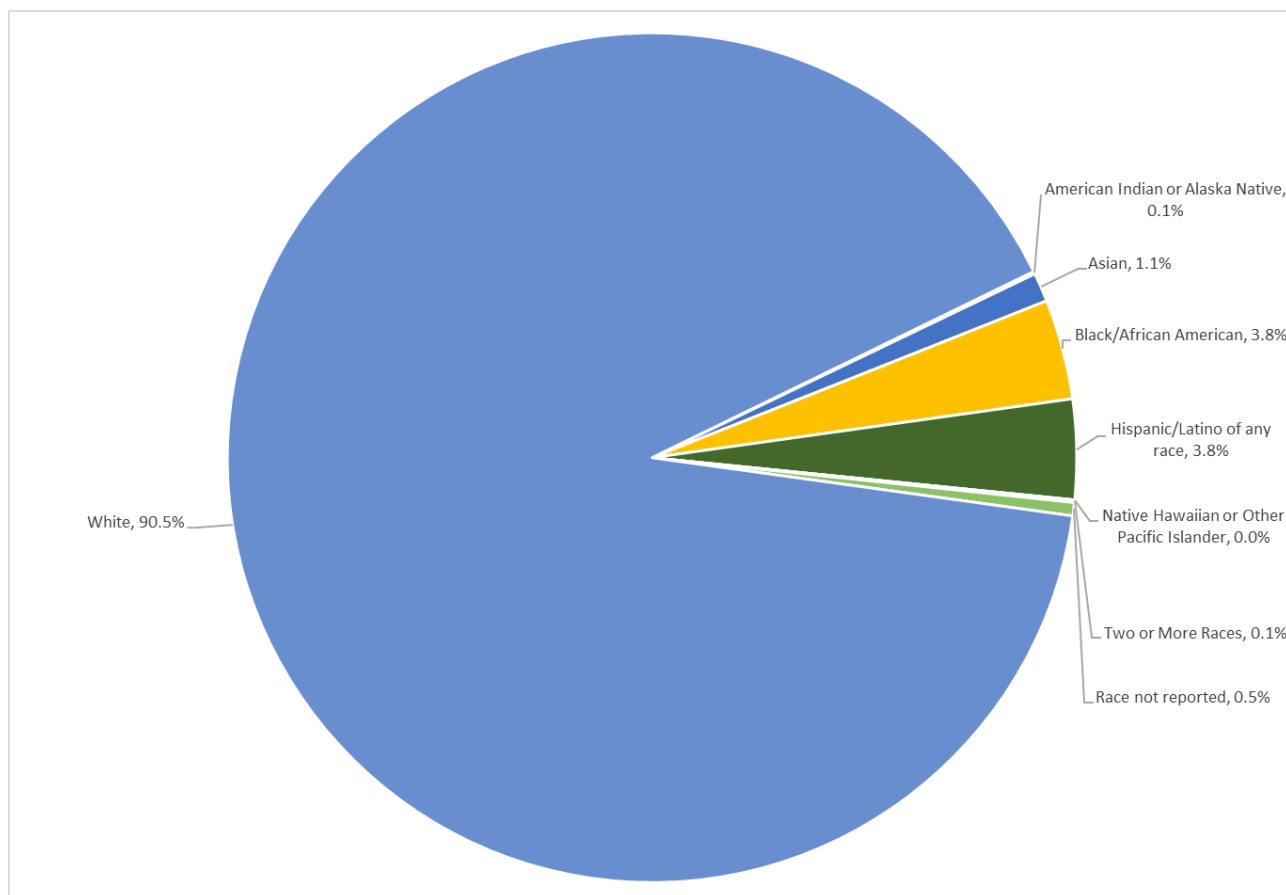


Full-time equivalent (FTE) is derived by dividing the amount of time a person works by the time required of a corresponding full-time position. A full-time position is considered to be 1.0 FTE. For example, a teacher who works two of the five days per week would be a 0.4 FTE ( $2 \text{ days} / 5 \text{ days} = 0.4$  of full time or 0.4 FTE).

## Demographics

While Connecticut's student population is diverse with nonwhite students comprising 47.6 percent of the student body, 90.5 percent of certified school staff are white. The percentage of nonwhite educators has increased over the past five years from 8.1 percent in 2014-15 to 8.9 percent in 2018-19.

