

# NEWS

Connecticut Department of Education

Dr. Mark K. McQuillan  
Commissioner



For Immediate Release:

10 a.m. Tuesday, September 25, 2007

Contact: Tom Murphy 860.713.6525

## Connecticut's performance on 2007 National Assessment of Educational Progress (NAEP) is consistent with 2005 results

Connecticut's results on the 2007 National Assessment of Educational Progress (NAEP) show that the percentage of Grade 4 and 8 students scoring at or above the NAEP proficient level in mathematics and reading continues to remain above the national average.

"Connecticut students continue to perform well above the nation in reading and math, which is something we have come to expect in this state," said state education Commissioner Mark K. McQuillan in releasing the scores. "However, while we continue to outperform many other states, we should also be aware that several are making significant gains each year in student achievement. We have to keep in mind that our strong performance needs to be stronger every year to maintain our position among the top performers in America."

Connecticut students have demonstrated incremental steps forward in improving average scale scores and the percentage of students at or above proficient. However, very few changes overall are statistically significant at this time.

Connecticut NAEP Performance 2005 and 2007\*

	2005	2007	2005	2007
	AVG. SCALE SCORE	AVG. SCALE SCORE	% OF STUDENTS AT/ABOVE PROFICIENT	% OF STUDENTS AT/ABOVE PROFICIENT
<b>GRADE 4 MATH</b>	242	243	42	45
<b>GRADE 8 MATH</b>	281	282	35	35
<b>GRADE 4 READING</b>	226	227	38	41
<b>GRADE 8 READING</b>	264	267	34	37

\*Note: None of the changes included in the table are statistically significant. Therefore, the 2007 results overall should be interpreted as unchanged when compared to 2005.

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.

The Nation's Report Card, based on NAEP results, compares state 2007 performance with previous years' and compares performances across states as a whole and by subgroup. NAEP reports results for four levels of performance: Below Basic, Basic, Proficient and Advanced.

## **2007 HIGHLIGHTS**

### **GRADE 4 READING (number of students tested = 3100)**

#### **Percent at/above proficient**

- The percentage of Connecticut students performing at the proficient level and above (41%) is significantly higher than that of students across the nation (32%).
- The percentage of Connecticut students performing at the proficient level and above is greater than the percentage in 1992 (34%), but not significantly different from any other administration (1994, 1998, 2002, 2003, 2005).
- Except for Massachusetts, Connecticut performed as well as or better than all other states in the nation; 8 states were equal to Connecticut and 40 states had a significantly lower percentage of students at or above proficient.
- Gender differences were evident in Grade 4 reading: 46% of females scored at or above the proficient level, while 37 % of males did so. Both subgroups outperformed their peers in the nation's public schools (females, 35% at or above proficient; males, 29% at or above proficient).
- The percentages of males and females scoring at or above proficient have increased since the 1992 administration but have remained the same in subsequent years.
- 13% of Connecticut's economically disadvantaged students scored at or above the proficient level, while 53% of their nondisadvantaged peers reached this level. The disparity in performance has persisted since 1998.
- While 4% of Connecticut students were excluded from the NAEP assessments, the national exclusion rate was 6%.
- 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 has not narrowed since 1992; between white and Hispanic students, since 1994.
- 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.

## **Percent at advanced**

- 12% of Connecticut students scored at the advanced level, compared to 7% nationally. 11% of students in the Northeast scored at the advanced level.

## **GRADE 8 READING (number of students tested = 2700)**

### **Percent at/above proficient**

- The percentage of Connecticut students performing at the proficient level and above (37%) is significantly higher than that of students across the nation (29%).
- The percentage of Connecticut students performing at the proficient level and above (37%) is statistically the same as the percentage in 1998 (40%) and not different from the 2002, 2003, and 2005 performance.
- Except for Massachusetts and Vermont, Connecticut performed as well as or better than all other states in the nation. Connecticut was equal to 18 states and had a significantly higher percentage of students at or above proficient than 29 states.
- Females continue to outperform males: 43% of females scored at or above proficient, while 31 % of males did so. There have been no significant changes in the differences between average scale scores of females and males across the last five administrations of NAEP (1998, 2002, 2003, 2005, and 2007).
- While the percentage of white students scoring at or above the proficient level (46%) is not significantly different from the percentage of Asian/Pacific Islander students scoring at the same level (45%), both subgroups continue to perform at significantly higher levels than black (12%) and Hispanic (14%) students.
- 3% of Connecticut students were excluded from NAEP in Grade 8 reading, compared to 5% nationally.
- 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.

