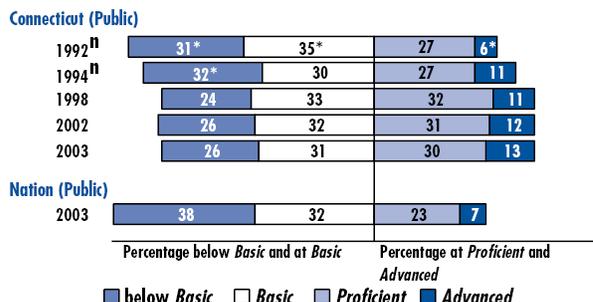


The National Assessment of Educational Progress (NAEP) assesses reading in two contexts described in the NAEP framework: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Connecticut

- In 2003, the average scale score for fourth-grade students in Connecticut was 228. This was not found to be significantly different¹ from the average score in 2002 (229), and was higher than the average score in 1992 (222).
- Connecticut's average score (228) in 2003 was higher than that of the nation's public schools (216).
- Of the 53 states and jurisdictions² that participated in the 2003 fourth-grade assessment, students' average scale scores in Connecticut were higher than those in 48 jurisdictions, and not significantly different from those in 4 jurisdictions.
- The percentage of students in Connecticut who performed at or above the NAEP *Proficient* level was 43 percent in 2003. This percentage was not found to be significantly different from 2002 (43 percent), and was greater than that in 1992 (34 percent).

Student Percentage at NAEP Achievement Levels



[†] Accommodations were not permitted for this assessment.

NOTE: The NAEP reading scale ranges from 0 to 500, with the achievement levels corresponding to the following points: *Below Basic*, 207 or lower; *Basic*, 208-237; *Proficient*, 238-267; *Advanced*, 268 or above.

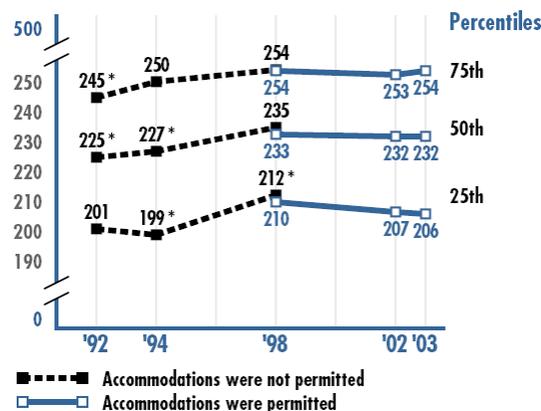
Performance of NAEP Reporting Groups in Connecticut

Reporting groups	Percentage of students	Average Score	Percentage of students at			
			Below <i>Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Advanced</i>
Male	50	224	30	32	29	10
Female	50	232	23	30	31	15
White	69	238	16	31	37	17
Black	14	201	54	34	11	1
Hispanic	14	206	51	31	15	3
Asian/Pacific Islander	3	231	26	30	30	14
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-price school lunch						
Eligible	30	205	50	32	15	3
Not eligible	67	238	16	31	37	17

Average Score Gaps Between Selected Groups

- In 2003, male students in Connecticut had an average score that was lower than that of female students (8 points). This performance gap was not significantly different from that of 1992 (5 points).
- In 2003, White students had an average score that was higher than that of Black students (37 points). This performance gap was not significantly different from that of 1992 (34 points).
- In 2003, White students had an average score that was higher than that of Hispanic students (33 points). This performance gap was not significantly different from that of 1992 (43 points).
- In 2003, students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (33 points). This performance gap was not significantly different from that of 1998 (35 points).

Reading Scale Scores at Selected Percentiles



An examination of scores at different percentiles on the 0–500 NAEP reading scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

--- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from 2003.

↑ Significantly higher than, ↓ lower than 2002.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and limited-English-proficient students in the NAEP samples and changes in sample sizes. NAEP sample sizes have increased since 2002 compared to previous years, resulting in smaller detectable differences than in previous assessments.

² "Jurisdictions" includes participating states and other jurisdictions (such as the District of Columbia and the Department of Defense Dependents Schools).

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for Free/reduced-price lunch is not displayed.

Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, and 2003 Reading Assessments.