Connecticut

NAEP proficiency level and percentile data as well as results from state assessments demonstrate the existence of substantial excellence gaps for Black, Hispanic, and Free and Reduced Lunch Eligible students. White students had higher average AP scores than Black and Hispanic students on AP tests and were more likely to make a "5" on an AP exam or take an AP exam.

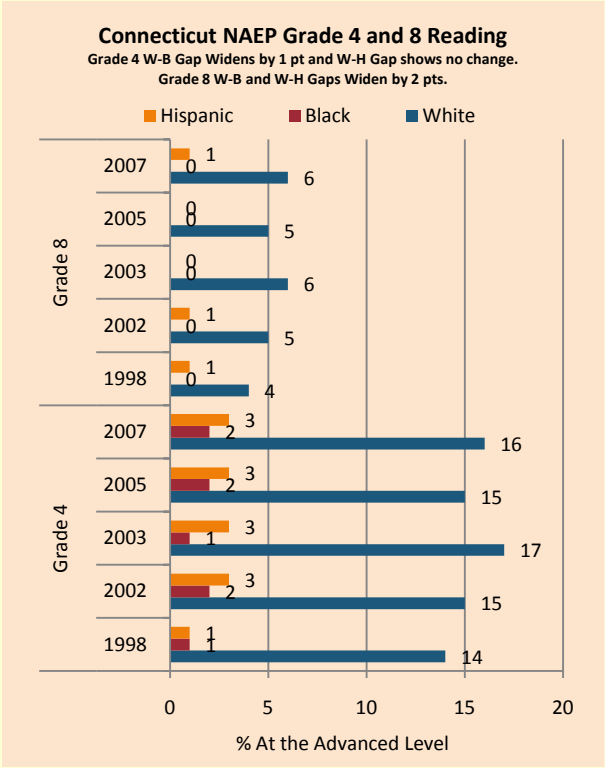
According to NAEP proficiency data, the percentage of students at the advanced level increased in Math Grade 4, but scores were stagnant except for a decline among Black students in Grade 8. In Reading, Black students improved in Grade 4 as did FARM and Hispanic students in Grade 8, while White and FARM students had weaker performances in Grade 4. The excellence gap increased in Math in Grade 4 as well as for Black students in Grade 8,while in Reading it declined for Hispanic students, for Africans American students in Grade 4, and FARM students in Grade 8.

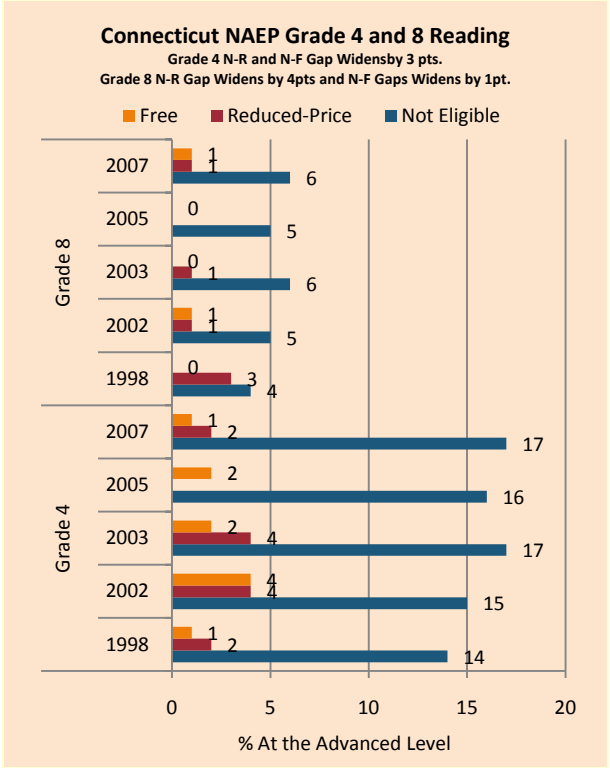
NAEP scale scores at the 90th percentile increased only in Math Grade 4, with stagnation or decline on other assessments except for Black students gains in Reading Grade 4. The excellence gap narrowed in Math Grade 8, as well as in Reading (both grades) for FARM students, in Reading Grade 8 for Black students, and Reading Grade 4 for Hispanic students.