**Figure 7: Percentage of Certified Staff by Race/Ethnicity, 2018-19**



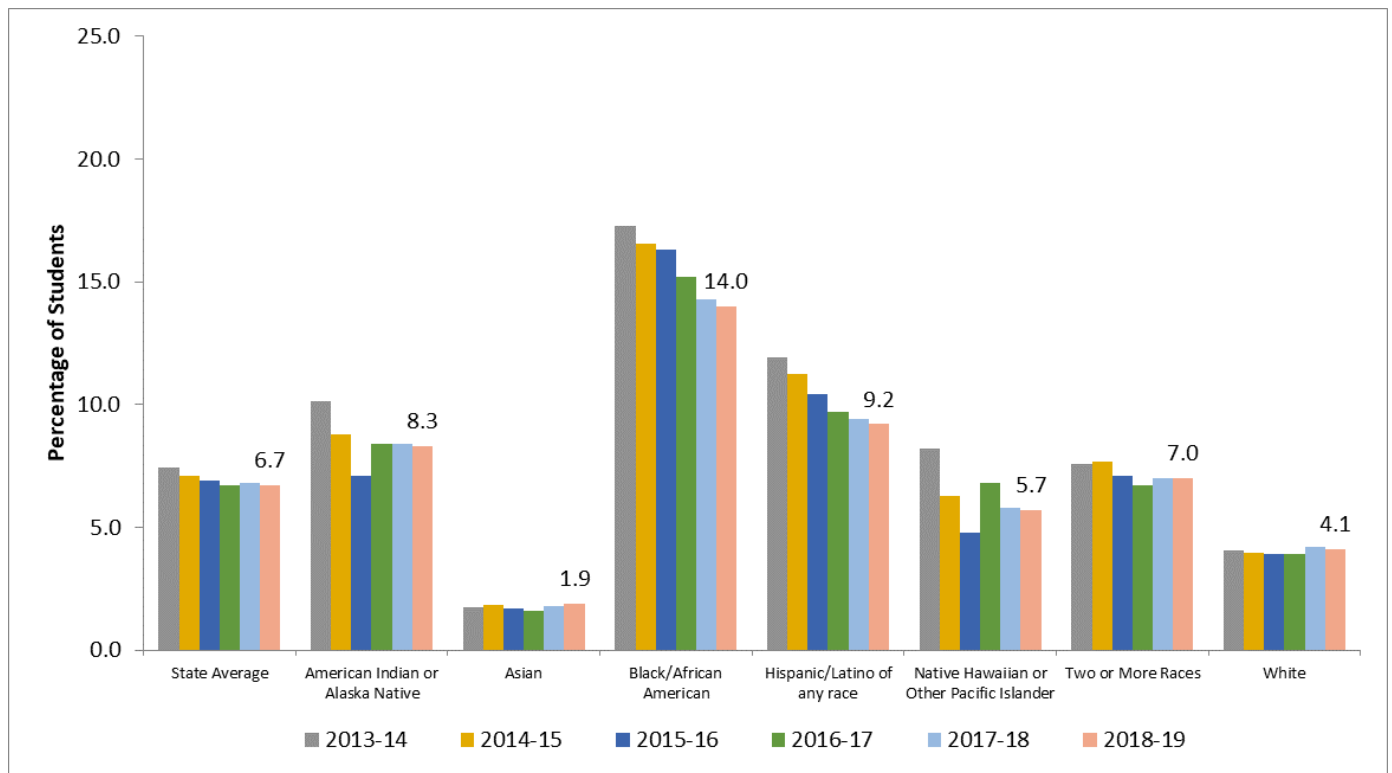


# SCHOOL CLIMATE AND INSTRUCTION

## School Discipline

Local Educational Agencies 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. In the 2018-19 school year, 6.7 percent of all students received at least one suspension or expulsion down slightly compared to last year. Black/African American students are suspended at substantially higher rates than their white counterparts though suspension rates have been declining overall for Black/African American and Hispanic/Latino student groups for the last seven years.

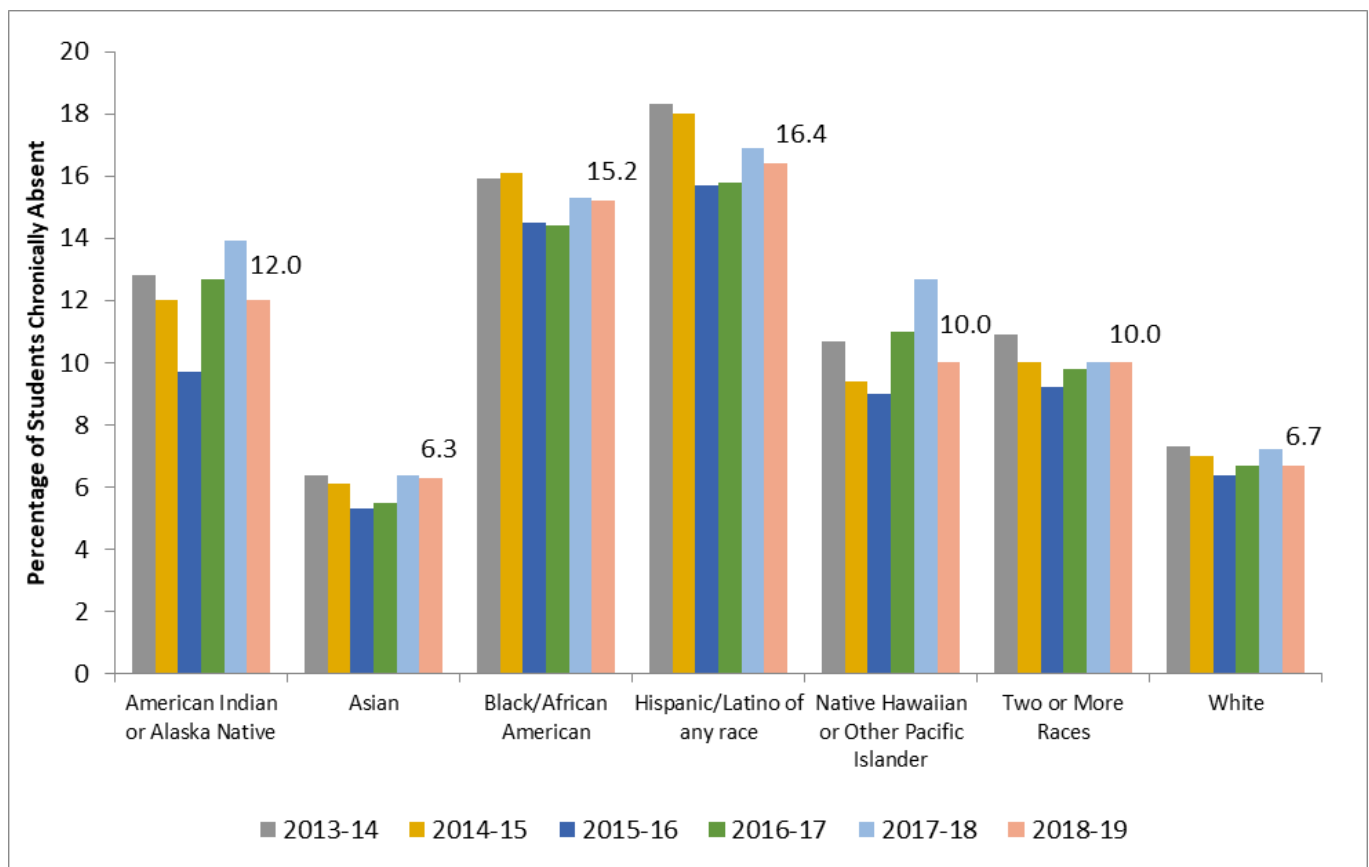
*Figure 8: Suspension Rates by Race/Ethnicity*



## 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 student academic achievement and high school graduation. Chronic absenteeism is also an indicator in Connecticut's Next Generation Accountability System. Connecticut's statewide chronic absenteeism rate for students in Grades K-12 was 10.4 percent in 2018-19. In 2017-18, 55,384 students qualified as chronically absent compared to only 53,191 in 2018-19, a nearly 4 percent drop in chronically absent students. There remains considerable variation in chronic absenteeism rates among students from different race/ethnic groups.

