



General Educational Development (GED)

Testing Program

2002

Connecticut State Department of Education - 2003

State of Connecticut

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History of the State High School Diploma in Connecticut

Connecticut has had a long history of awarding state academic credentials to qualified individuals. Connecticut began this practice in 1925 when the state credential was called a “qualifying academic certificate” and served to show that people were qualified to sit for professional licensing exams. In 1945, the General Assembly changed the law to allow the qualifying academic certificate to serve as a high school diploma. In 1965, the name of the certificate was changed to “state high school diploma.”

Prior to 1967, Connecticut tested individuals through a means other than the GED test. Until 1951, Connecticut used the Cooperative General Achievement Test to ascertain an equivalent high school education. From January 1951 to January 1957, the Iowa Tests of Educational Development were used to obtain the necessary scores needed to issue a Connecticut State Board of Education Equivalency Diploma. In January 1957, Connecticut introduced the Connecticut State Board of Education Equivalency Test. This test consisted of nationally standardized items and was scored in terms of percentile ranks. In March 1967, the Connecticut State Board of Education adopted the nationally standardized GED Tests developed by the American Council on Education. A Connecticut State High School Diploma can now be earned by successfully completing the GED Tests, which are offered at 25 GED test sites across the state, or by submitting to the Commissioner of Education credits and/or credentials equivalent to what is required for graduation from high school in Connecticut.

The GED Tests – History

On January 1, 2002, the GED Testing Service introduced the 2002 Series GED Test, which is the fourth generation of GED tests. The first generation of GED tests was introduced in 1942, when a high school education was sufficient for many jobs. Content knowledge was assessed in a traditional manner. English focused on the correctness and effectiveness of expression, while success in social studies, science and literature depended on interpreting reading material. The second generation of tests, introduced in 1978, retained an emphasis on high school outcomes, but introduced real-life concepts and reading materials. In 1988, the third generation of GED tests, while maintaining the emphasis on academic content areas, added a writing sample, increased the emphasis on critical thinking and problem-solving skills, and strengthened the contextual settings in which adults function.

The fourth generation 2002 Series GED Test is substantially different from its predecessors. The new GED test provides certification to employers and admissions officers of the foundation skills (problem solving, communication and computation) that allow the GED graduate to advance in postsecondary education and learn job-specific skills. It reflects the major and lasting academic outcomes of a four-year program of study with an increased emphasis on workplace and higher education mirrored in the context of the items. The GED Tests for 2002 measure the higher-order thinking skills necessary for an individual to successfully complete a postsecondary education and find and maintain employment (GEDTS, 2002).



The GED Tests – Administration

Registration

The Connecticut State Department of Education (SDE) has 52 approved GED registration sites across the state, located at adult education offices or offices of local high school guidance counselors. Each approved registration site is under contract with SDE to meet with each potential test applicant to verify identity and eligibility. The registrar counsels the applicant on all available high school diploma options and the best method for completing the necessary high school requirements. After carefully interviewing and evaluating the applicant's ability to pass the test, the Official GED Practice Test is often administered. If it is agreed that taking the GED Tests is the best option, the applicant is registered for the GED. There are 25 test sites throughout Connecticut that offer the test on a regular basis or as determined by adult education program administrators, and an additional 19 facilities within the Department of Correction that provide GED testing.

Eligibility

To be eligible to take the GED Tests in Connecticut, an applicant must no longer be enrolled in school and be at least 17 years of age. Applicants 17 and 18 years old (17-year-olds are required to have a withdrawal form with a parent or guardian signature) must submit documentation that either they have been withdrawn from school for at least six months prior to registering for the GED Tests or the class with which they entered ninth grade has already graduated. Applicants 16 years old who are able to document a need and acceptance in either the military or a vocational or postsecondary education program may apply to the State Department of Education for an age waiver.

Passing Standard

Connecticut has set a passing standard on the 2002 Series GED tests of 410 on each of the five tests with an average battery score of 450 or 2250 for the entire GED Test. This passing standard represents both a composite and compensatory model. The composite model requires a minimum passing standard of 410 on each of the five tests and provides an acceptable uniform level of performance in each content area. The compensatory score requirement of an average battery score of 450 requires the candidates to meet a more stringent battery passing standard by earning higher standard scores in their areas of strength. With this passing standard as the minimum, less than three out of five graduating high school seniors were able to pass the GED Test. Individuals who score 3000 or higher on the GED Test with no score less than 550 in each content area test are awarded a Connecticut High School Diploma with honors.

Interpreting GED Scores

The standard score scale for the GED Tests is derived directly from the performance of graduating high school seniors. Standard scores, and the accompanying percentile ranks, provide the vehicle for comparing the performance of GED candidates to the performance of graduating high school seniors in the spring of their senior year. All forms of the GED Tests are equally difficult. To pass the five-test battery, the GED



candidate must currently demonstrate a level of skill that meets or surpasses that of approximately 58 percent of graduating high school seniors.

Results for individuals who completed the GED battery are expressed in standard scores for each of the five tests in the battery. Standard scores have been used since the beginning of the GED testing program to relate the level of achievement for an individual to that demonstrated by recent high school graduates. The standard scores for the 2002 Series GED Tests range from a minimum of 200 to a maximum of 800 on each test. The maximum score for all five GED Tests is 4,000.

The average standard score for a sample of U.S. graduating high school seniors is 500 for each test in the battery (total test score = 2,500). Approximately half of these seniors earn standard scores above 500 and about half earn standard scores below 500 on each test. Nearly two-thirds of all U.S. high school seniors earn standard scores between 400 and 600 on a specific GED Test. Standard scores lower than 300 or higher than 700 on a specific GED Test are each achieved by only about 2 percent of graduating high school seniors.

Spanish and English-Language GED Tests

For the 2002 and 2003 GED Data Reports, the English- and Spanish-language Editions of the GED test are different. The Spanish-language GED Test is still using the 1988 Series GED tests, while the English-language edition is using the new 2002 Series GED Test. At times in this report, tables will reflect separate data for the two editions of the test. Beginning January 1, 2004, the Spanish-language edition of the test will be based on the 2002 Series GED test, and we will be able to provide more consistent information for both the English- and Spanish-language GED examinees.

Accommodations for the GED Test

Every candidate for the GED Tests should have a fair opportunity to demonstrate his or her knowledge and skills under appropriate test conditions. A disability may interfere with some candidates' ability to fully demonstrate what they know under standard testing conditions.

Learning disabilities, for example, can affect a person's ability to store, process and/or produce information. They can also affect one's ability to read, write, speak, do math and socialize. Many physical disabilities can affect a person's ability to sit for long periods of time, to write using a pencil and paper, or to read normal-sized print.

Accommodations in testing are available for adults with documented physical disabilities as well as learning disabilities, attention-deficit/hyperactivity disorder, and emotional or psychological disabilities. Each request is considered on an individual basis. (GEDTS, 2003)



The GED Test – Content Areas

Language Arts - Writing Skills

This test consists of two parts. Part One is a multiple-choice section that measures the ability to edit 50 questions using the editing skills of correction, revision and construction shift. The content areas measured are sentence structure, usage and mechanics. The examinee has 75 minutes to complete this section. Part Two requires writing an essay on an assigned topic and measures the ability to compose a well-written response to a topic that is familiar to examinees. This section measures skills at the cognitive level of synthesis, as the examinees are required to produce ideas rather than comprehend or analyze ideas. The examinee is allowed 45 minutes to complete Part Two. The entire Language Arts – Writing Skills Test is 120 minutes long.

Social Studies

This test is organized by historical period and measures the ability to use higher-order thinking skills in understanding fundamental social studies concepts. Social studies test items are drawn from the following content areas: US and World History (40%), Economics (20%), Civics (25%), Geography (15%). Visual text (cartoons, photos, timelines, graphs and charts) comprise 60 percent of the test. Written text, which includes practical documents and key historical documents, makes up 40 percent of the test. There are 50 questions to be completed in 80 minutes.

