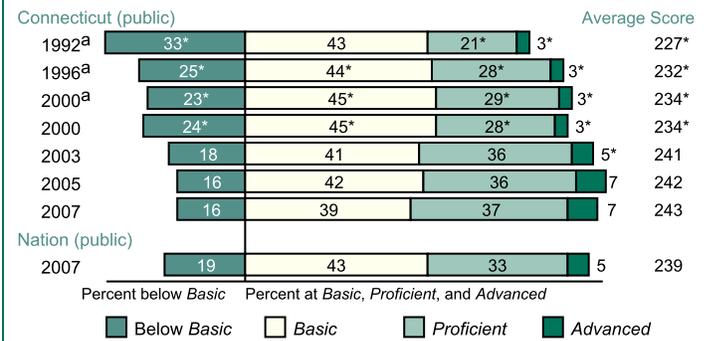


The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

**Overall Mathematics Results for Connecticut**

- In 2007, the average scale score for fourth-grade students in Connecticut was 243. This was not significantly different from their average score in 2005 (242) and was higher than their average score in 1992 (227).<sup>1</sup>
- Connecticut's average score (243) in 2007 was higher than that of the nation's public schools (239).
- Of the 52 states and other jurisdictions that participated in the 2007 fourth-grade assessment, students' average scale score in Connecticut was higher than those in 25 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than those in 7 jurisdictions.<sup>2</sup>
- The percentage of students in Connecticut who performed at or above the NAEP *Proficient* level was 45 percent in 2007. This percentage was not significantly different from that in 2005 (42 percent) and was greater than that in 1992 (24 percent).
- The percentage of students in Connecticut who performed at or above the NAEP *Basic* level was 84 percent in 2007. This percentage was not significantly different from that in 2005 (84 percent) and was greater than that in 1992 (67 percent).

**Percentages at NAEP Achievement Levels and Average Score**



<sup>a</sup> Accommodations were not permitted for this assessment.  
NOTE: The NAEP grade 4 mathematics achievement levels correspond to the following scale points: *Below Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; *Advanced*, 282 or above.

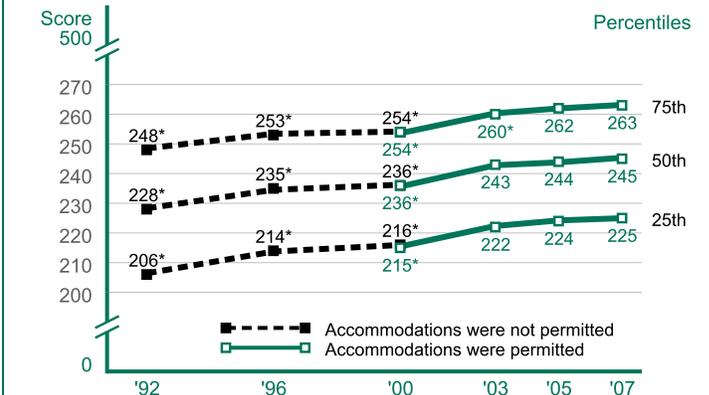
**Performance of NAEP Reporting Groups in Connecticut: 2007**

Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent <i>Proficient</i>	Percent <i>Advanced</i>
Male	51	243	16	84	46	9
Female	49	242	16	84	43	6
White	64 ↓	252	6	94	57	10
Black	13	220	40	60	15	1
Hispanic	18 ↑	223	36	64	18	2
Asian/Pacific Islander	5 ↑	255	8	92	64	17
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	31	222	36	64	16	1
Not eligible for National School Lunch Program	69	252	7	93	57	10

**Average Score Gaps Between Selected Groups**

- In 2007, male students in Connecticut had an average score that was not significantly different from that of female students. In 1992, there was no significant difference between the average score of male and female students.
- In 2007, Black students had an average score that was lower than that of White students by 32 points. This performance gap was narrower than that of 1992 (40 points).
- In 2007, Hispanic students had an average score that was lower than that of White students by 29 points. In 1992, the average score for Hispanic students was lower than that of White students by 34 points.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 29 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 33 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 38 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points.

**Mathematics Scores at Selected Percentiles**



NOTE: Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.

# Rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

<sup>1</sup> Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Connecticut were 1 percent and "percentage rounds to zero" in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical>.

<sup>2</sup> "Jurisdictions" refers to states and 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 the National School Lunch Program, which provides free and reduced-price lunches, 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), various years, 1992–2007 Mathematics Assessments.