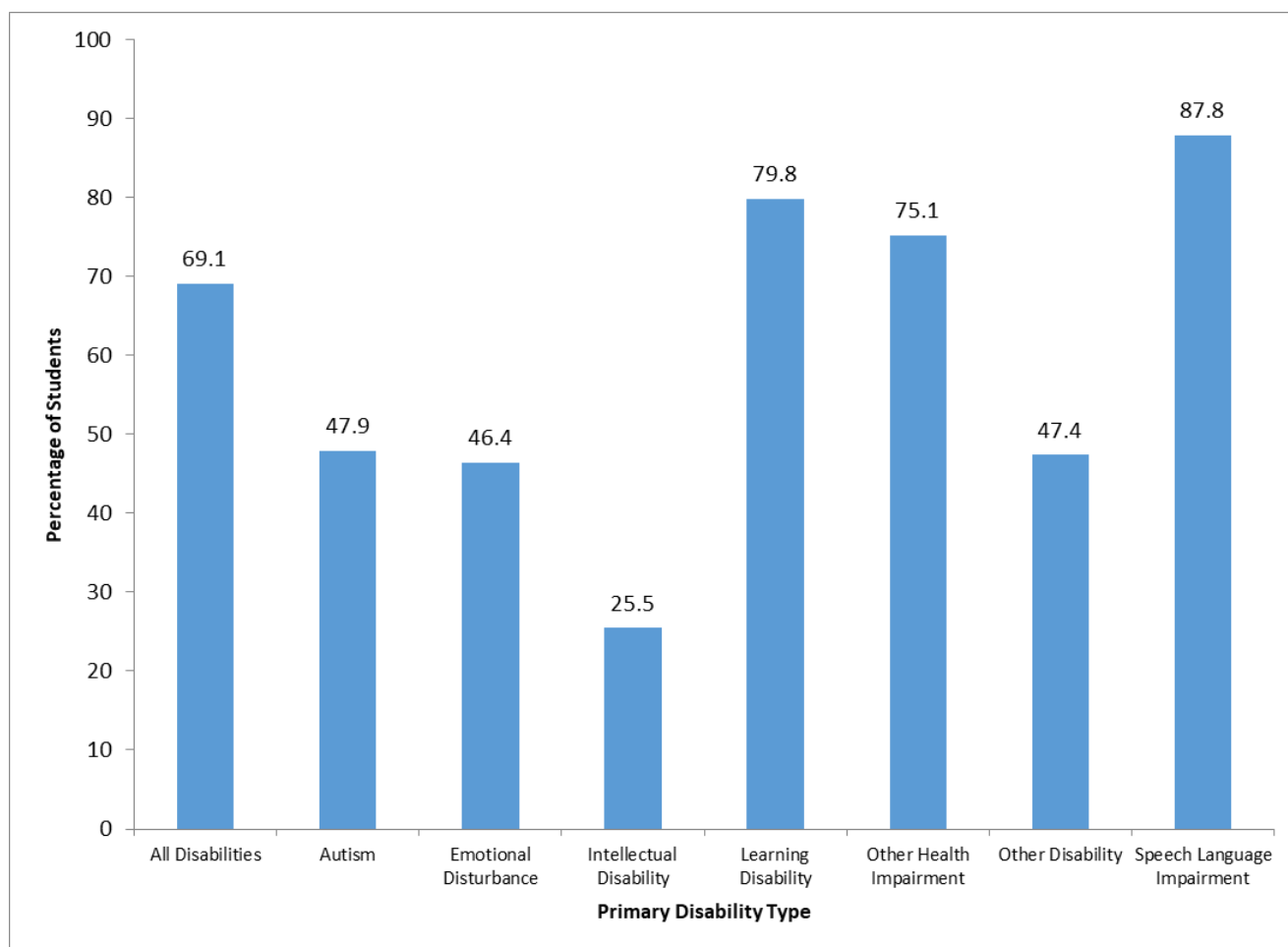
*Figure 9: Chronic Absenteeism Rates by Race/Ethnicity*



## 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 69.1 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 25.5 percent spent at least 80 percent of their time with nondisabled peers as compared to 79.8 percent of students with a learning disability. Similarly, 46.4 percent of students with an emotional disturbance spent at least 80 percent of their time with nondisabled peers, compared to 87.8 percent of students with a speech or language impairment.

**Figure 10: Percent of Students (K-12) who Spend 80-100% of Time with Nondisabled Peers by Primary Disability Type, 2018-19**

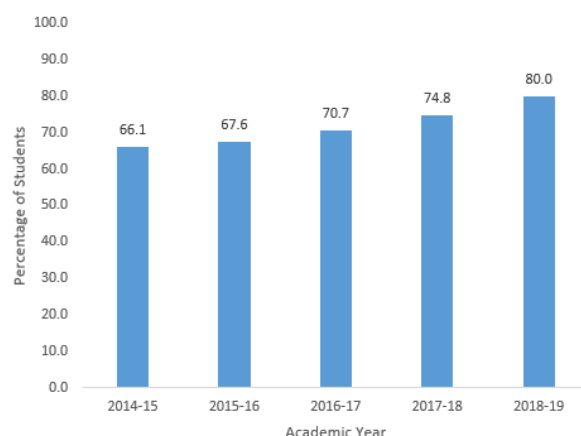


## Participation in College-and-Career Readiness Coursework

To be ready for college and careers upon high school graduation, students need to have participated in rigorous coursework during high school. In recognition of the diverse pathways of our students, the CSDE evaluates the percentage of students in 11<sup>th</sup> and 12<sup>th</sup> 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.