## **GRADE 4 MATHEMATICS (number of students tested = 3200)**

### **Percent at/above proficient**

- The percentage of Connecticut students performing at the proficient level and above (45%) is higher than that of students across the nation (39%).
- Connecticut's Grade 4 students performed as well as or better than Grade 4 students in 43 other states. Six states (Kansas, Massachusetts, Minnesota, New Hampshire, New Jersey and Vermont) had a significantly higher percentage of students scoring at or above proficient. The performance of students in 16 states was equal to that of Connecticut students, while 27 states had a significantly lower percentage of students who scored at or above proficient.
- The percentage of Connecticut students performing at the proficient level and above in 2007 (45%) is not significantly different from that in 2005 (42%). However, over time, student performance has improved. In 1992, 24% of Connecticut students scored at the proficient level or above; in 1996 and in 2000, that figure was 31%.

- The gender gap is closing: 46% of Connecticut males achieved proficiency or higher in 2007, while 43% of females did so. This difference in proficiency rates is not statistically significant, whereas the 2005 proficiency rates for males (45%) and females (40%) were significantly different.
- While 16% of Connecticut's economically disadvantaged students performed at the proficient level and above, 57% of their nondisadvantaged peers achieved proficiency. The percentage of economically disadvantaged students scoring at proficient or higher in 2007 is not statistically different from 2005 or 2003 but is higher than 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 has not narrowed since 1992; between white and Hispanic students, since 1996.
- 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.

#### **Percent at advanced**

- The percentage of Grade 4 students performing at the advanced level on the 2007 assessment (7%) was unchanged from 2005 (7%).

### **GRADE 8 MATHEMATICS (number of students tested = 2500)**

#### **Percent at/above proficient**

- The percentage of Connecticut students performing at the proficient level and above (35%) is higher than that of students across the nation (31%).
- Connecticut's Grade 8 students outperformed their counterparts in 19 states relative to the percentage of students scoring at or above the proficient level. Connecticut performance was not significantly different from that of 24 states. Six states (Kansas, Massachusetts, Minnesota, New Jersey, North Dakota, and Vermont) had a higher percentage of students scoring at or above proficient
- The percentage of Connecticut students performing at the proficient level and above (35%) is not significantly different from 1996, 2000, 2003, or 2005, but is significantly higher than 1990 and 1992.
- There was virtually no difference between Connecticut male and female students: 35% of males achieved proficiency, while 34% of females performed at the same level. These results are equal to performance in 2005.
- The percentage of Asian/Pacific Islander students scoring at or above the proficient level was higher than all other racial/ethnic subgroups. White students and Asian/Pacific Islander students scored higher than black and Hispanic students.

- With regard to proficiency, white students (44%) and black students (7%) do not perform significantly higher than the national average for each of the respective subgroups (41% and 11%). Connecticut's Hispanic students (10%) scored lower than their counterparts nationally (15%).

**Percent at advanced**

- The percentage of Grade 8 students performing at the advanced level on the 2007 assessment (8%) has increased significantly when compared to the 2000 NAEP administration (6%) and remained the same compared to 2003 (8%) and 2005 (8%).