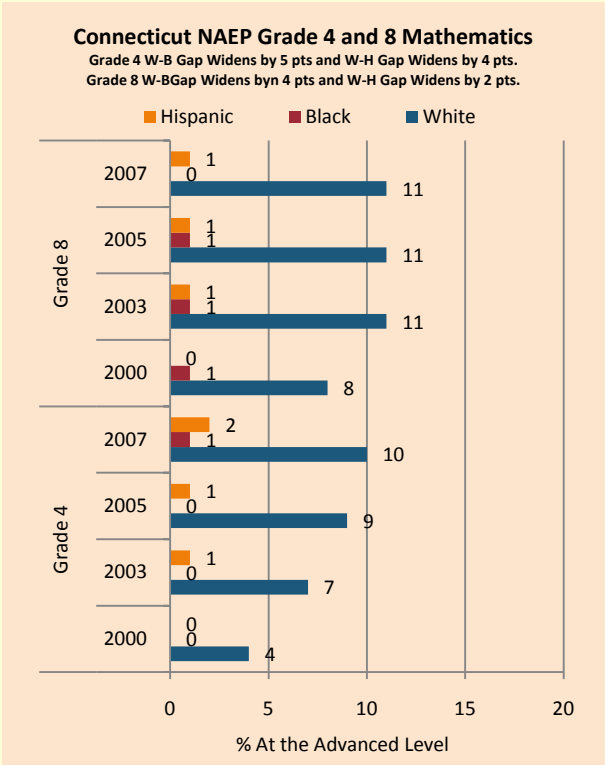
While there has been a gradual increase in the proportion of students scoring at the advanced level in Grade 7 in both Math and Reading and in Grade 4 Math, White and more affluent students have improved more rapidly than their peers (Grade 4 Reading performance was stagnant). In Grade 10, the percentage of high-performing White and affluent students has increased, with basic stability among Black, Hispanic, and low income students.

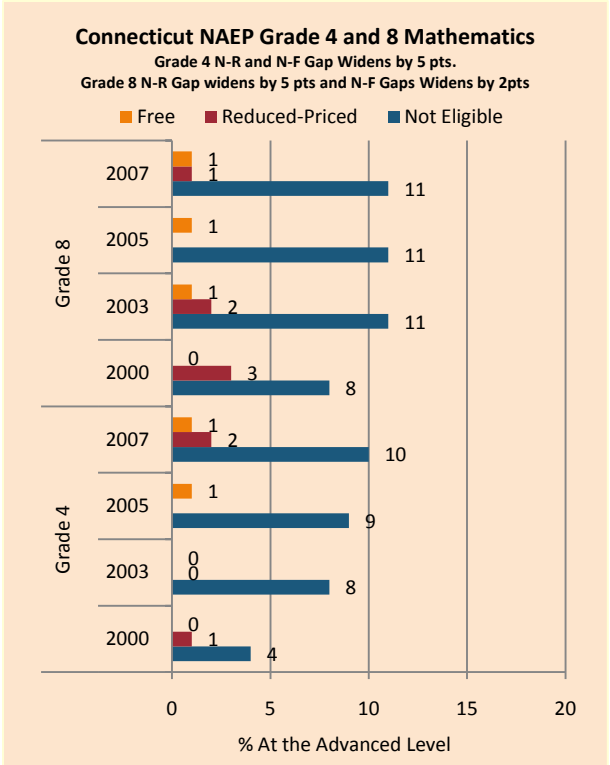
On AP exams, there were modest increases in achievement gaps as measured by mean AP scores. While there were increases in the gap between White and Black students in the percentage of tests taken which received a 5, there was a decrease in the gap between White and Hispanic students. There was also an increase in the gap between White and minority students in the percentage of tests receiving a 5 on the AP exam weighted by enrollment and the number of tests taken weighted by enrollment.

Summary of State Policy as of 2006-2007							
State	Mandate Identify	Mandate Services	Gifted Identified	Identified by Gender	Identified by Ethnicity	GT Funding	GT Funding per Identified
Connecticut	yes	no	9,082	yes	yes	$100,000	$11.01


Connecticut NAEP Grade 4 and 8 Reading
Grade 4 W-B Gap Widens by 1 pt and W-H Gap shows no change.
Grade 8 W-B and W-H Gaps Widen by 2 pts.
Hispanic
Black
White
Grade 8
2007 1 0 6
2005 0 0 5
2003 0 0 6
2002 1 0 5
1998 1 0 4
Grade 4
2007 3 2 16
2005 3 2 15
2003 3 1 17
2002 3 2 15
1998 1 1 14
0 5 10 15 20
% At the Advanced Level