**Figure 11: Percentage of 11<sup>th</sup> and 12<sup>th</sup> Grade Students taking CCR Coursework**

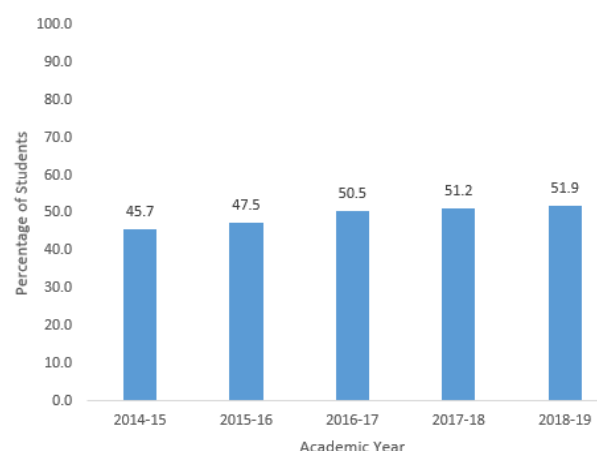


This metric is Indicator 5 of Connecticut's Next Generation Accountability System and has shown consistent increases from 2014-15.

## Access to the Arts

Every student needs and deserves a high-quality education in the arts, including dance, music, theater, and the visual 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 in the school year. This metric is Indicator 12 of Connecticut's Next Generation Accountability System and has shown steady increases from 2014-15.

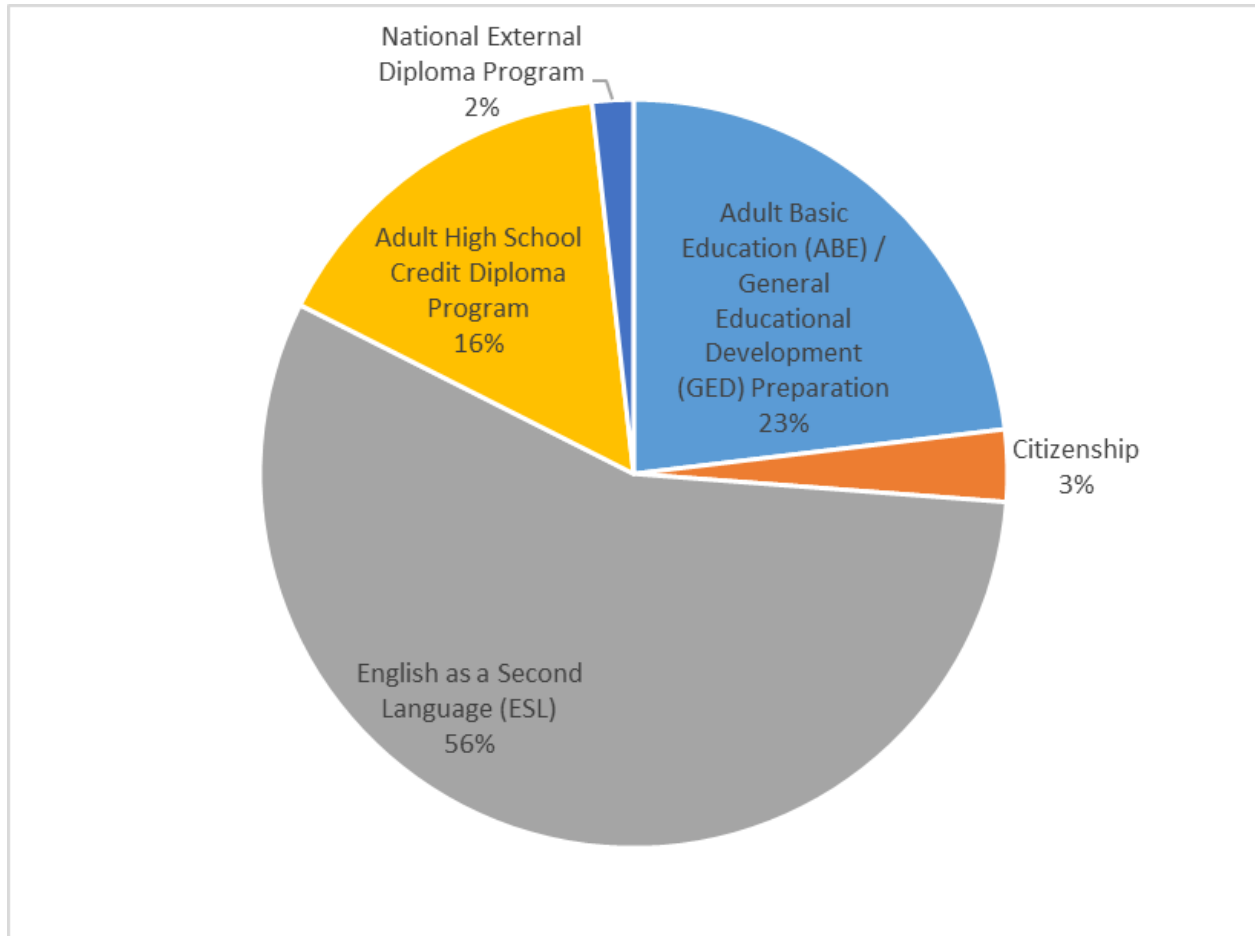
**Figure 12: Percentage of Students in Grades 9 – 12 taking at least One Arts Course**



## 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 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).

*Figure 13: Adult Education Enrollment by Program Type 2018-19*



# PERFORMANCE

## Statewide Next Generation Accountability Report

These statistics represent the results from the fourth fully year of implementation of 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. In 2018-19, two areas were added to the system – the Science performance index for all students and high needs students, as well as progress toward English proficiency in oral and literacy domains. The trend for each indicator during that time is presented below with improvements from 2015-16 to 2018-19 noted in several indicators as designated by ↑.

