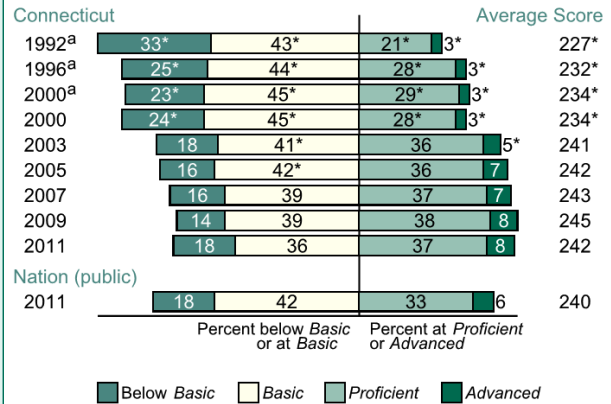


Overall Results

- In 2011, the average score of fourth-grade students in Connecticut was 242. This was not significantly different from the average score of 240 for public school students in the nation.
- The average score for students in Connecticut in 2011 (242) was not significantly different from their average score in 2009 (245) and was higher than their average score in 1992 (227).
- In 2011, the score gap between students in Connecticut at the 75th percentile and students at the 25th percentile was 42 points. This performance gap was not significantly different from that of 1992 (42 points).
- The percentage of students in Connecticut who performed at or above the NAEP *Proficient* level was 45 percent in 2011. This percentage was not significantly different from that in 2009 (46 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 82 percent in 2011. This percentage was not significantly different from that in 2009 (86 percent) and was greater than that in 1992 (67 percent).

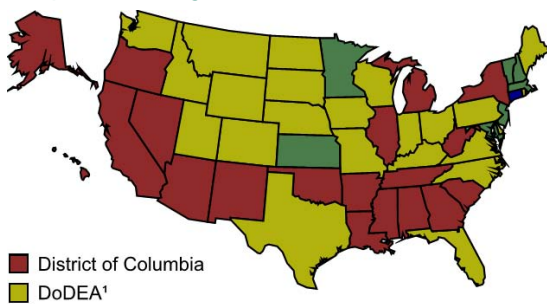
Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

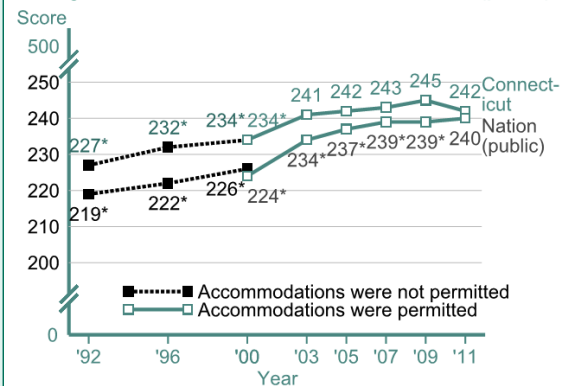


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Connecticut** (242) was

- lower than those in 7 states/jurisdictions
- higher than those in 20 states/jurisdictions
- not significantly different from those in 24 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of Avg. students score		Percentages at or above		Percent at Advanced
	Basic	Proficient	Basic	Proficient	
Race/Ethnicity					
White	59	253	93	60	11
Black	13	220	59	15	1
Hispanic	21	222	62	19	2
Asian	5	255	90	62	18
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	241	74	49	10
Gender					
Male	52	243	83	46	9
Female	48	241	81	44	7
National School Lunch Program					
Eligible	38	223	63	19	1
Not eligible	62	254	93	62	13

Rounds to zero.

‡ Reporting standards not met.

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/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 33 points lower than White students. This performance gap was not significantly different from that in 1992 (40 points).
- In 2011, Hispanic students had an average score that was 31 points lower than White students. This performance gap was not significantly different from that in 1992 (34 points).
- In 2011, male students in Connecticut had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 31 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (33 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.