Science

The subject matter for the science test is drawn from the life sciences (biology) and the physical sciences (earth science, chemistry and physics). The test items specifically measure higher-order thinking skills included in fundamental and scientific understandings of life science (45%), earth and space science (20%), and physical science (35%). Visual text comprises 70 percent of the test and written text the remaining 30 percent of the test. There are 50 questions to be completed in 80 minutes.

Language Arts – Reading

This test measures the examinee's ability to comprehend, apply and analyze literary selections. The content areas include Literary Text – drama, poetry and fiction (75%) - and Nonfiction Text (25%). There are 40 questions to be completed in 65 minutes.

Mathematics

The GED Mathematics Test is now presented in two booklets, which measure skills in number sense and operations (20-30%); data, statistics and probability (20-30%); geometry and measurement (20-30%); and algebra functions and patterns (20-30%). Part I permits the use of a scientific calculator, which will be provided at the test site. Part II does not allow the use of a calculator. Each part is equally weighted, so a candidate must successfully complete both parts of the test to receive a score. Also, the Mathematics Test has format questions other than multiple choice where examinees have to “bubble-in” correct answers. The Mathematics Test has 50 questions — 25 in Part I and 25 in Part II — and is 90 minutes long.



Connecticut General Educational Development Testing Program 2002

Connecticut introduced the new 2002 Series English-language GED Test in February 2002. The following tables will reflect the information gathered from the first year of testing for the English-language version. **The Spanish-language edition of the test, however, is still using the 1988 Series GED Test. As a result, certain tables may separate Spanish and English GED information in this report.** In 2002, 4,386 Connecticut residents took the GED Test and 3,848 completed the entire test battery (total English and Spanish). Of these, 2,545 successfully passed the test battery and were awarded Connecticut State High School Diplomas.

Table 1 shows the numbers of Connecticut residents taking the test and those who passed and were awarded diplomas in 2002. In 2002, nine percent of those tested and approximately five percent of those awarded diplomas took the Spanish-language edition of the GED Tests. Table 2 indicates the pass rate for the both the English- and Spanish-language editions of the test. GED examinees continue to struggle with the Spanish-language GED test, with the pass rate below 40 percent, which is significantly lower than the pass rate for the English-language edition.

**Table 1
Number of GED Examinees and Number Passed 2002**

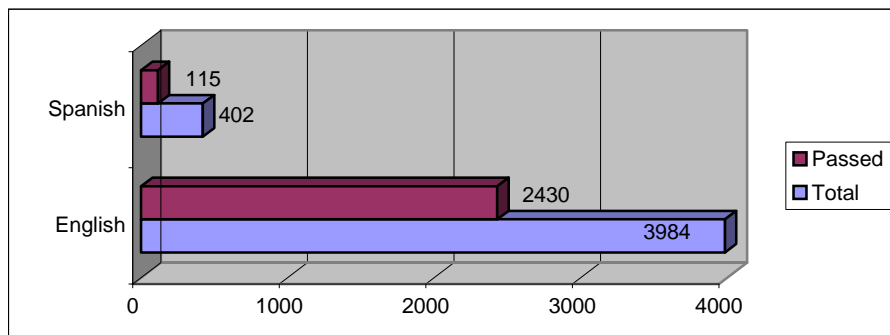
<u>Year</u>	<u>English-language Edition</u>		<u>Spanish-Language Edition</u>		<u>Total*</u>	<u>Total Passed</u>
	<u>Examinees</u>	<u>Passed</u>	<u>Examinees</u>	<u>Passed</u>		
2002	3,984	2,430	402	115	4,386	2,545

*Number of examinees includes those who did not take the entire battery of tests.

**Table 2
GED Pass Rates 2002**

<u>Year</u>	<u>English-language Edition</u>	<u>Spanish-language Edition</u>	<u>All Editions</u>
2002	68.4%	38.9%	66.1%

Figure 1 – GED Examinees by Language





Tables 3 and 3a reflect the average test scores for each language edition of the GED test. The English-language test scores reflect the 2002 Series GED test while the Spanish-language scores reflect the 1988 Series.

Table 3
Average GED Test Score by English-Language Subtest
2002

<u>Year</u>	<u>Language Arts</u> <u>Writing Skills</u>	<u>Social</u> <u>Studies</u>	<u>Science</u>	<u>Language Arts</u> <u>Reading</u>	<u>Math</u>	<u>Total Score</u>
2002	481	515	514	531	454	2506

Table 3a
Average GED Test Score by Spanish-Language Subtest
2002

<u>Year</u>	<u>Language Arts</u> <u>Writing Skills</u>	<u>Social</u> <u>Studies</u>	<u>Science</u>	<u>Language Arts</u> <u>Reading</u>	<u>Math</u>	<u>Total</u> <u>Score</u>
2002	43	44	43	43	42	215

GED Test Information by Age

Tables 4 and Figure 2 indicate that a majority of examinees take the test shortly after leaving high school. Forty-three percent of all examinees are between 16 and 20 years old, and an additional 24 percent are between 21 and 25 years old. Over two-thirds of the individuals who take the GED test do so within 10 years of leaving high school.

Table 4
GED Examinees by Age
2002

<u>Age</u>	<u>Incomplete</u>	<u>Passed</u>	<u>Honors</u>	<u>Failed</u>	<u>Total Number</u> <u>Examinees</u>	<u>Percent of All</u> <u>Examinees</u>
16	0	6	2	1	9	0.2%
17-18	73	581	54	139	847	19.3%
19-20	118	627	49	245	1039	23.7%
21-25	141	536	33	332	1042	23.8%
26-29	61	164	7	145	377	8.6%
30-35	64	205	11	195	475	10.8%
36-39	31	89	2	75	197	4.5%
40 or older	50	173	6	171	400	9.1%
Total	538	2381	164	1303	4386	100.0%



Figure 2 – GED Examinees by Age

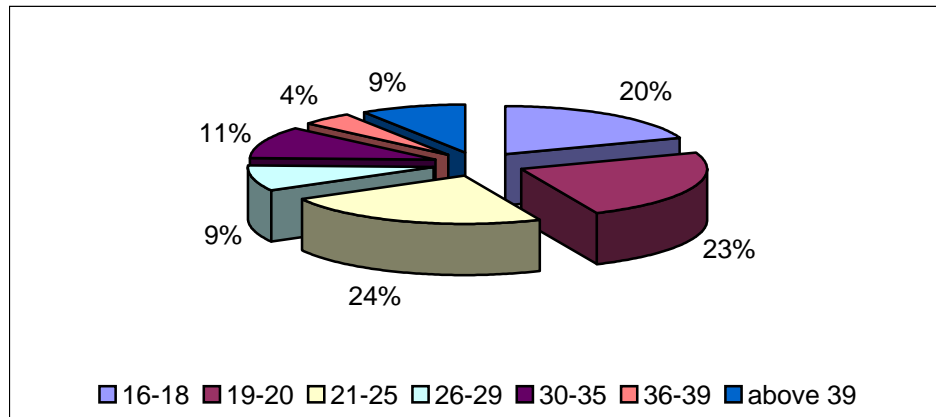


Table 5 shows the pass rate by age for GED examinees. Approximately 75 percent of the examinees between the ages of 16 and 25 passed the English-language tests while only 55 percent of the individuals over 25 passed the test. This suggests that the longer a person was out of school, the more difficult the 2002 Series GED test was for that person.

**Table 5
Pass Rates by Age
2002**

<u>Age</u>	<u>Number Tested on Entire Battery*</u>	<u>Number Passed</u>	<u>Pass Rate</u>
16	9	8	88.9%
17-18	774	635	82.0%
19-20	921	676	73.4%
21-25	901	569	63.2%
26-29	316	171	54.1%
30-35	411	216	52.6%
36-39	166	91	54.8%
40 or older	350	179	51.1%
Total	3848	2545	66.1%

Connecticut has a much younger population taking the GED than in the past. In 2001, the average age of the GED examinee in Connecticut was 27.1, compared to 24.8 in 2002. As indicated by the above tables, the GED test in Connecticut is becoming an increasingly important option as an alternative means for obtaining a high school diploma for a younger population.