*Table 3: Statewide Accountability Indicator Trend*

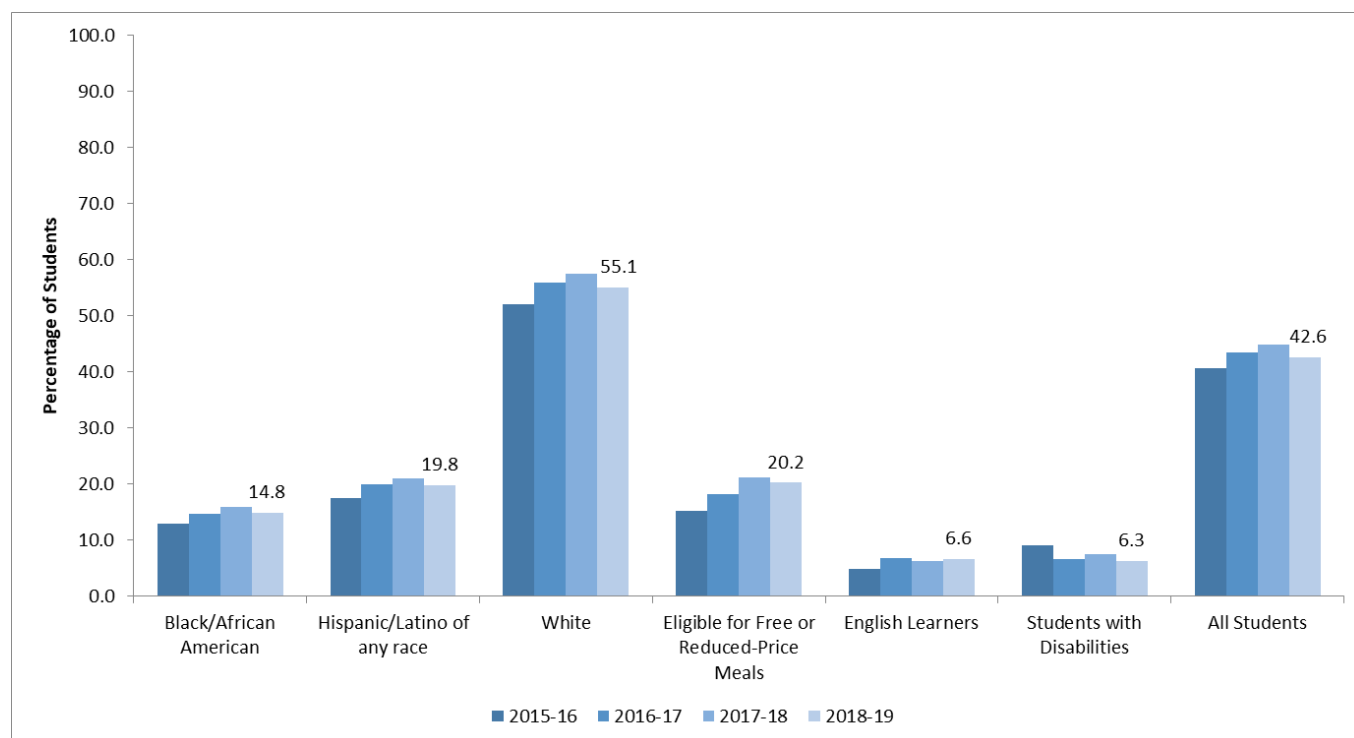
	Indicator	2015-16	2016-17	2017-18	2018-19	
1a.	ELA Performance Index – All Students	67.7	67.1	67.6	67.7	
1b.	ELA Performance Index – High Needs Students	56.7	55.9	57.5	58.1	↑
1c.	Math Performance Index – All Students	61.4	62.2	62.7	63.1	↑
1d.	Math Performance Index – High Needs Students	49.9	50.5	52.0	52.7	↑
1e.	Science Performance Index – All Students				63.8	
1f.	Science Performance Index – High Needs Students				54.2	
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	63.8%	55.4%	60.7%	59.9%	
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	58.3%	49.8%	55.6%	55.1%	
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	65.0%	61.7%	61.9%	62.5%	
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	57.4%	53.7%	55.4%	55.2%	
2e.	Progress Toward English Proficiency – Literacy				60.0%	
2f.	Progress Toward English Proficiency – Oral				52.1%	
4a.	Chronic Absenteeism – All Students	9.6%	9.9%	10.7%	10.4%	
4b.	Chronic Absenteeism – High Needs Students	15.6%	15.8%	16.6%	16.1%	
5	Preparation for College and Career Readiness – % taking courses	67.6%	70.7%	74.8%	80.0%	↑
6	Preparation for College and Career Readiness – % passing exams	40.7%	43.5%	44.8%	42.6%	↑
7	On-track to High School Graduation	85.1%	87.8%	87.5%	88.0%	↑
8	4-year Graduation - All Students	87.2%	87.4%	87.9%	88.3%	↑
9	6-year Graduation - High Needs Students	78.6%	82.0%	81.8%	83.3%	↑
10	Postsecondary Entrance	71.9%	72.0%	70.9%	70.9%	
11	Physical Fitness	50.5%	51.6%	50.1%	52.9%	↑
12	Arts Access	47.5%	50.5%	51.2%	51.9%	↑
	Accountability Index	<b>73.1</b>	<b>73.2</b>	<b>74.9</b>	<b>74.2</b>	↑

## Meeting Benchmark on a College and Career Readiness Exam

The graph below shows the percentage of 11<sup>th</sup> and 12<sup>th</sup> 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). This metric is Indicator 6 of the Next Generation Accountability System. Overall, 42.6 percent of Connecticut 11<sup>th</sup> and 12<sup>th</sup> graders in 2018-19 met a college and career readiness standard on any of the above mentioned exams. This is an increase from 2015-16 when 40.7 percent met standard, but a drop from 2017-18, likely due to lower SAT performance in 2018-19.

The number of students who took at least one AP exam in 2018-19 (30,865) – rose 1.4 percent from 2017-18. These students took 56,670 exams – up 1.7 percent from the prior year. Of the exams taken, 38,388 exams achieved a score of three, four, or five – up 1.4 percent from 2017-18. Most student groups, with the exception of English learners, witnessed a decline in this benchmark indicator.

