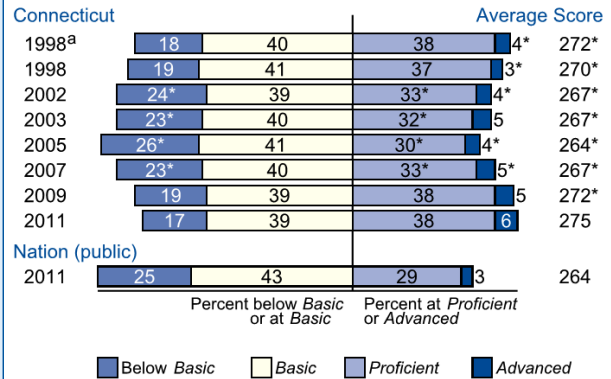


Overall Results

- In 2011, the average score of eighth-grade students in Connecticut was 275. This was higher than the average score of 264 for public school students in the nation.
- The average score for students in Connecticut in 2011 (275) was higher than their average score in 2009 (272) and was higher than their average score in 1998 (270).
- In 2011, the score gap between students in Connecticut at the 75th percentile and students at the 25th percentile was 43 points. This performance gap was not significantly different from that of 1998 (43 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 (43 percent) and was greater than that in 1998 (40 percent).
- The percentage of students in Connecticut who performed at or above the NAEP Basic level was 83 percent in 2011. This percentage was not significantly different from that in 2009 (81 percent) and was not significantly different from that in 1998 (81 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

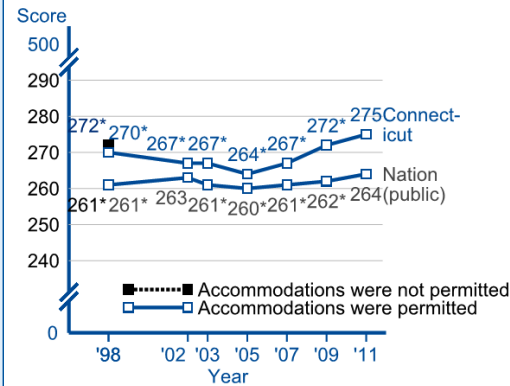


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in Connecticut (275) was

- lower than that in 0 states/jurisdictions
- higher than those in 46 states/jurisdictions
- not significantly different from those in 5 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 students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	66	283	91	54	9
Black	12	255	66	21	1
Hispanic	16	255	66	22	1
Asian	4	282	88	55	9
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	50	270	80	40	5
Female	50	279	86	50	8
National School Lunch Program					
Eligible	32	257	68	23	2
Not eligible	68	283	90	55	9

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 28 points lower than White students. This performance gap was not significantly different from that in 1998 (32 points).
- In 2011, Hispanic students had an average score that was 29 points lower than White students. This performance gap was not significantly different from that in 1998 (30 points).
- In 2011, female students in Connecticut had an average score that was higher than male students by 8 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 27 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (27 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, 1998–2011 Reading Assessments.