**Examinees are not required to complete the entire battery within a specified period of time. Only the results of examinees who take the complete battery of tests (all five sections) are used to compute the pass rate.*



GED Test Information by Highest Grade Completed

Highest grade completed is self-reported by the GED examinee at the time of application. As indicated in Table 6, the majority of English-language GED examinees (81.6%) have completed between 9 and 11 years of school at the time they took the GED test, with more than 61 percent having completed 10th and 11th grade.

Table 6
Number Tested and Test Results by Highest Grade Completed
2002

Last Grade Completed	Incomplete	Passed	Honors	Failed	Total Examinees	Percent of Total
Under 7th	11	30	1	26	68	1.5%
8th	44	176	7	111	338	7.7%
9th	118	456	25	272	871	19.9%
10th	168	756	52	385	1361	31.0%
11th	129	790	75	352	1346	30.7%
12th	22	97	3	99	221	5.0%
Unknown	16	46	0	22	84	1.9%
Other	30	30	1	36	97	2.2%
Total	538	2381	164	1303	4386	100.0%

**Total may not equal 100.0% due to rounding.*

Table 7 shows the pass rates by highest grade completed. The number of individuals with ninth grade or less had a combined pass rate of under 63 percent, while individuals with tenth grade or higher had a combined pass rate of 67 percent.

Table 7
Pass Rates by Highest Grade Completed
2002

<u>Last Grade Completed</u>	<u>Number Tested on Entire Battery</u>	<u>Number Passed</u>	<u>Pass Rate</u>
Under 7th	57	31	54.4%
8th	294	183	62.2%
9th	753	481	63.9%
10th	1193	808	67.7%
11th	1217	865	71.1%
12th	199	100	50.3%
Unknown	68	46	67.6%
Other	67	31	46.3%
Total	3848	2545	66.1%



Figure 3 – GED Examinees by Last Grade Completed

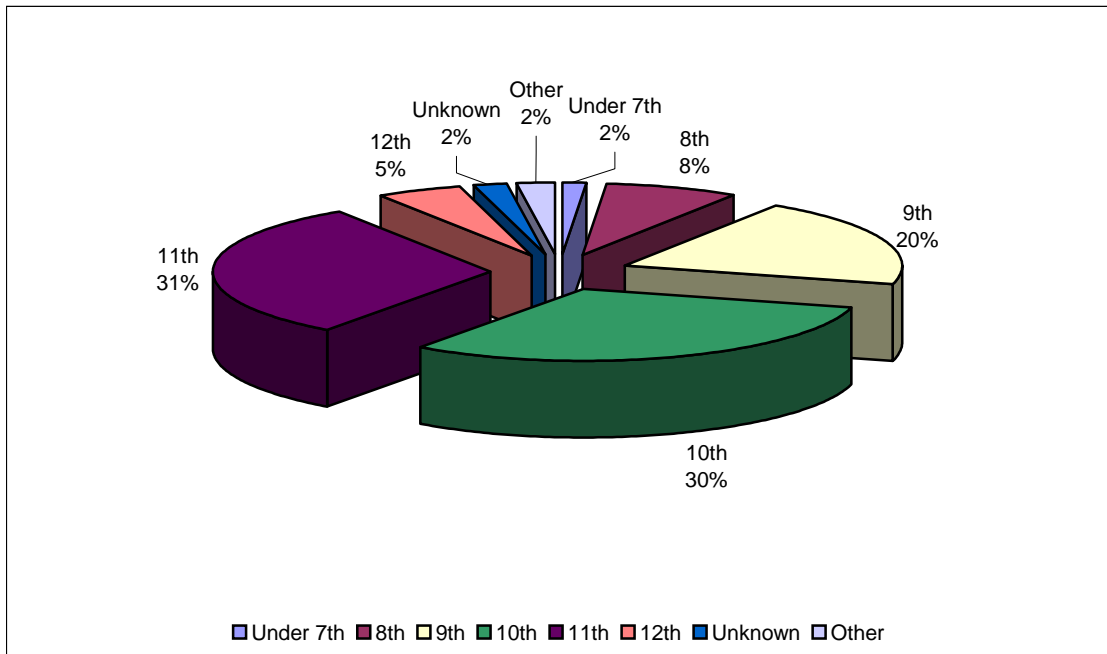
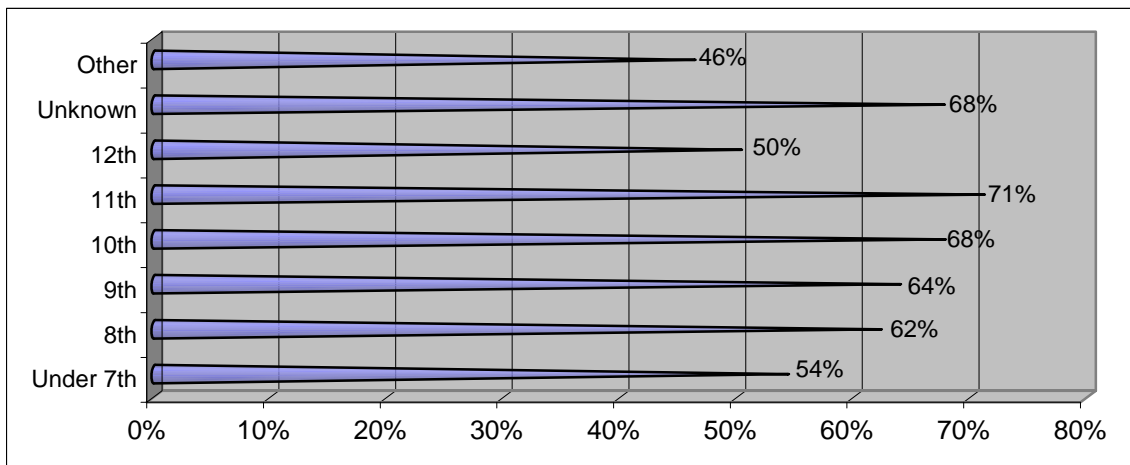


Figure 4 – GED Examinees Pass Rate by Last Grade Completed



The information contained in Figures 4 and 5 indicate the following regarding the 2002 Series GED test:

- Examinees who have completed at least 9th grade make up the majority of the examinees; and
- Examinees who have completed at least tenth grade appear to have a better chance of passing the test.