**Figure 14: Percentage of 11<sup>th</sup> and 12<sup>th</sup> Graders Meeting Benchmark on a College and Career Readiness Exam**

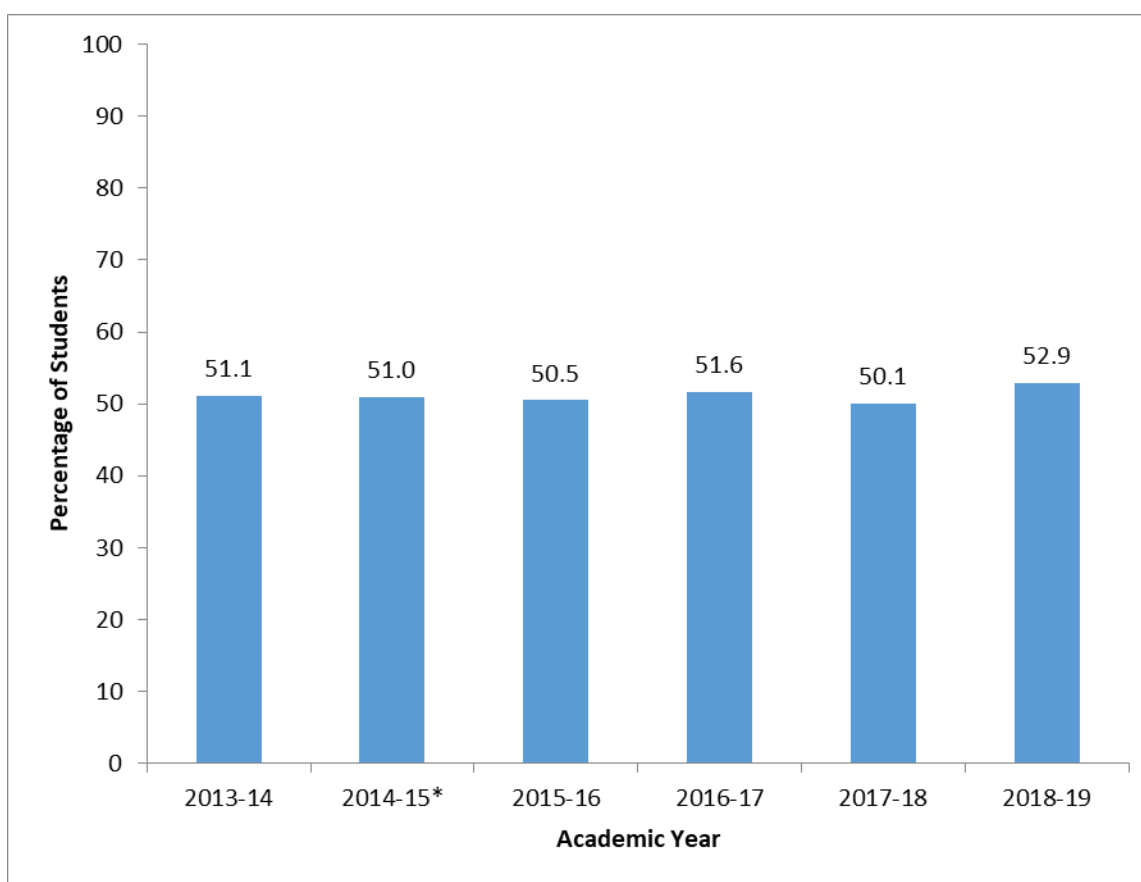


Source: EdSight June PSIS, SAT and AP from The College Board, ACT from ACT, Inc., and IB from International Baccalaureate.

## 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, 52.9 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 2018-19. This is an increase from last year’s figure of 50.1 percent and the highest rate of achieving the health standard in eight years. This metric, which also considers the participation rate in the Fitness Assessments, is Indicator 11 of Connecticut’s Next Generation Accountability System.

**Figure 15: Percentage of Students Reaching Health Standard of CT Physical Fitness Assessment**



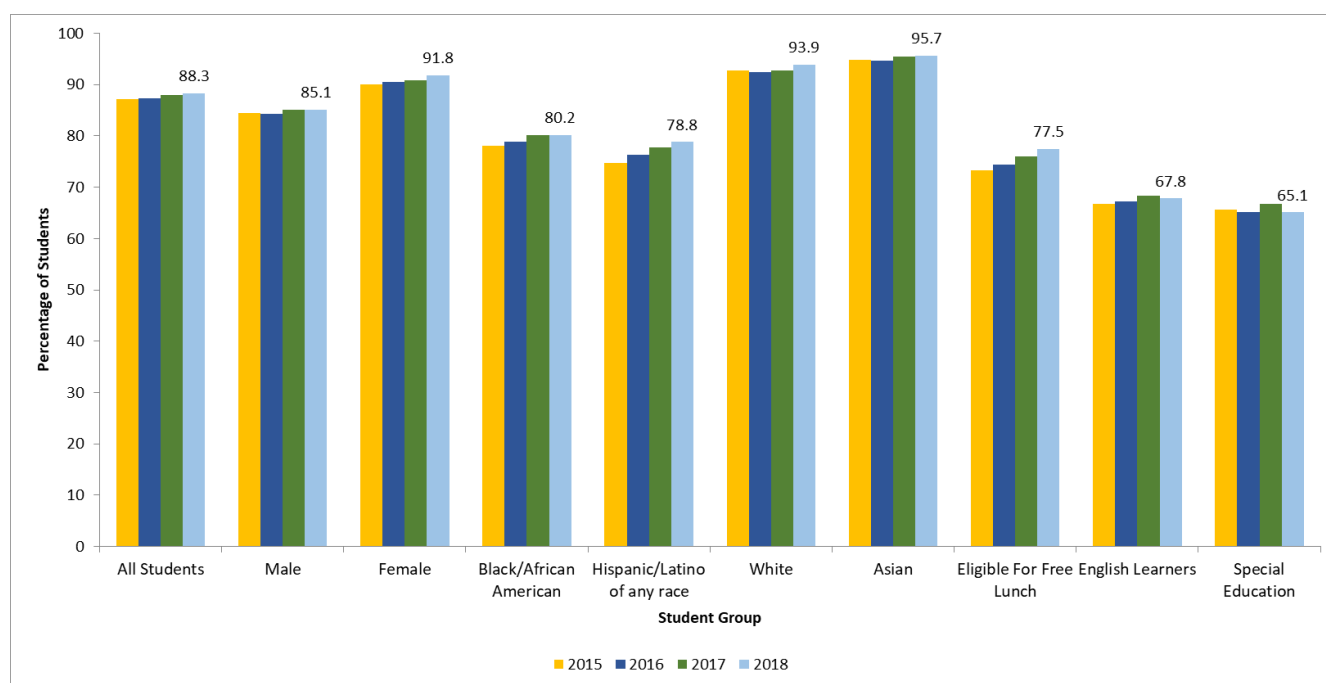
\*For the first time in 2014-15, the ED165 collected data from district-run programs. This means that students who may not have been reported in past years are included in the data in 2014-15 and the following years.