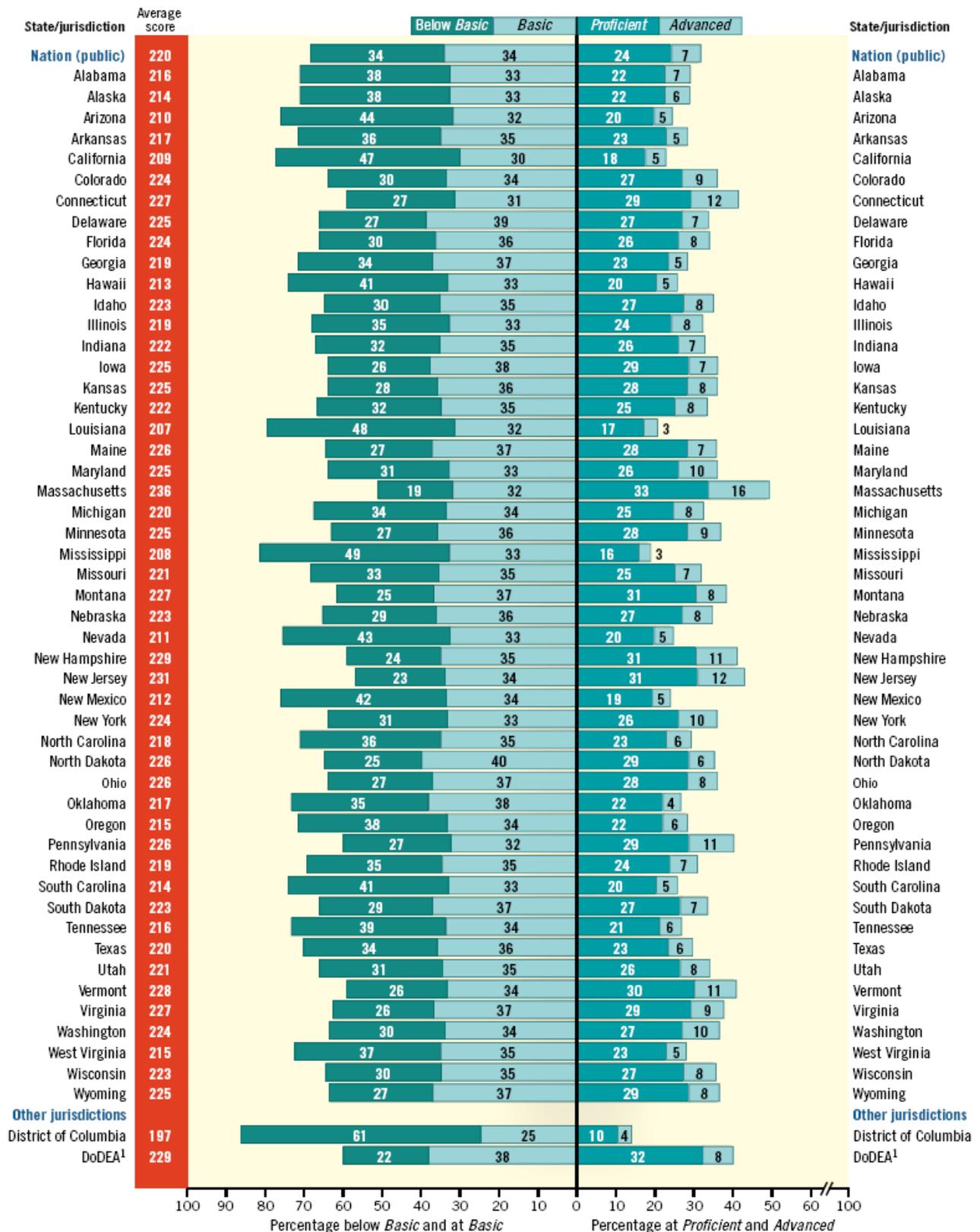
**Exclusion Rates**

<b>NAEP 2007 Exclusion Rates</b>			
	<i>Connecticut</i>	<i>National Average</i>	<i>Range of Exclusion Rates Nationally</i>
<i>GRADE 4 MATH</i>	1%	3%	1% - 6%
<i>GRADE 8 MATH</i>	2%	4%	2% - 9%
<i>GRADE 4 READING</i>	4%	6%	2% - 12%
<i>GRADE 8 READING</i>	3%	5%	2% - 9%

Connecticut achieves a high level of performance while including a higher percentage of students with disabilities and English Language Learners than the national average. These data tell an important story about the effort Connecticut educators make to ensure that all students are provided the support and accommodations necessary to access the curriculum through daily classroom instruction, activities, and assessments.