GED Test Information by Race and Ethnicity and Highest Grade Completed

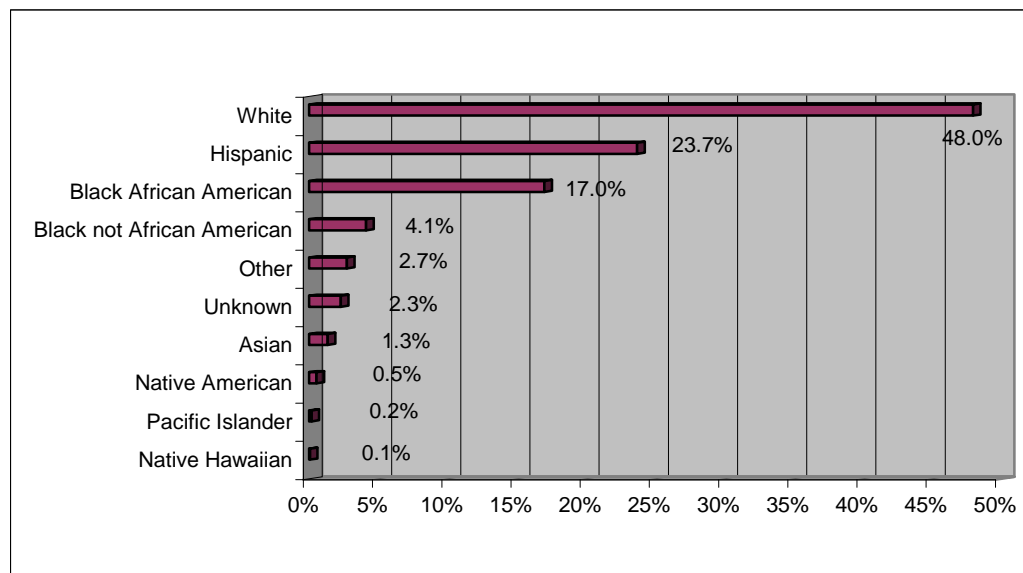
On the 2002 Series GED tests, examinees were required to identify their racial/ethnic group as one of the following: Asian, Black - African American, Black - not African American, Hispanic, Native American, Native Hawaiian, Pacific Islander, White or Other. Table 8 and Figure 5 provide information on who took the GED test in Connecticut. Of the 4,386 GED examinees, 52.0 percent were members of minority groups. Black-African American and Hispanics were the largest groups with Hispanics, accounting for 23.7 percent and Black-African American, 17.0 percent. Black-not African American was the next largest minority population, accounting for 4.1 percent of the GED examinees.

Table 8
Total Tested by Racial/Ethnic Group
2002

<u>Racial/Ethnic Group</u>	<u>Incomplete</u>	<u>Passed</u>	<u>Honors</u>	<u>Failed</u>	<u>Total Examinees</u>	<u>Percent of Total Examinees</u>
White	214	1410	149	331	2104	48.0%
Hispanic	164	419	4	453	1040	23.7%
Black-African American	94	327	3	322	746	17.0%
Black-not African American	21	65	1	94	181	4.1%
Other	8	76	4	32	120	2.7%
Unknown	30	30	0	41	101	2.3%
Asian	3	31	2	23	59	1.3%
Native American	2	18	1	3	24	0.6%
Pacific Islander	0	5	0	3	8	0.2%
Native Hawaiian	2	0	0	1	3	0.1%
Total	538	2381	164	1303	4386	100.0%*

*Total may not equal 100.0% due to rounding.

Figure 5 – Total Tested by Racial/Ethnic Group





Pass Rates

Tables 9 to 11 and Figures 6 and 7 provide information by racial/ethnic group and racial/ethnic group categorized by grade completed. These tables provide information on how each group fared on the GED Test (both English and Spanish) as correlated to years of schooling. The overall pass rate for all minorities was 52.4 percent. Black-African American examinees had a pass rate of 50.6 percent; Hispanic examinees, 48.2 percent; and Black not African American examinees, 41.3 percent. White examinees had a pass rate of 82.6 percent. Almost three-fifths (59.4%) of the Black-African American GED population had completed less than 11th grade, compared with 71.9 percent of the Hispanic and 61.4 percent of the white GED population.

Table 9

Pass Rates by Racial/Ethnic Group 2002

<u>Racial/Ethnic Group</u>	<u>Number Tested on Entire Battery</u>	<u>Number Passed</u>	<u>Pass Rate</u>
Asian	56	33	59%
Black-African American	652	330	51%
Black-not African American	160	66	41%
Hispanic	876	423	48%
Native American	22	19	86%
Native Hawaiian	1	0	0%
Pacific Islander	8	5	63%
White	1890	1559	82%
Other	112	80	71%
Unknown	71	30	42%
Total	3848	2545	66%

Figure 6 – Pass Rates by Racial/Ethnic Group

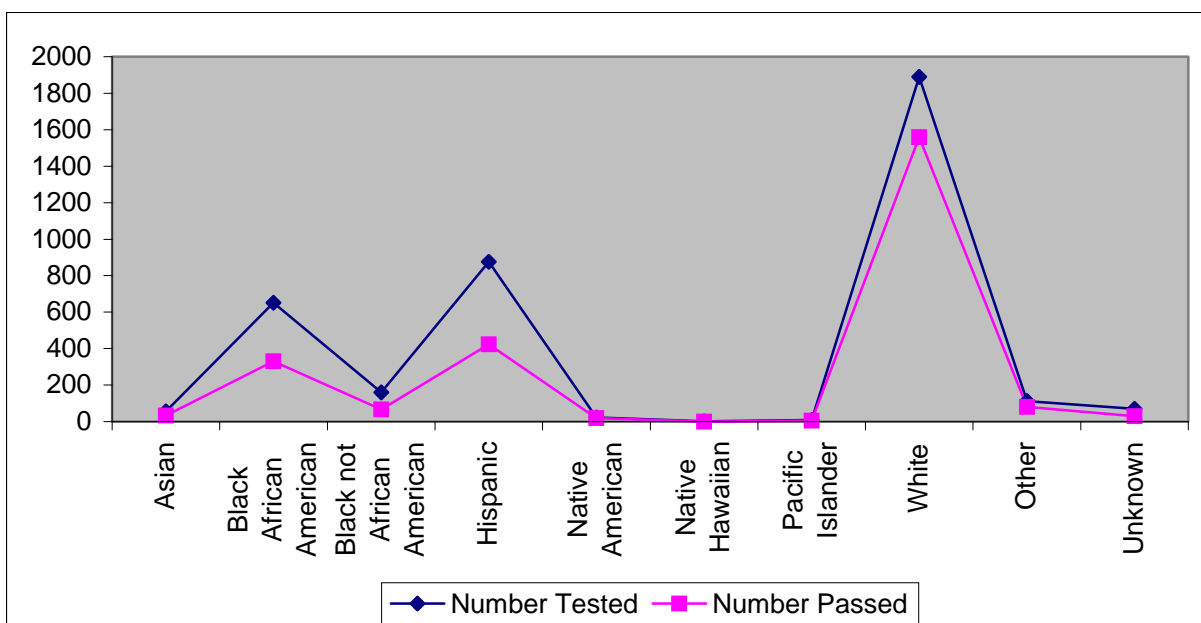




Table 10
Pass Rates by Highest Grade Completed and Racial/Ethnic Group
(Black, Hispanic, White) 2002

Last Grade	Black-African American			Hispanic			White		
	Pass Rate	Passed	Total	Pass Rate	Passed	Total	Pass Rate	Passed	Total
Under 6	N/A	0	0	50.0%	1	2	66.7%	4	6
6th or 7th	37.5%	3	8	33.3%	9	27	83.3%	15	18
8th	43.5%	20	46	47.5%	47	99	70.9%	100	141
9th	44.1%	60	136	43.1%	90	209	79.5%	298	375
10th	49.7%	98	197	50.0%	128	256	83.6%	516	617
11th	57.3%	137	239	48.1%	112	233	86.0%	590	686
12th	50.0%	12	24	61.1%	33	54	76.9%	30	39
Other	0.0%	0	1	75.0%	3	4	100.0%	2	2
Unknown	0.0%	0	1	0.0%	0	1	100.0%	3	3
	50.6%	330	652	48.2%	423	877	82.6%	1558	1887