## 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. It is Indicator 8 of Connecticut's Next Generation Accountability System. Connecticut's four-year graduation rate has increased from 85.5 percent for the cohort of 2013 to 88.3 percent for the cohort of 2018. The graduation rates for students who are black/African American, Hispanic/Latino, English learners, or eligible for free meals have increased at a rate that is greater than that of the state average.

**Figure 16: 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 English learners who came to this country in high school, students who must work to support their families, or students with disabilities receiving transition services. For these and many other students, the six-year graduation rate serves as an important additional measure of high school success (see table 4 below). Therefore, Connecticut incorporates the six-year rate in its accountability system.

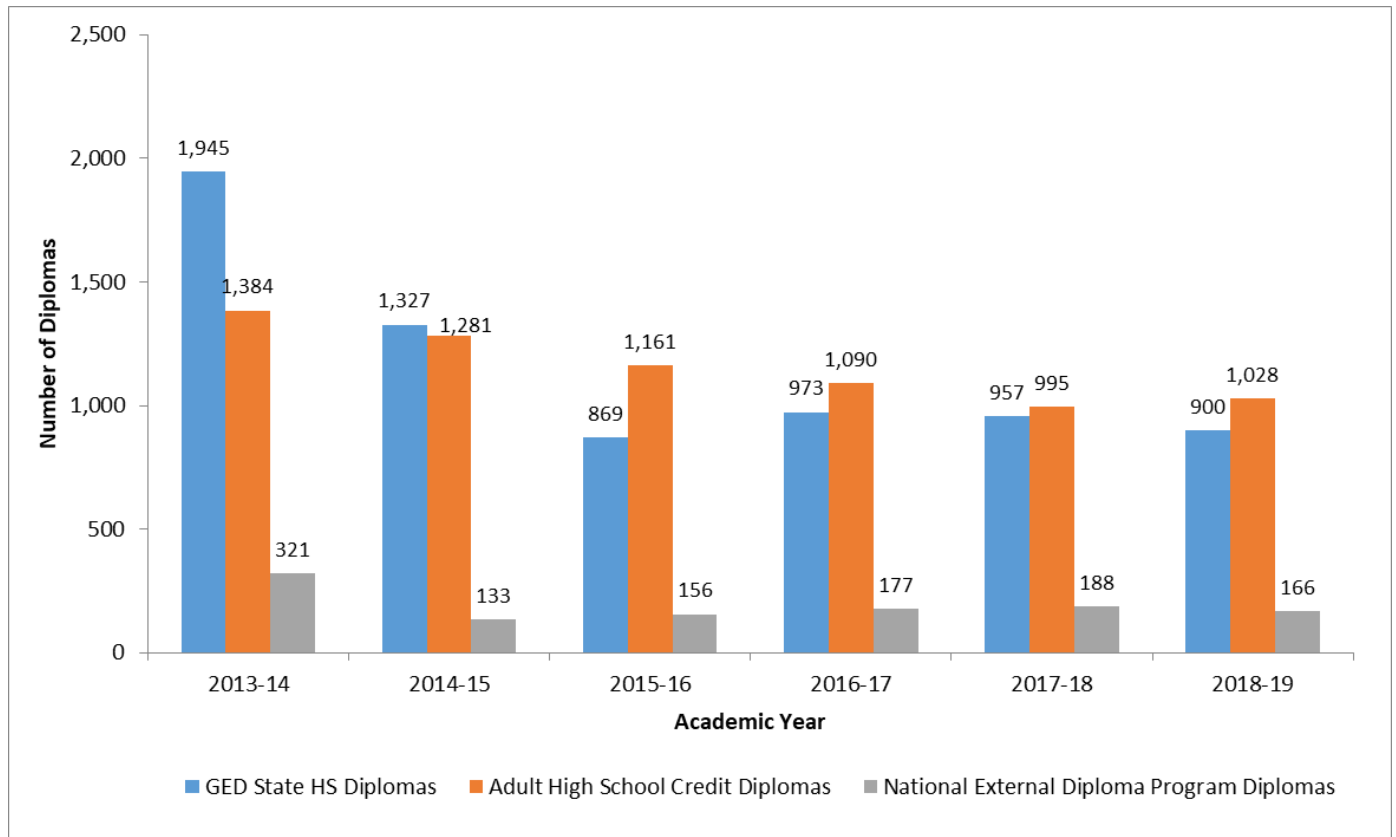
**Table 4: Four- and Six-year Graduation Rates for the 2016 Graduation Cohort**

Category	4-Year	6-Year
All Students	87.4	90.9
English Learners	67.3	76.4
Students with Disabilities	65.2	77.9
Eligible for Free Meals	74.4	80.6

## 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 2018-19, a total of 2,094 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.