Connecticut NAEP Grade 4 and 8 Reading
Grade 4 N-R and N-F Gap Widensby 3 pts.
Grade 8 N-R Gap Widens by 4pts and N-F Gaps Widens by 1pt.
Free
Reduced-Price
Not Eligible
Grade 8
2007 1 1 6
2005 0 5
2003 0 1 6
2002 1 1 5
1998 0 3 4
Grade 4
2007 1 2 17
2005 2 16
2003 2 4 17
2002 4 4 15
1998 1 2 14
0 5 10 15 20
% At the Advanced Level


Connecticut NAEP Grade 4 and 8 Mathematics
Grade 4 W-B Gap Widens by 5 pts and W-H Gap Widens by 4 pts.
Grade 8 W-BGap Widens byn 4 pts and W-H Gap Widens by 2 pts.
Hispanic
Black
White
Grade 8
2007 1 0 11
2005 1 1 11
2003 1 1 11
2000 0 1 8
Grade 4
2007 2 1 10
2005 1 0 9
2003 1 0 7
2000 0 0 4
0 5 10 15 20
% At the Advanced Level


Connecticut NAEP Grade 4 and 8 Mathematics
Grade 4 N-R and N-F Gap Widens by 5 pts.
Grade 8 N-R Gap widens by 5 pts and N-F Gaps Widens by 2pts
Free
Reduced-Priced
Not Eligible
Grade 8
2007 1 1 11
2005 1 11
2003 1 2 11
2000 0 3 8
Grade 4
2007 1 2 10
2005 1 9
2003 0 0 8
2000 0 1 4
0 5 10 15 20
% At the Advanced Level

NAEP Scores at the 90th percentile				
Subject, Grade, Group	**2003**	**2007**	**2003 Gap**	**2007 Gap**
Math 4 Male	277	280	5	4
Math 4 Female	272	276		
Math 8 Male	333	330	5	1
Math 8 Female	328	329		
Reading 4 Male	268	269	8	5
Reading 4 Female	275	273		
Reading 8 Male	306	304	11	11
Reading 8 Female	316	315		
Math 4 ELL	238	244	37	36
Math 4 NonELL	275	279		
Math 8 ELL	301	267	29	63
Math 8 NonELL	330	331		
Reading 4 ELL		232		40
Reading 4 NonELL	272	272		
Reading 8 ELL		257		53
Reading 8 NonELL	311	310		
Math 4 FARM	251	256	28	26
Math 4 NonFARM	279	282		
Math 8 FARM	303	299	32	35
Math 8 NonFARM	335	335		
Reading 4 FARM	248	242	28	35
Reading 4 NonFARM	276	277		
Reading 8 FARM	288	286	28	28
Reading 8 NonFARM	316	314		
Math 4 White	278	282		
Math 4 Black	250	256	29	26
Math 4 Hispanic	254	258	24	24
Math 8 White	334	334		
Math 8 Black	295	294	39	40
Math 8 Hispanic	302	299	32	35
Reading 4 White	276	275		
Reading 4 Black	242	247	34	29
Reading 4 Hispanic	250	247	26	28
Reading 8 White	316	315		
Reading 8 Black	285	284	31	31
Reading 8 Hispanic	286	288	29	27

CT Mastery Test (4th Generation) Grade 4, 7 and CT Academic Performance Test (2nd Generation) Grade 10 Reading Excellence Achievement Gaps on Race

% At or Above Advanced Level	Grade 4					Grade 7					Grade 10				
	W	B	H	**W-B**	**W-H**	W	B	H	**W-B**	**W-H**	W	B	H	**W-B**	**W-H**
2001	CT Mastery Test 3rd Generation was used during these years.										26.2	5.3	5.5	**20.9**	**20.7**
2002											23.1	3.8	4.8	**19.3**	**18.3**
2003											23.6	3.6	4.5	**20.0**	**19.1**
2004											27.3	5.2	5.5	**22.1**	**21.8**
2005											26.8	4.9	5.2	**21.9**	**21.6**
2006	22	3	4	**19**	**18**	30	5	5	**25**	**25**	25.4	3.9	5.2	**21.5**	**20.2**
2007	21	3	3	**18**	**18**	31	6	5	**25**	**26**	*25.5*	*3.6*	*5.3*	***21.9***	***20.2***
2008	22	4	4	**18**	**18**	37	7	7	**30**	**30**	*26.8*	*4*	*5.2*	***22.8***	***21.6***