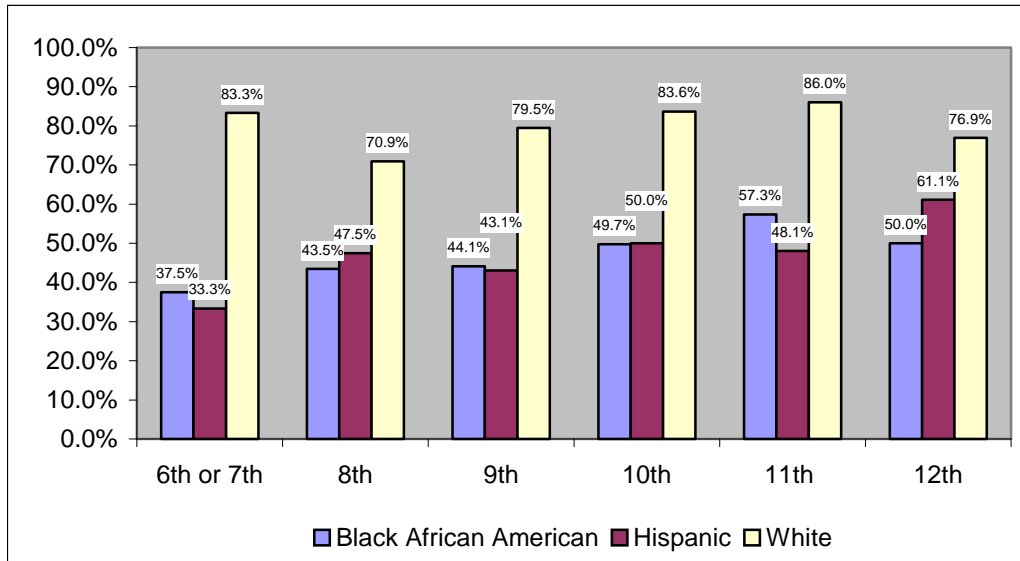
Table 11
Number Tested by Highest Grade Completed and Racial/Ethnic Group
(Black, Hispanic, White) 2002

Last Grade	Black-African American		Hispanic		White	
	Total	Percent of Total	Total	Percent of Total	Total	Percent of Total
Under 6	0	0.0%	2	0.2%	6	0.3%
6th Or 7th	8	1.2%	27	3.1%	18	1.0%
8th	46	7.1%	99	11.3%	141	7.5%
9th	136	20.9%	209	23.8%	375	19.9%
10th	197	30.2%	256	29.2%	617	32.7%
11th	239	36.7%	233	26.6%	686	36.4%
12th	24	3.7%	54	6.2%	39	2.1%
Other	1	0.2%	4	0.5%	2	0.1%
Unknown	1	0.2%	1	0.1%	3	0.2%
Total	652	100.0%	877	100.0%	1887	100.0%

Table 10 shows that, in general, the more schooling individuals have had the better the chance of their passing the GED Test regardless of race or ethnicity. GED examinees who had completed at least 11th grade had an overall pass rate of 71.6 percent, while those with less than an 11th grade education had a pass rate of 62.7 percent. As indicated in Figure 7, a significant factor in the ability of individuals to pass the GED Test is the number of years they have spent in school. This appears to impact the Black-African American population to a greater extent than either the white or Hispanic populations.



Figure 7 – Pass Rates by Racial/Ethnic Group and Last Grade Completed



Average Test Score

Table 12 shows the average score by racial/ethnic group for those examinees who passed the GED Test. This table indicates that the Language Arts (LA) - Writing (502) and the Mathematics (500) components of the test are the most difficult for the GED examinees. The disparity between these two components and the other three is significant, with an average difference of more than 50 points. This could be partly explained by the changing of the essay-scoring rubric from a six-point scale to a four-point scale and the addition of alternate format questions on the mathematics test.

**Table 12
Average Test Score by Racial/Ethnic Group – Pass
(Including Honors) English — 2002**

<u>Racial/Ethnic Group</u>	<u>LA – Writing</u>	<u>Social Studies</u>	<u>Science</u>	<u>LA – Reading</u>	<u>Math</u>	<u>Total Score</u>	<u>Average</u>
Unknown	513	562	568	590	500	2733	546
Asian	479	511	510	509	506	2515	503
Black – African American	483	520	507	545	467	2522	504
Black – Not African American	489	520	507	523	476	2515	503
Hispanic	485	518	518	541	477	2539	507
Native American	498	577	576	613	494	2758	551
Pacific Islander	488	570	550	580	490	2678	535
White	511	566	570	588	513	2748	549
Average	502	551	551	573	500	2677	535



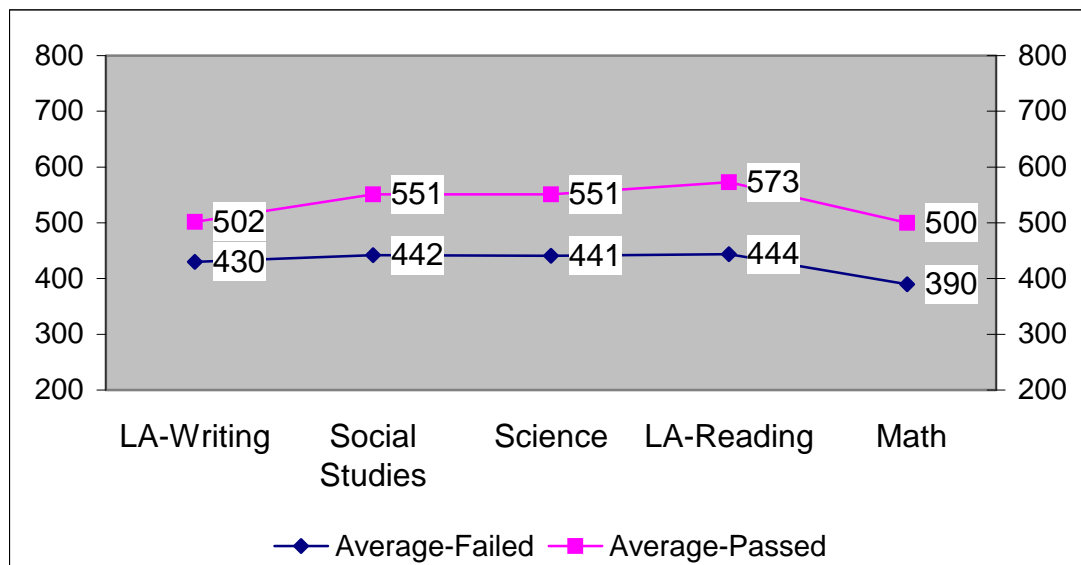
Table 13 provides information on those individuals who did not pass the GED Test. Mathematics was also the most difficult for this population, with an average score of 390, which is well below the minimum pass score of 410. The other four components of the GED test battery were well above that minimum. The disparity between the other average scores and Mathematics could lead to the conclusion that there were many individuals who had greater than 2250 as an overall score but could not pass the Mathematics portion of the test

Table 13
Average Test Score by Racial/Ethnic Group - Fail
English 2002

<u>Racial/Ethnic Group</u>	<u>LA – Writing</u>	<u>Social Studies</u>	<u>Science</u>	<u>LA – Reading</u>	<u>Math</u>	<u>Total Score</u>	<u>Average</u>
Unknown	427	425	422	419	375	2068	413
Asian	416	418	421	395	417	2067	413
Black – African American	429	440	434	451	386	2140	428
Black – Not African American	438	430	425	434	386	2113	422
Hispanic	427	437	434	440	384	2122	424
Native American	410	400	426	456	353	2045	409
Native Hawaiian	390	420	390	360	320	1880	376
Pacific Islander	403	416	443	416	363	2041	408
White	432	456	462	452	401	2203	440
Average	430	442	441	444	390	2147	429

Figure 8 compares the average scores of those individuals who did pass the GED test with those who did not. In Connecticut, there was over a 100-point disparity in each of the content areas, except for Language Arts-Writing Skills. The large difference in the pass/fail scores indicates that examinees do either very well on the GED Test or not well at all. Nowhere is this more evident than in the Reading section of the test.

Figure 8 – Average Scores by Pass and Fail in English





Average Test Score - Spanish

The number of examinees who took the Spanish-language GED Test is too low to draw any significant conclusions from those results. The overall average pass score was 243 using the 1988 Series, while those who failed had an average score of 199. With the advent of the 2002 Series Spanish-language GED Test, Connecticut could experience even lower pass rates if this pattern continues.

