

NEWS

Connecticut Department of Education

Dr. Mark K. McQuillan
Commissioner

EMBARGOED UNTIL:

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Connecticut's Eighth Grade Students Post Gains on 2009 NAEP Math; Student Performance in Grade Four Remains Unchanged

Results of the 2009 National Assessment of Educational Progress (NAEP) show that the percentage of Connecticut's Grade 8 students scoring at or above the NAEP proficient level in mathematics increased when compared to the 2007 NAEP results. In the case of fourth grade, the percentage of students reaching proficiency is not significantly different than the performance reported in 2007. However, students in both grades have demonstrated progress over time.

Connecticut NAEP Performance 2003-2009				
	GRADE 4		GRADE 8	
	AVG. SCALE SCORE	% OF STUDENTS AT/ABOVE PROFICIENT	AVG. SCALE SCORE	% OF STUDENTS AT/ABOVE PROFICIENT
2003	241*	41*	284*	35*
2005	242*	42	281*	35*
2007	243	45	282*	35*
2009	245	46	289	40

** indicates a statistically significant difference when compared to performance in 2009.*

NAEP, also known as "The Nation's Report Card," is the only ongoing nationally representative assessment of what America's students know and can do in various subject areas. NAEP is designed to measure student performance over long periods of time and allows states to compare the performance of their students to the performance of students in other states throughout the country. It is the only state-by-state assessment of student achievement. Trend data from NAEP show that Connecticut students continue to outperform the national average, but disaggregated results make obvious the large, persistent achievement gaps between many of our student subgroups.

"NAEP results are an important piece of our state's assessment system. The information available to us through NAEP complements what we learn from the results of the Connecticut Mastery Test," said state Education Commissioner Mark K. McQuillan. "NAEP 2009 Mathematics results provide us with additional evidence confirming the positive trends in performance we saw in the 2009 CMT results."

NAEP is administered biennially in reading and mathematics to a representative sample of students in Grades 4 and 8 from each state; state-level results have been reported since the early 1990s. State

legislation requires Connecticut public school districts to participate and the federal No Child Left Behind (NCLB) Act requires all states to participate.

2009 HIGHLIGHTS

GRADE 4 MATHEMATICS (number of students tested = 2700)

Percent at or above proficient

- The percentage of Connecticut students performing at the proficient level and above (46%) is higher than that of students across the nation (38%).
- Connecticut's Grade 4 students performed as well as or better than Grade 4 students in 45 other states. Four states (Massachusetts, Minnesota, New Hampshire and Vermont) had a significantly higher percentage of students scoring at or above proficient. The performance of students in 15 states was equal to that of Connecticut students, while 30 states had a significantly lower percentage of students who scored at or above proficient.
- The percentage of Connecticut students performing at the proficient level or above in 2009 (46%) is not significantly different from that in 2007 (45%) or 2005 (42%). However, over time, student performance has improved. In 1992, 24% of Connecticut students scored at or above the proficient level and by 2003 that figure was 41%.
- Connecticut males achieved proficiency at a rate of 49% in 2009, while 44% of females did so. This difference in proficiency rates is not statistically significant.
- While 18% of Connecticut's economically disadvantaged students performed at the proficient level and above, 58% of their nondisadvantaged peers achieved proficiency. The percentage of economically disadvantaged students scoring at proficient or higher in 2009 is not statistically different from 2007 or 2005 but is higher than 2003, 2000 and 1996.
- The percentage of Connecticut white students scoring at or above the proficient level is not significantly different from the percentage of Asian/Pacific Islander students scoring at or above the proficient level. The performance of both of these subgroups is higher than that of black and Hispanic students. The performance gap, based on average scale scores, between white and black students is narrower in 2009 (31 points) than in 1992 (40 points), but the gap has not changed when comparing the 2009 results to the 1996, 2000, 2003, 2005 and 2007 administrations of NAEP mathematics. The same is true of the performance gap between white and Hispanic students. The gap in 2009 was 26 scale score points which is narrower than that of 1992 (34 points), but the gap has not improved when comparing 2009 results to those of 1996, 2000, 2003, 2005 and 2007.
- With regard to proficiency, white students perform above the national average, while black and Hispanic student performance is not significantly different from the national averages of their counterparts. This performance pattern was the same in 2007.