CT Mastery Test (4th Generation) Grade 4, 7 and CT Academic Performance Test (2nd Generation) Grade 10 Mathematics Excellence Achievement Gaps on Race

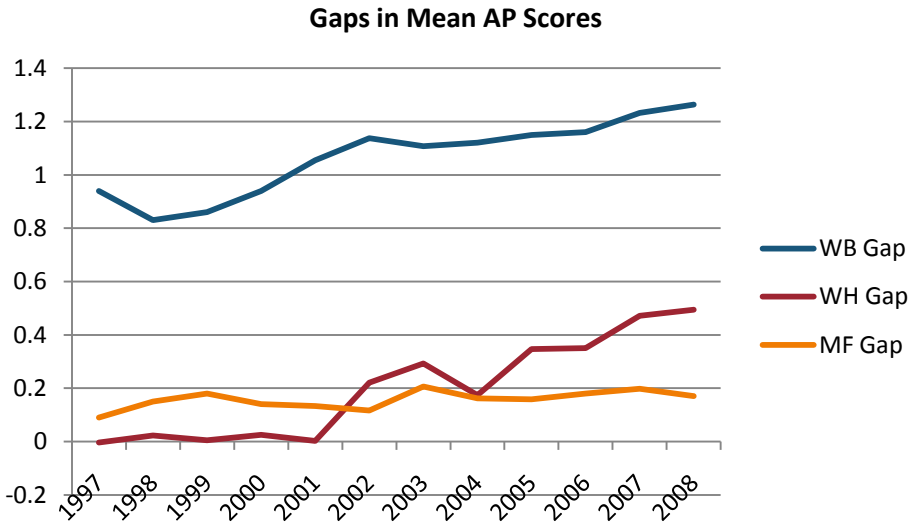
% At or Above Advanced Level	Grade 4					Grade 7					Grade 10				
	W	B	H	**W-B**	**W-H**	W	B	H	**W-B**	**W-H**	W	B	H	**W-B**	**W-H**
2001	CT Mastery Test 3rd Generation was used during these years.										24.5	2.7	4.4	**21.8**	**20.1**
2002											23.9	2.1	2.9	**21.8**	**21.0**
2003											26.4	2.3	3.4	**24.1**	**23.0**
2004											26.6	2.4	4.1	**24.2**	**22.5**
2005											30.6	3.7	4.9	**26.9**	**25.7**
2006	28	5	7	**23**	**21**	32	4	6	**28**	**26**	25.5	2.1	3.4	**23.4**	**22.1**
2007	34	7	8	**27**	**26**	33	5	7	**28**	**26**	*26.4*	*1.8*	*3.3*	***24.6***	***23.1***
2008	34	8	9	**26**	**25**	36	6	8	**30**	**28**	*27.6*	*2.5*	*3.9*	***25.1***	***23.7***

CT Mastery Test (4th Generation) Grade 4, 7 and CT Academic Performance Test (2nd Generation) Grade 10 Reading Excellence Achievement Gaps on SES

% At or Above Advanced Level	Grade 4			Grade 7			Grade 10		
	N	P	**Gap**	N	P	**Gap**	N	P	**Gap**
2001	CT Mastery Test 3rd Generation was used during these years.						24.6	4.5	**20.1**
2002							21.6	3.8	**17.8**
2003							22.5	3.8	**18.7**
2004							26.1	4.7	**21.4**
2005							25.5	4.8	**20.7**
2006	22	3	**19**	30	5	**25**	24.4	4.8	**19.6**
2007	22	3	**19**	31	6	**25**	*24.7*	*4.4*	***20.3***
2008	23	4	**19**	37	7	**30**	*26.1*	*4.5*	***21.6***