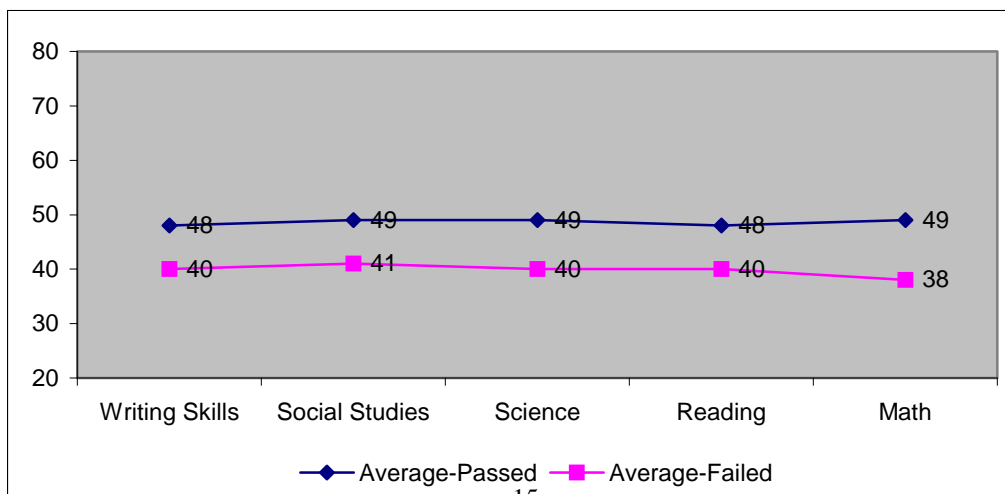
Table 14
Average Test Score by Racial/Ethnic Group - Pass (Including Honors)
Spanish 2002

<u>Racial/Ethnic Group</u>	<u>Writing Skills</u>	<u>Social Studies</u>	<u>Science</u>	<u>Reading</u>	<u>Math</u>	<u>Total Score</u>	<u>Avg. Score</u>
Hispanic White	48	50	49	48	49	244	48
White	51	62	48	50	51	262	52
Hispanic Other	49	49	49	50	50	247	49
Unknown	48	49	48	47	48	240	48
Average	48	49	49	48	49	243	48

Table 15
Average Test Score by Racial/Ethnic Group - Fail
Spanish 2002

<u>Racial/Ethnic Group</u>	<u>Writing Skills</u>	<u>Social Studies</u>	<u>Science</u>	<u>Reading</u>	<u>Math</u>	<u>Total</u>	<u>Avg.</u>
Hispanic White	40	40	40	40	38	198	39
White	40	41	37	38	34	190	38
Hispanic Other	41	40	40	40	38	199	39
Unknown	40	42	40	41	38	201	40
Average	40	41	40	40	38	199	39

Figure 9 – Average Scores by Pass and Fail in Spanish





Reason(s) for Taking the GED Test

The 2002 Series GED test has greatly expanded this section, allowing examinees to provide multiple responses to the items in this section. For this reason, the total number will vary from previous tables that were based on a single-set, nonduplicated count of examinees. The Spanish GED examinees are also included in Figure 10 and Table 16. Figure 10 outlines the reasons why examinees took the GED Test. Of those that responded, 29.1 percent took the GED test to enter into postsecondary schools or vocational or training programs, 7.9 percent for employment purposes, 14.4 percent for personal satisfaction, and 36.2 percent did not provide a response.

Figure 10 – Reason(s) for Taking the GED Test

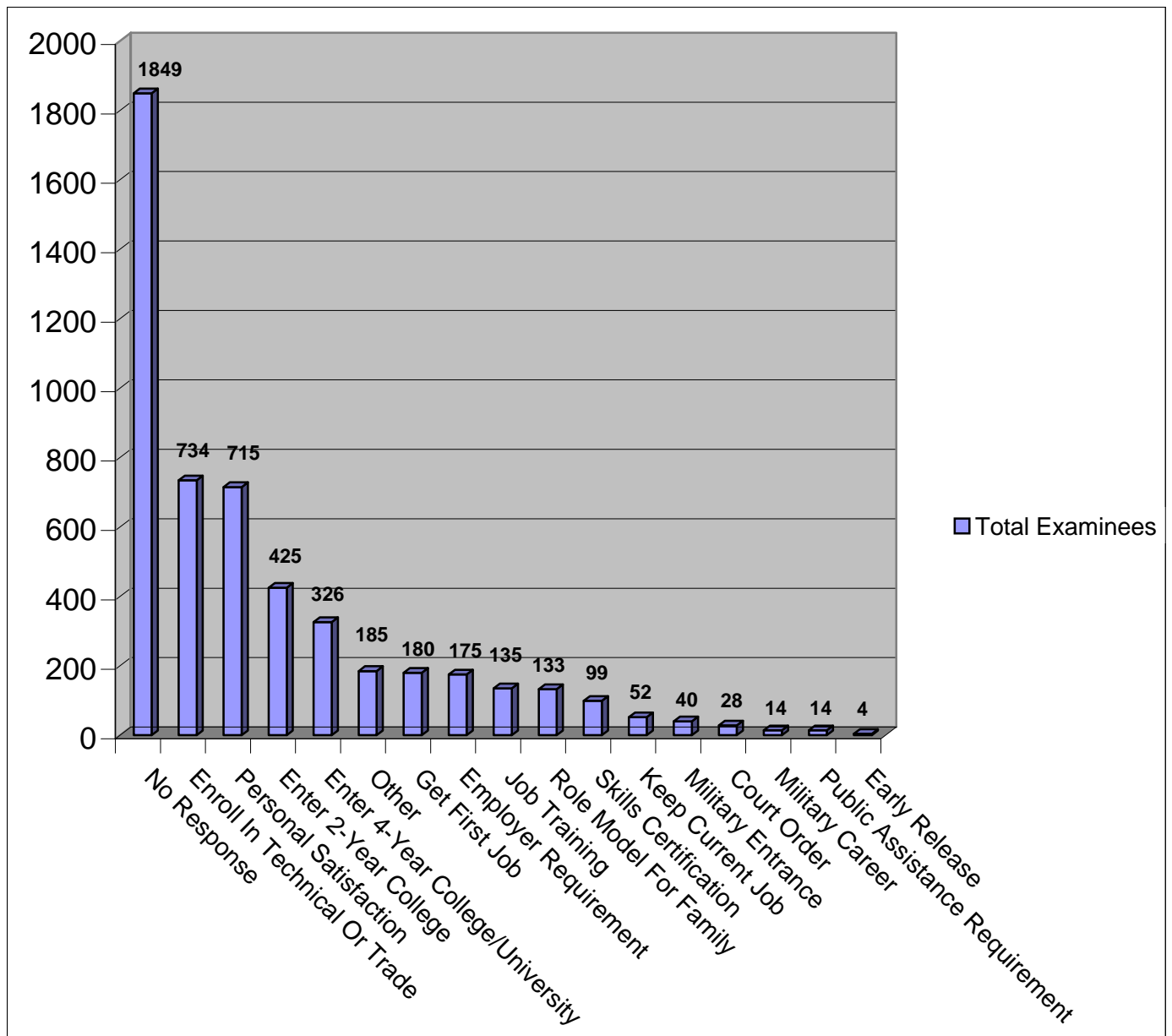




Table 16 shows test results by reason for taking the GED test. For those who took the test to enter postsecondary education, the pass rate was 66.9 percent. Individuals who took the GED test to enroll in technical or trade programs had a 62.2 percent pass rate, while those who took it for personal satisfaction had a 66.9 percent pass rate.

