

The National Assessment of Educational Progress (NAEP) assesses reading in three content areas: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Connecticut	Student Percentage at NAEP Achievement Levels																																								
<ul style="list-style-type: none"> In 2005, the average scale score for eighth-grade students in Connecticut was 264. This was not significantly different from¹ their average score in 2003 (267), and was lower than their average score in 1998 (270). Connecticut's average score (264) in 2005 was higher than that of the Nation's public schools (260). Of the 52 states and other jurisdictions² that participated in the 2005 eighth-grade assessment, students' average scale scores in Connecticut were higher than those in 19 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 13 jurisdictions. The percentage of students in Connecticut who performed at or above the NAEP <i>Proficient</i> level was 34 percent in 2005. This percentage was not significantly different from that in 2003 (37 percent), and was smaller than that in 1998 (40 percent). The percentage of students in Connecticut who performed at or above the NAEP <i>Basic</i> level was 74 percent in 2005. This percentage was not significantly different from that in 2003 (77 percent), and was smaller than that in 1998 (81 percent). 	<p>Connecticut (public)</p> <table border="1"> <caption>Connecticut (public) Student Percentage at NAEP Achievement Levels</caption> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>1998¹</td> <td>18*</td> <td>40</td> <td>38*</td> <td>4</td> </tr> <tr> <td>1998</td> <td>19*</td> <td>41</td> <td>37*</td> <td>3</td> </tr> <tr> <td>2002</td> <td>24</td> <td>39</td> <td>33</td> <td>4</td> </tr> <tr> <td>2003</td> <td>23</td> <td>40</td> <td>32</td> <td>5</td> </tr> <tr> <td>2005</td> <td>26</td> <td>41</td> <td>30</td> <td>4</td> </tr> </tbody> </table> <p>Nation (public)</p> <table border="1"> <caption>Nation (public) Student Percentage at NAEP Achievement Levels</caption> <thead> <tr> <th>Year</th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>29</td> <td>42</td> <td>26</td> <td>3</td> </tr> </tbody> </table> <p>Percent below Basic Percent at Basic, Proficient, and Advanced</p> <p>■ Below Basic □ Basic ▒ Proficient ■ Advanced</p> <p>¹ Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.</p>	Year	Below Basic	Basic	Proficient	Advanced	1998 ¹	18*	40	38*	4	1998	19*	41	37*	3	2002	24	39	33	4	2003	23	40	32	5	2005	26	41	30	4	Year	Below Basic	Basic	Proficient	Advanced	2005	29	42	26	3
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Performance of NAEP Reporting Groups in Connecticut						
Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	52	258	30	70	28	2
Female	48	270	21	79	40	5
White	69	272	17	83	42	5
Black	16	240	50	50	11	#
Hispanic	13	245	46	54	13	#
Asian/Pacific Islander	3	279	12	88	50	5
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	28	243	47	53	12	#
Not eligible for free/reduced-price school lunch	72	272	17	83	42	5

Average Score Gaps Between Selected Groups	Reading Scale Scores at Selected Percentiles																												
<ul style="list-style-type: none"> In 2005, male students in Connecticut had an average score that was lower than that of female students by 11 points. In 1998, the average score for male students was lower than that of female students by 12 points. In 2005, Black students had an average score that was lower than that of White students by 32 points. In 1998, the average score for Black students was lower than that of White students by 32 points. In 2005, Hispanic students had an average score that was lower than that of White students by 28 points. In 1998, the average score for Hispanic students was lower than that of White students by 30 points. In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 30 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 27 points. In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 47 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points. 	<table border="1"> <caption>Reading Scale Scores at Selected Percentiles</caption> <thead> <tr> <th>Year</th> <th>75th Percentile (Accommodations permitted)</th> <th>75th Percentile (Accommodations not permitted)</th> <th>50th Percentile (Accommodations permitted)</th> <th>50th Percentile (Accommodations not permitted)</th> <th>25th Percentile (Accommodations permitted)</th> <th>25th Percentile (Accommodations not permitted)</th> </tr> </thead> <tbody> <tr> <td>'98</td> <td>294*</td> <td>293*</td> <td>275*</td> <td>273*</td> <td>252*</td> <td>250*</td> </tr> <tr> <td>'02</td> <td>292*</td> <td>291*</td> <td>270</td> <td>270</td> <td>245</td> <td>245</td> </tr> <tr> <td>'05</td> <td>289</td> <td>289</td> <td>267</td> <td>267</td> <td>242</td> <td>242</td> </tr> </tbody> </table> <p>Accommodations were not permitted (dashed line, square markers) Accommodations were permitted (solid line, square markers)</p> <p>Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.</p>	Year	75th Percentile (Accommodations permitted)	75th Percentile (Accommodations not permitted)	50th Percentile (Accommodations permitted)	50th Percentile (Accommodations not permitted)	25th Percentile (Accommodations permitted)	25th Percentile (Accommodations not permitted)	'98	294*	293*	275*	273*	252*	250*	'02	292*	291*	270	270	245	245	'05	289	289	267	267	242	242
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The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

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 across years for students with disabilities (4% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. 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), selected years, 1998–2005 Reading Assessments.