Percent at advanced

- The percentage of Grade 4 students performing at the advanced level on the 2009 assessment (8%) was unchanged from 2007 (7%) and 2005 (7%), but there has been improvement when compared to 2003 (5%).

GRADE 8 MATHEMATICS (number of students tested = 2800)

Percent at or above proficient

- The percentage of Connecticut students performing at or above the proficient level (40%) is higher than that of students across the nation (33%).
- Connecticut's Grade 8 students outperformed their counterparts in 29 states relative to the percentage of students scoring at or above the proficient level. Connecticut performance was not significantly different from that of 16 states. Four states (Massachusetts, Minnesota, New Jersey, and Vermont) had a higher percentage of students scoring at or above proficient
- The percentage of Connecticut students performing at or above the proficient level (40%) is greater than all previous administrations of NAEP mathematics.
- There is not a significant difference in performance between Connecticut male and female students: 39% of males achieved proficiency, while 41% of females performed at the same level. However, the proficiency rate for females has increased since 2007 when 34% of females achieved proficiency.
- The percentage of Asian/Pacific Islander students and white students scoring at or above the proficient level (61% and 49%) was higher than black and Hispanic students (10% and 14%).
- With regard to proficiency, black students and Hispanic students in Connecticut perform at the same level as the national average for each of the respective subgroups (12% and 17%).

Percent at advanced

- The percentage of Grade 8 students performing at the advanced level on the 2009 assessment (10%) is statistically the same as the percentage in 2007 (8%) and 2003 (8%), but is significantly higher than all other NAEP administration years.

The official NAEP website is <http://nces.ed.gov/nationsreportcard/>

2009 NAEP: CONNECTICUT RESULTS REPORTED IN AVERAGE SCALE SCORES FOR STUDENT GROUPS

Grade 4 Mathematics												
NAEP Administration Year	All Students	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Eligible for NSLP ¹	Not Eligible for NSLP ¹	Students with Disabilities	English Language Learners
2003	241*	243*	238*	250*	217	223	249	‡	220*	250*	219	211
2005	242*	244	241	250	219	223	253	‡	223	249*	220	215
2007	243	243	242	252	220	223	255	‡	222	252	216	211
2009	245	246	243	253	222	227	257	‡	225	253	222	216
Grade 8 Mathematics												
2003	284*	285	283*	293*	255	259	296	‡	260	292*	252	241
2005	281*	281*	281*	293*	249*	254*	292*	‡	255*	292*	248*	242
2007	282*	282*	283*	293*	255	254	307	‡	256*	292*	245*	227
2009	289	288	289	298	261	263	305	‡	263	298	256	240

* Value is significantly different (p<.05) from the value for the same student group in 2009.

‡ Reporting standards not met

¹NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged."

Note: The NAEP mathematics scale for Grades 4 and 8 ranges from 0 to 500.

ACHIEVEMENT GAPS IN CONNECTICUT AS MEASURED BY NAEP 2009

The tables below illustrate performance differences between selected subgroups of Connecticut's students on the 2009 administration of NAEP.

GRADE 4 MATHEMATICS						GRADE 8 MATHEMATICS					
Student Group	Size of Gap in scale score points	# of States with Smaller Gap ¹	# of States with the Same Gap ¹	# of States with Larger Gap ¹	States that cannot be compared due to subgroup size	Student Group	Size of Gap in scale score points	# of States with Smaller Gap ¹	# of States with the Same Gap ¹	# of States with Larger Gap ¹	States that cannot be compared due to subgroup size
Lunch Status ²	28	34	15	0	0	Lunch Status ²	34	38	11	0	0
White/Black	31	13	30	0	6	White/Black	37	10	31	0	8
White/Hispanic	26	25	19	0	5	White/Hispanic	34	26	17	0	6

¹All performance gap differences have been checked for statistical significance at the .05 level. To conduct similar analyses, visit NAEP's State Comparison Tool at <http://nces.ed.gov/nationsreportcard/nde/statecomp/>.

²The "Lunch Status" category compares the performance of students eligible for free or reduced price lunch to the performance of their peers who are not eligible. Eligibility for free or reduced price lunch is used as a proxy for poverty.