Table 16
Test Results by Reason for Taking the GED Test 2002

<u>Reason</u>	<u>Inc</u>	<u>Passed</u>	<u>Honors</u>	<u>Failed</u>	<u>Total</u>	<u>*Pass Rate</u>
Early Release	0	4	0	0	4	100.0%
Public Assistance Requirement	4	8	0	2	14	80.0%
Military Career	0	11	0	3	14	78.6%
Court Order	4	18	0	6	28	75.0%
Military Entrance	9	21	1	9	40	71.0%
No Response	180	1104	77	488	1849	70.8%
Enter 4-Year College/University	51	167	21	87	326	68.4%
Other	30	95	9	51	185	67.1%
Personal Satisfaction	123	372	24	196	715	66.9%
Enter 2-Year College	63	220	18	124	425	65.7%
Job Training	19	68	6	42	135	63.8%
Enroll In Technical Or Trade	125	357	22	230	734	62.2%
Role Model For Family	22	66	3	42	133	62.2%
Skills Certification	15	46	4	34	99	59.5%
Keep Current Job	1	24	1	26	52	49.0%
Employer Requirement	31	63	3	78	175	45.8%
Get First Job	41	61	0	78	180	43.9%
Total	718	2705	189	1496	5108	N/A%

Figure 10 and Table 16 show the variety of reasons GED examinees have for taking the GED test. Again, this information is based on multiple responses from GED examinees. There appears to be a significant number of individuals who provided no response to this question. This number should be significantly lower in future years because our on-line registration does not allow for a no-response option. The pass rate for individuals who had postsecondary education (e.g., technical or trade, college or job training) as a reason had a significantly higher pass rate than those who took the test only for employment reasons. While there is not a significant number of individuals who took the GED test because they had to (early release, public assistance requirement, etc.), this pass rate was significantly higher than the state average of 66.1 percent.



How Examinees Heard About the Test

The 2002 Series GED test has greatly expanded this section and allowed examinees to provide multiple responses to the items in this section, as shown in Tables 17 and 18 and Figure 11. For this reason, the total number will vary from our previous tables that were based on a single-set, nonduplicated count of examinees. Responses from Spanish GED examinees are also included in this information. A large percentage of the examinees (39.6%) provided no response to this item. Of those who did respond, 22.9 percent heard about the GED test through a friend, neighbor or family member; 16.0 percent through a school guidance counselor or teacher; 5.7 percent through a newspaper; 5.2 percent through other methods; and 2.4 percent through a prison or jail official. None of the remaining responses were over 2.0 percent.

Table 17
How Examinees Heard About the GED Test
2002

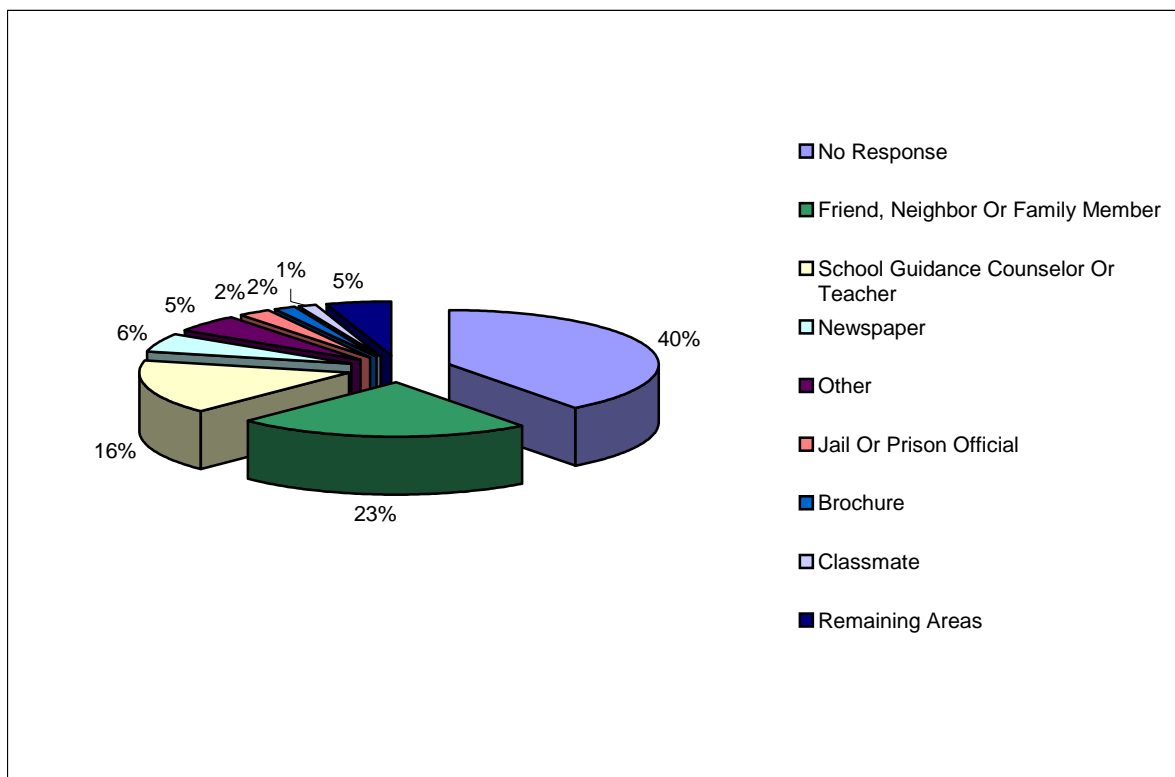
<u>Method</u>	<u>Total</u>	<u>Percentage</u>
No Response	1824	39.6%
Friend, Neighbor Or Family Member	1053	22.9%
School Guidance Counselor Or Teacher	738	16.0%
Newspaper	262	5.7%
Other	240	5.2%
Jail Or Prison Official	109	2.4%
Brochure	86	1.9%
Classmate	63	1.4%
Education Agency	38	0.8%
Social Worker	37	0.8%
Radio	36	0.8%
Television	35	0.8%
Employment Counselor	19	0.4%
Military Recruiting Officer	18	0.4%
Magazine	16	0.3%
Employer	15	0.3%
Probation Or Parole Officer	12	0.3%
Total	4601	100.0%



Table 18
Pass Rate by How Examinees Heard About the GED Test
2002

<u>Method</u>	<u>Incomplete</u>	<u>Passed</u>	<u>Honors</u>	<u>Failed</u>	<u>Total</u>	<u>Pass Rate</u>
Probation Or Parole Officer	0	10	1	1	12	91.7%
No Response	170	1099	77	478	1824	71.1%
Television	8	18	1	8	35	70.4%
Military Recruiting Officer	5	9	0	4	18	69.2%
Brochure	7	45	4	23	79	68.1%
Employment Counselor	1	12	0	6	19	66.7%
Friend, Neighbor Or Family Member	163	537	50	297	1047	66.4%
Radio	5	16	4	11	36	64.5%
Classmate	10	31	3	19	63	64.2%
School Guidance Counselor Or Teacher	126	358	20	234	738	61.8%
Jail Or Prison Official	14	53	3	39	109	58.9%
Other	55	153	12	120	340	57.9%
Education Agency	4	19	0	15	38	55.9%
Magazine	3	6	1	6	16	53.8%
Social Worker	10	14	0	13	37	51.9%
Employer	4	5	0	6	15	45.5%
Newspaper	52	46	2	62	162	43.6%
Total	637	2431	178	1342	4588	N/A

Figure 11 - How Examinees Heard About the GED Test





How Examinees Prepared for the Test

The 2002 Series GED test has greatly expanded this section and allowed examinees to provide multiple responses to the items in this section. For this reason, the total number will vary from our previous tables that were based on a single set, nonduplicated count of examinees. The major preparation methods for GED examinees in Connecticut were public school adult education program (25.3%), home study (9.4%), correctional facility (7.2%), and self taught (6.5%). Of those who prepared, 4.0 percent used the Official Practice Tests for the GED and 2.4 percent used Internet/computer programs.