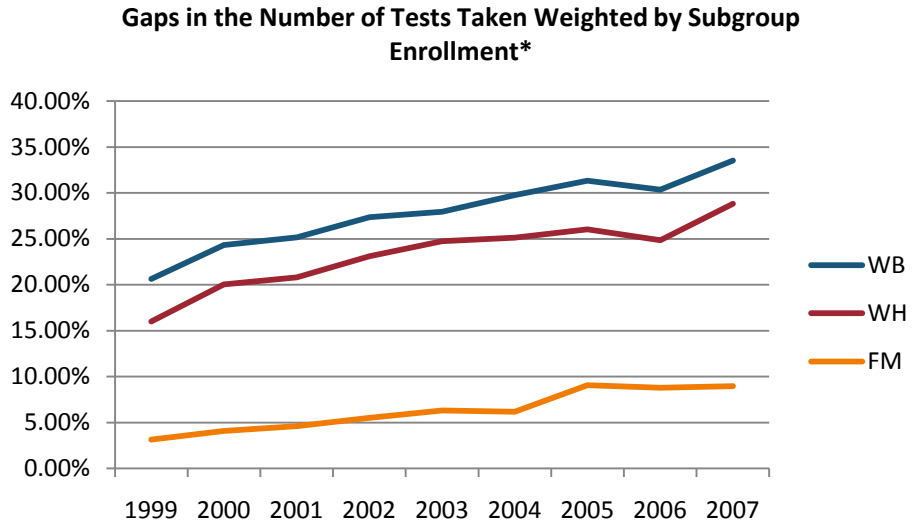
CT Mastery Test (4th Generation) Grade 4, 7 and CT Academic Performance Test (2nd Generation) Grade 10 Mathematics Excellence Achievement Gaps on SES									
% At or Above Advanced Level	Grade 4			Grade 7			Grade 10		
	N	P	**Gap**	N	P	**Gap**	N	P	**Gap**
2001							22.8	3.4	**19.4**
2002							22.1	3.3	**18.8**
2003	CT Mastery Test 3rd Generation was used during these years.						25.0	3.5	**21.5**
2004							25.0	4.3	**20.7**
2005							28.8	5.1	**23.7**
2006	29	6	**23**	32	6	**26**	24.4	3.6	**20.8**
2007	34	8	**26**	33	6	**27**	*25.4*	*3.7*	***21.7***
2008	35	9	**26**	37	7	**30**	*26.8*	*3.9*	***22.9***

*Data in italics are from the CT Academic Performance Test 3rd Generation exams and should not be directly compared with earlier years.



Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup*												
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Male	20.21%	21.60%	21.54%	20.71%	20.56%	21.25%	22.91%	23.29%	22.54%	24.13%	24.98%	25.18%
Female	17.22%	17.03%	16.86%	16.88%	16.66%	17.46%	16.15%	17.81%	17.92%	17.87%	18.54%	19.88%
White	17.73%	18.94%	18.59%	18.29%	18.53%	19.61%	19.30%	20.41%	20.16%	20.48%	21.57%	22.32%
Black	4.81%	6.68%	5.14%	5.18%	3.90%	3.36%	5.12%	6.38%	4.68%	5.86%	4.29%	4.65%
Hispanic	26.56%	23.15%	24.40%	24.32%	24.78%	18.10%	19.15%	21.83%	17.22%	18.34%	17.68%	18.11%
M-F Gap	2.99%	4.57%	4.68%	3.83%	3.90%	3.79%	6.76%	5.47%	4.62%	6.27%	6.44%	5.29%
W-B Gap	12.92%	12.26%	13.45%	13.10%	14.64%	16.25%	14.18%	14.03%	15.48%	14.62%	17.28%	17.68%
W-H Gap	-8.82%	-4.21%	-5.81%	-6.03%	-6.24%	1.50%	0.15%	-1.42%	2.94%	2.14%	3.89%	4.21%

Gaps in the Percentage of Tests Taken Receiving a "5" on the AP Exam by Subgroup Weighted by Enrollment*									
	1999	2000	2001	2002	2003	2004	2005	2006	2007
Male	5.89%	6.11%	6.44%	7.03%	7.74%	8.26%	8.18%	9.19%	10.08%
Female	5.14%	5.67%	5.98%	6.74%	6.48%	7.42%	8.13%	8.38%	9.14%
White	5.14%	5.96%	6.38%	7.34%	7.54%	8.28%	8.62%	8.86%	10.15%
Black	0.36%	0.43%	0.36%	0.34%	0.57%	0.69%	0.54%	0.76%	0.58%
Hispanic	2.84%	3.06%	3.38%	2.60%	2.74%	3.36%	2.88%	3.37%	3.22%
M-F Gap	0.75%	0.44%	0.45%	0.29%	1.26%	0.84%	0.05%	0.82%	0.93%
W-B Gap	4.78%	5.54%	6.02%	7.01%	6.97%	7.59%	8.08%	8.10%	9.57%
W-H Gap	2.30%	2.90%	3.00%	4.75%	4.80%	4.91%	5.74%	5.48%	6.93%



*The unit of analysis for AP data is the test, not the student. AP test results are presented as the number of scores received by members of each subgroup, NOT the number of students who received a given score on any exam. These numbers are not equivalent because some students take multiple tests.