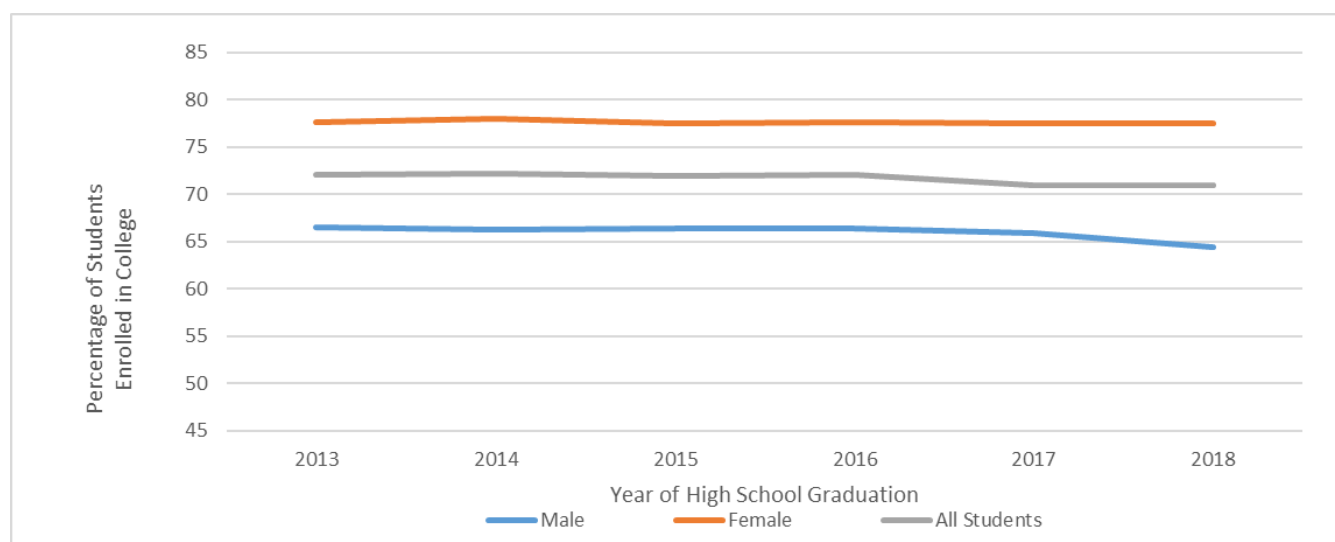
*Figure 17: Adult Education Diplomas by Type*



## College Enrollment

Of the more than 38,600 Connecticut public high school graduates from the class of 2018, 70.9 percent enrolled in higher education within a year of graduating, which is exactly the same as the previous year's graduating class. The college enrollment rate of females (77.5 percent) from the high school class of 2018 remained steady and was substantially higher than that of males (64.4 percent) which continued its slight decline.

**Figure 18: Percentage of High School Graduates Who Enroll in College  
Anytime During the First Year after High School**



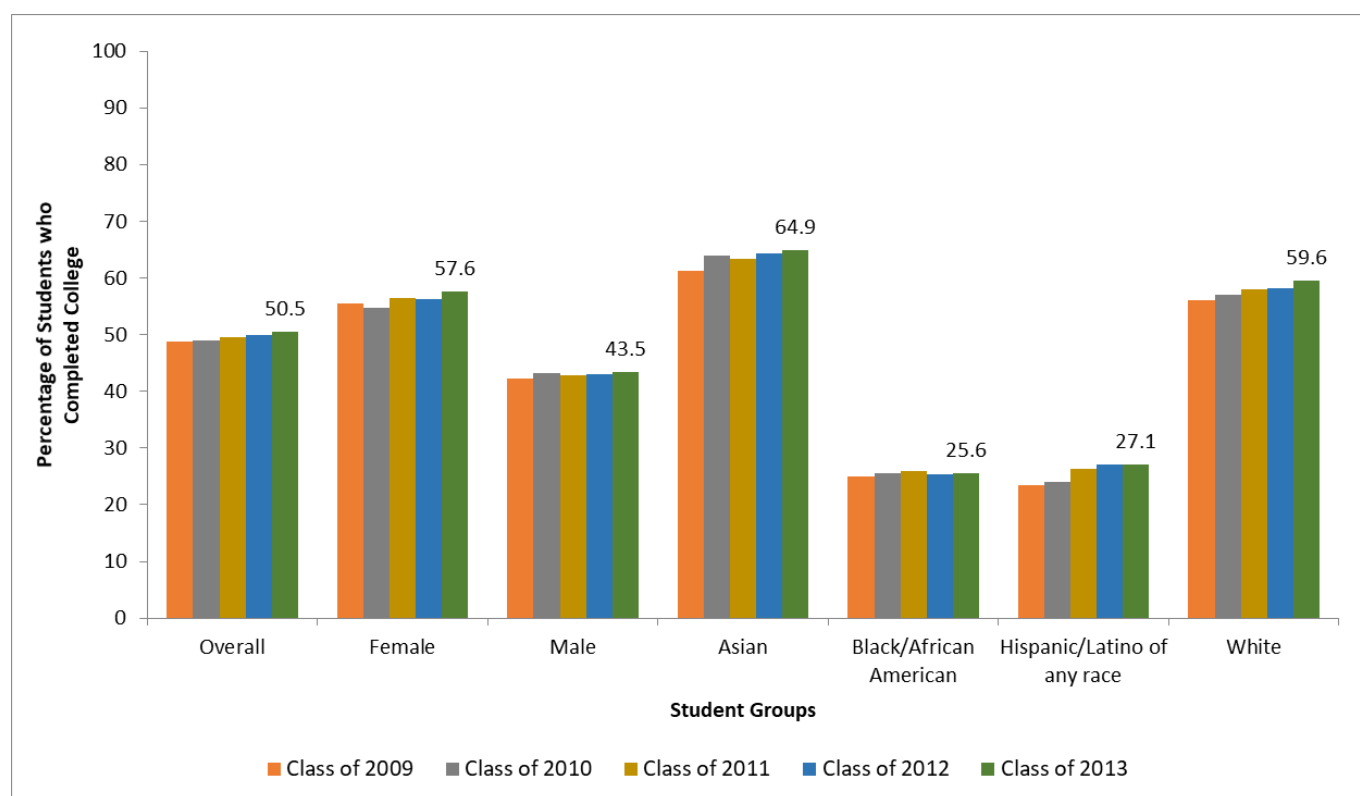
Source: EdSight and National Student Clearinghouse Student Tracker

## College Completion

More than fifty percent of the 2013 high school graduating class graduated from college with an associate, bachelor's, or higher degree within six years. This continues the increasing trend since 2008. The college completion rate for males was slightly higher among the 2013 high school class (43.5) as compared to the 2012 class (43.0), while the corresponding rates for females evidenced an increase (56.3 to 57.6).

The college completion rate for students who identified as Hispanic/Latino increased to 27.1 percent among the class of 2013, an increase from 21.4 percent for the class of 2008. A slight increase from the prior year was evidenced among black/African American students (25.3 percent to 25.6 percent). The six-year college completion rates were substantially higher among Asian students (64.9 percent) and white students (59.6 percent).

**Figure 19: Percentage of High School Graduates Earning a College Degree in Six Years or Less**



Source: EdSight and National Student Clearinghouse Student Tracker

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