Table 19
How Examinees Prepared for the GED Test
2002

Preparation Method	Total	Percentage
No Response	1820	37.9%
Public School Adult Education Program	1215	25.3%
Home Study	450	9.4%
Correctional Facility	344	7.2%
Self Taught	312	6.5%
Official Practice Tests	175	3.6%
Internet/Computer	106	2.2%
Community College Adult Education	76	1.6%
None	62	1.3%
Library	55	1.1%
Television	34	0.7%
Community Based Organization	32	0.7%
GED Option	19	0.4%
Private Tutor	16	0.3%
Job Corps	13	0.3%
Charter School	9	0.2%
Distance Learning	9	0.2%
Workplace Literacy Program	8	0.2%
Correspondence School	8	0.2%
Church Program (Faith-Based)	7	0.1%
Employment And/Or Training Program	6	0.1%
Home Schooling	5	0.1%
Homeless Program	5	0.1%
Family Literacy	4	0.1%
Army GED Plus	3	0.1%
Migrant Worker/HEP Program	2	0.0%
Military Installation	2	0.0%
Project Challenge	2	0.0%
Literacy Volunteer Program	1	0.0%
Total	4800	100.0%



Because the majority of the GED examinees did not provide a response, it is hard to provide a valid correlation between preparation method and pass rate. However, using only the data on preparation methods with a response rate of at least 100, home study had a pass rate of 60 percent, public school adult education had a pass rate of 62.1 percent, correctional facilities had a pass rate of 64.8 percent, and self taught had a pass rate of 57.3 percent. Internet/computer and official practice tests are not really separate programs, but methods within a program, and will be considered as such.

Table 20
Test Results by How Examinees Prepared for the GED Test
2002

Preparation Method	Incomplete	Passed	Honors	Failed	Total	Pass Rate
No Response	169	1095	77	479	1820	71.0%
Public School Adult Education Program	219	577	42	377	1215	62.1%
Home Study	55	221	16	158	450	60.0%
Correctional Facility	43	187	8	106	344	64.8%
Self Taught	50	139	11	112	312	57.3%
Official Practice Tests	37	89	8	41	175	70.3%
Internet/Computer	17	58	7	24	106	73.0%
Community College Adult Education	17	29	5	25	76	57.6%
None	13	35	3	11	62	77.6%
Library	8	30	3	14	55	70.2%
Television	7	15	2	10	34	63.0%
Community-Based Organization	4	16	0	12	32	57.1%
GED Option	1	11	0	7	19	61.1%
Private Tutor	1	11	0	4	16	73.3%
Job Corps	1	6	0	6	13	50.0%
Charter School	2	5	0	2	9	71.4%
Distance Learning	3	4	0	2	9	66.7%
Correspondence School	4	4	0	0	8	100.0%
Workplace Literacy Program	0	4	1	3	8	62.5%
Church Program (Faith-Based)	1	0	0	6	7	0.0%
Employment And/Or Training Program	1	3	0	2	6	60.0%
Homeless Program	0	3	0	2	5	60.0%
Home Schooling	0	1	1	3	5	40.0%
Family Literacy	1	1	0	2	4	33.3%
Army GED Plus	0	2	0	1	3	66.7%
Migrant Worker/HEP Program	0	1	0	1	2	50.0%
Project Challenge	0	1	0	1	2	50.0%
Military Installation	0	0	0	2	2	0.0%
Literacy Volunteer Program	1	0	0	0	1	n/a
Total	655	2548	184	1413	4800	N/A%



Summary

The preceding tables and narrative are based on the data gathered from the first year with the new 2002 Series GED test. The numbers tested were much lower than in previous years for the following reasons:

- the 2002 Series GED test was not introduced in Connecticut until February 2002, so a month of testing was lost;
- the Official GED Practice Test was not available to adult education programs until April 2002, so many programs would not have students register until the May and June GED Tests;
- individuals who normally would have taken the GED without any preparation heard that the 2002 Series Test was more difficult and chose not to register for the test immediately;
- GED preparation materials were not readily available from many publishers until the late spring of 2002, so programs may not have had as many people prepared to take the 2002 Series GED test; and
- the GED registration process migrated from scan forms to online scheduling over the summer of 2002, and programs that normally would have scheduled using scan forms lost one month due to training.

Even with the lower numbers, the Connecticut pass rate was well over the 58 percent pass rate of the graduating high school seniors on which this test was normed. Connecticut also had a larger percentage of honor scores than in the past, with 7.3 percent of the examinees who passed receiving an honors diploma, compared to 3.4 percent in 2001.

Overall, examinees in Connecticut did either very well on the test or not well at all. The test appears to be more difficult for those examinees who have been out of school for some time or have completed less than 10th grade. Because 2002 was the benchmark year for the new GED Test, it will be interesting to see how the examinees progress in 2003 with preparation materials being readily available and the Official GED Practice Test available not only through adult education programs, but also Barnes and Nobles bookstores for those who do not prepare in our programs.



CONNECTICUT GED FACT SHEET 2002

The General Educational Development (GED) Testing program was established 60 years ago by the American Council on Education, a private, nonprofit association of colleges and universities, to provide adults who left school for a variety of reasons with a fair and cost-effective means of documenting that they have achieved high school-level academic skills and knowledge.

In Connecticut in 2002:

- 4,405 people took the GED Tests;
- 2,545 people passed the GED Tests;
- 766 did not complete testing;
- 70 percent passed the GED Tests; and
- 42 percent of examinees were 20 years of age or younger.

Since 1985, Connecticut has issued approximately 73,300 state high school diplomas based on the successful completion of the GED Tests.

Employment:

- Ninety-six percent of employers nationwide accept the GED Diploma as equivalent to a local high school diploma in hiring and promotions.
- Twelve percent of Connecticut's GED candidates who responded to the question in 2002 said they took the GED Tests because of a job requirement.

Education:

- Ninety-three percent of colleges and universities nationwide accept GED graduates who meet their other qualifications (e.g., SAT or ACT score requirements).
- Forty-six percent of Connecticut's GED candidates who responded to the question in 2002 said that they plan to go on to higher education.

Other facts:

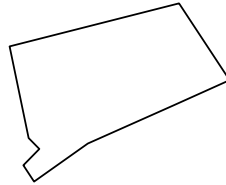
- Forty-two percent of graduating high school seniors cannot pass the GED Tests.
- The GED Tests last 7 hours and 5 minutes and cover 5 academic areas: Language Arts - Writing Skills (including both an essay and multiple choice exam); Mathematics; Science; Language Arts - Reading; and Social Studies. The GED Tests measure the major academic skills and knowledge learned during four years of high school.
- More than 12 million adults have earned GED Diplomas since the program's inception in 1942.
- The GED Tests are offered in all 50 states, the District of Columbia, 11 Canadian provinces and 9 U.S. territories.

Famous and Prominent GED graduates:

U.S. Sen. Ben Nighthorse Campbell of Colorado, Walter Anderson (editor, Parade Magazine), Bill Cosby, Waylon Jennings, Mary Lou Retton, Kelly McGillis (actress), Wally Amos (maker of "Famous Amos" cookies), Dave Thomas (founder of Wendy's restaurants), Lt. Gov. Ruth Ann Minner of Delaware, F. Story Musgrave (NASA astronaut), Dr. Walter Smith (former president of Florida A & M University), Michael J. Fox (actor).



Estimated Tax Revenue Generated by GED Graduates for the State of



CONNECTICUT

1998 - 2002

\$ 6,865	• Average income difference between GED graduates at age 25 and high school dropouts of the same age* since 1998
x <u>.045</u>	• Marginal income tax rate in Connecticut**
\$ 307.64***	• Additional tax dollars collected per graduate
x <u>11,617</u>	• Number of GED graduates who were 25 years of age and older in Connecticut since 1998
\$ 3,573,830	• Estimated additional tax revenue received by Connecticut from GED graduates since 1998

* U.S. Census Bureau Historical Income Tax Tables
<http://www.census.gov/hhes/income/histinc/p24.html>

** DRS Summary of Personal Income Tax Report

*** Five-year average of the additional tax dollars collected per graduate



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