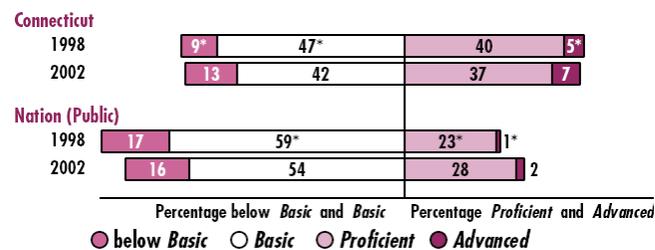


The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing—three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Connecticut

- The average scale score for eighth-grade students in Connecticut was 164. This was not found to be significantly different¹ from the average score (165) in 1998.
- Connecticut's average score (164) was higher than that of the nation's public schools (152).
- Students' average scale scores in Connecticut were higher than those in 41 jurisdictions², and not significantly different from those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 45 percent. This percentage was not found to be significantly different from 1998 (44).

Student Percentage at Each Achievement Level



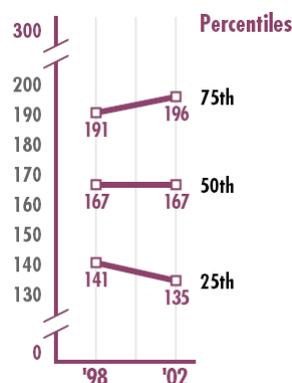
Performance of NAEP Reporting Groups in Connecticut

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	51	155	17	48 ↓	31	4 ↑
Female	49	174	8	37	44	11 ↑
White	70	175	7	38	45	10 ↑
Black	14	134	30	55	14	1
Hispanic	12	136	28	55	16	1
Asian/Pacific Islander	3	172	11	34	47	9
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	30	143	25	51	21	3
Not eligible	62	174	8	38	45	9 ↑
Information not available	8	172	8	40	42	10

Average Score Gaps Between Selected Groups

- Female students in Connecticut had an average score that was higher than that of male students (20 points). This performance gap was not significantly different from that of 1998 (19 points).
- White students had an average score that was higher than that of Black students (41 points). This performance gap was not significantly different from that of 1998 (34 points).
- White students had an average score that was higher than that of Hispanic students (39 points). This performance gap was not significantly different from that of 1998 (36 points).
- 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 (31 points). This performance gap was not significantly different from that of 1998 (33 points).

Writing Scale Scores at Selected Percentiles



Percentage rounds to zero.

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

* Significantly different from 2002.

↑ Statistically significantly higher than 1998.

↓ Statistically significantly lower than 1998.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

² "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores. Performance changes across years should be interpreted in the context of changes in rates of exclusion of special-needs students, which occurred in some states. See *The Nation's Report Card: Writing 2002* for additional information.

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), 1998 and 2002 Writing Assessments.