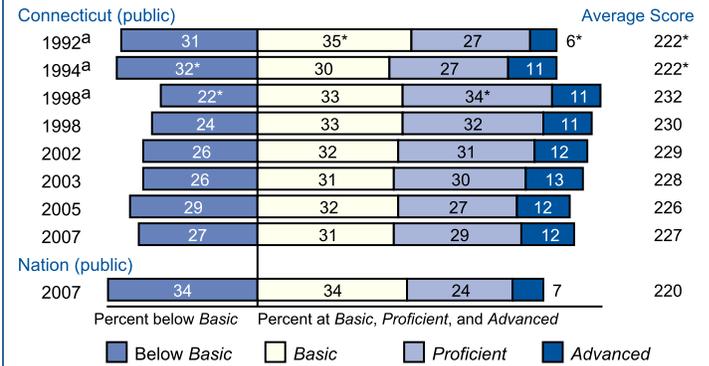


The National Assessment of Educational Progress (NAEP) assesses reading in two content areas in grade 4: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Connecticut

- In 2007, the average scale score for fourth-grade students in Connecticut was 227. This was not significantly different from their average score in 2005 (226) and was higher than their average score in 1992 (222).¹
- Connecticut's average score (227) in 2007 was higher than that of the nation's public schools (220).
- 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 31 jurisdictions, not significantly different from those in 19 jurisdictions, and lower than that in 1 jurisdiction.²
- The percentage of students in Connecticut who performed at or above the NAEP *Proficient* level was 41 percent in 2007. This percentage was not significantly different from that in 2005 (38 percent) and was greater than that in 1992 (34 percent).
- The percentage of students in Connecticut who performed at or above the NAEP *Basic* level was 73 percent in 2007. This percentage was not significantly different from that in 2005 (71 percent) and was not significantly different from that in 1992 (69 percent).

Percentages at NAEP Achievement Levels and Average Score



^a Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; Advanced, 268 or above.

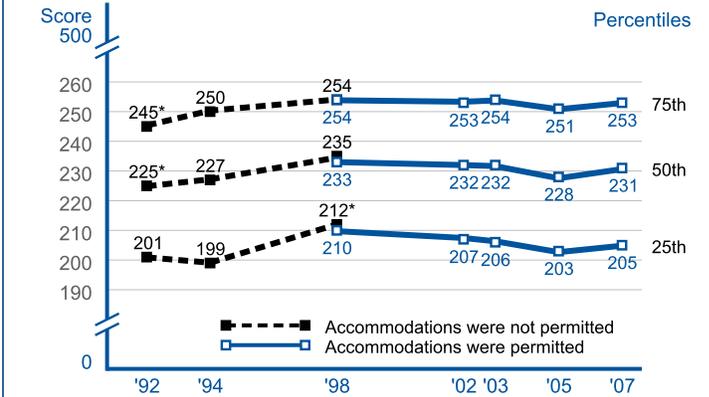
Performance of NAEP Reporting Groups in Connecticut: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	51	224	31	69	37	10
Female	49	231	24	76	46	14
White	64	238	16	84	52	16
Black	14	203	53	47	15	2
Hispanic	16	203	53	47	16	3
Asian/Pacific Islander	4	244	16	84	59	25
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	30	201	56	44	13	1
Not eligible for National School Lunch Program	70	239 ↑	15 ↓	85 ↑	53 ↑	17

Average Score Gaps Between Selected Groups

- In 2007, male students in Connecticut had an average score that was lower than that of female students by 7 points. In 1992, the average score for male students was lower than that of female students by 5 points.
- In 2007, Black students had an average score that was lower than that of White students by 34 points. In 1992, the average score for Black students was lower than that of White students by 34 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 35 points. In 1992, the average score for Hispanic students was lower than that of White students by 43 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 38 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 35 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points.

Reading Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP reading 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.

¹ 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 2 percent and 2 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.

² "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 Reading Assessments.