The National Report is available on the web: <http://nces.ed.gov/nationsreportcard>

Figure 10. Average scores and achievement-level results in NAEP reading for fourth-grade public school students, by state: 2007

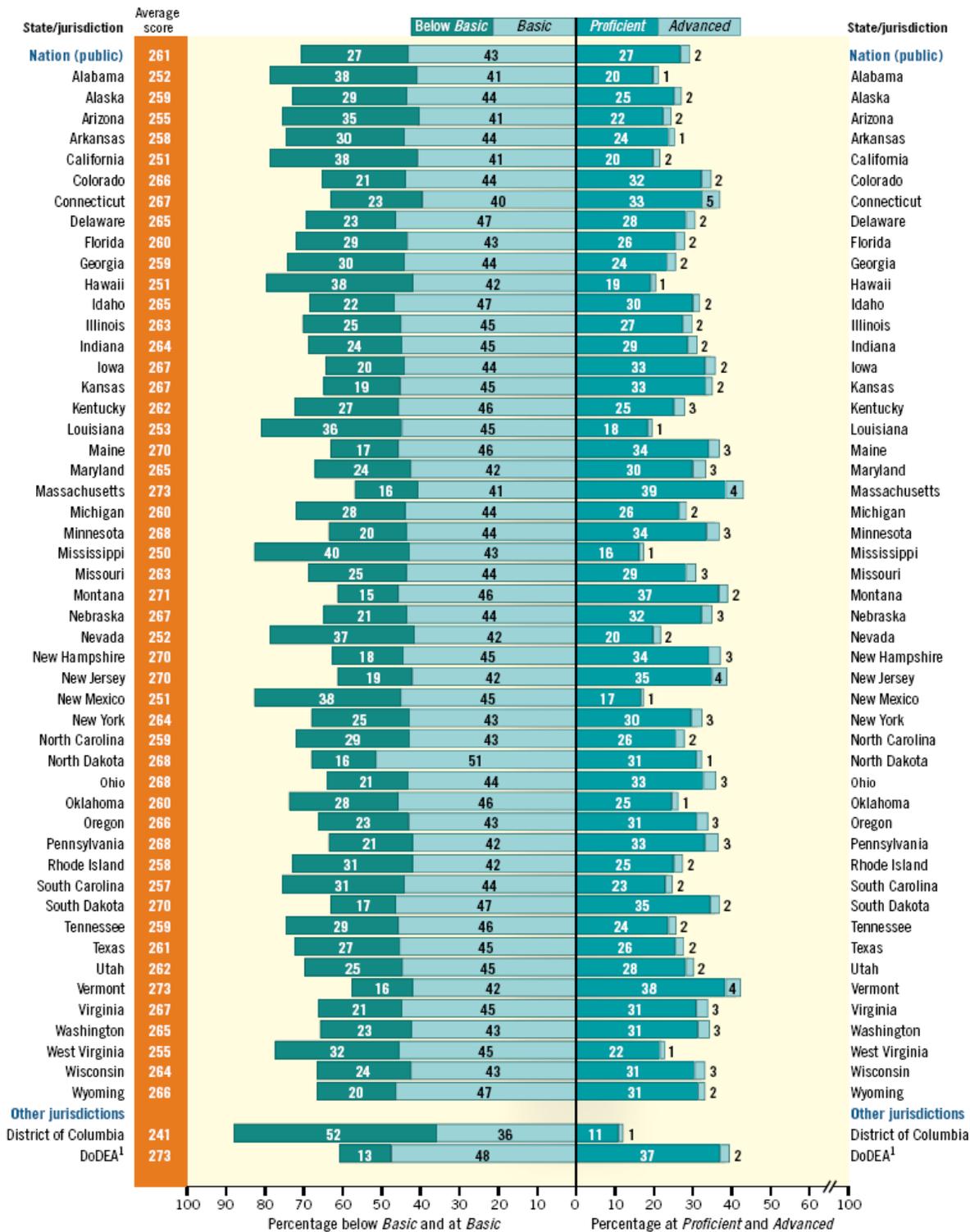


<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

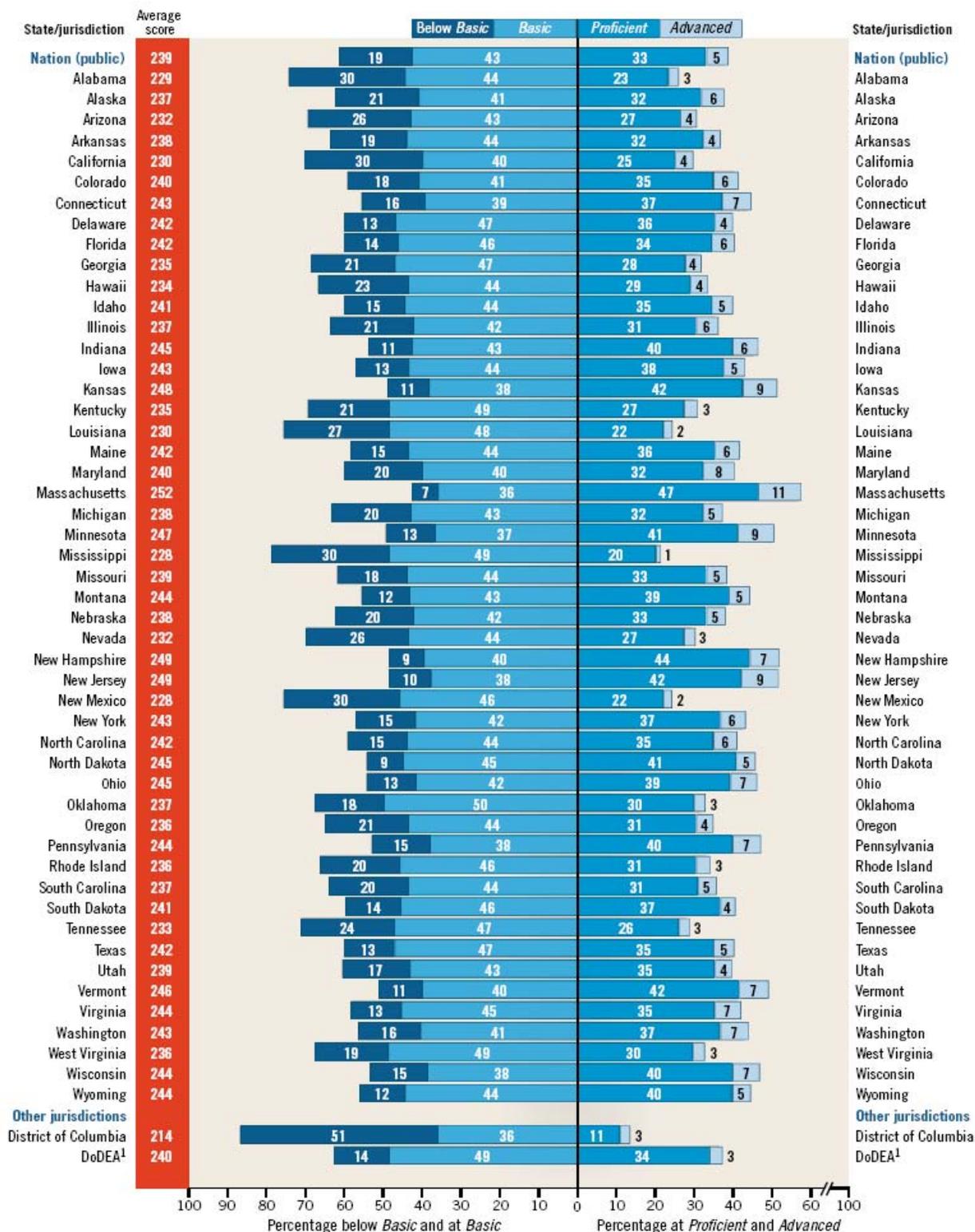
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

Figure 20. Average scores and achievement-level results in NAEP reading for eighth-grade public school students, by state: 2007



<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).  
 NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment.

Figure 10. Average scores and achievement-level results in NAEP mathematics for fourth-grade public school students, by state: 2007

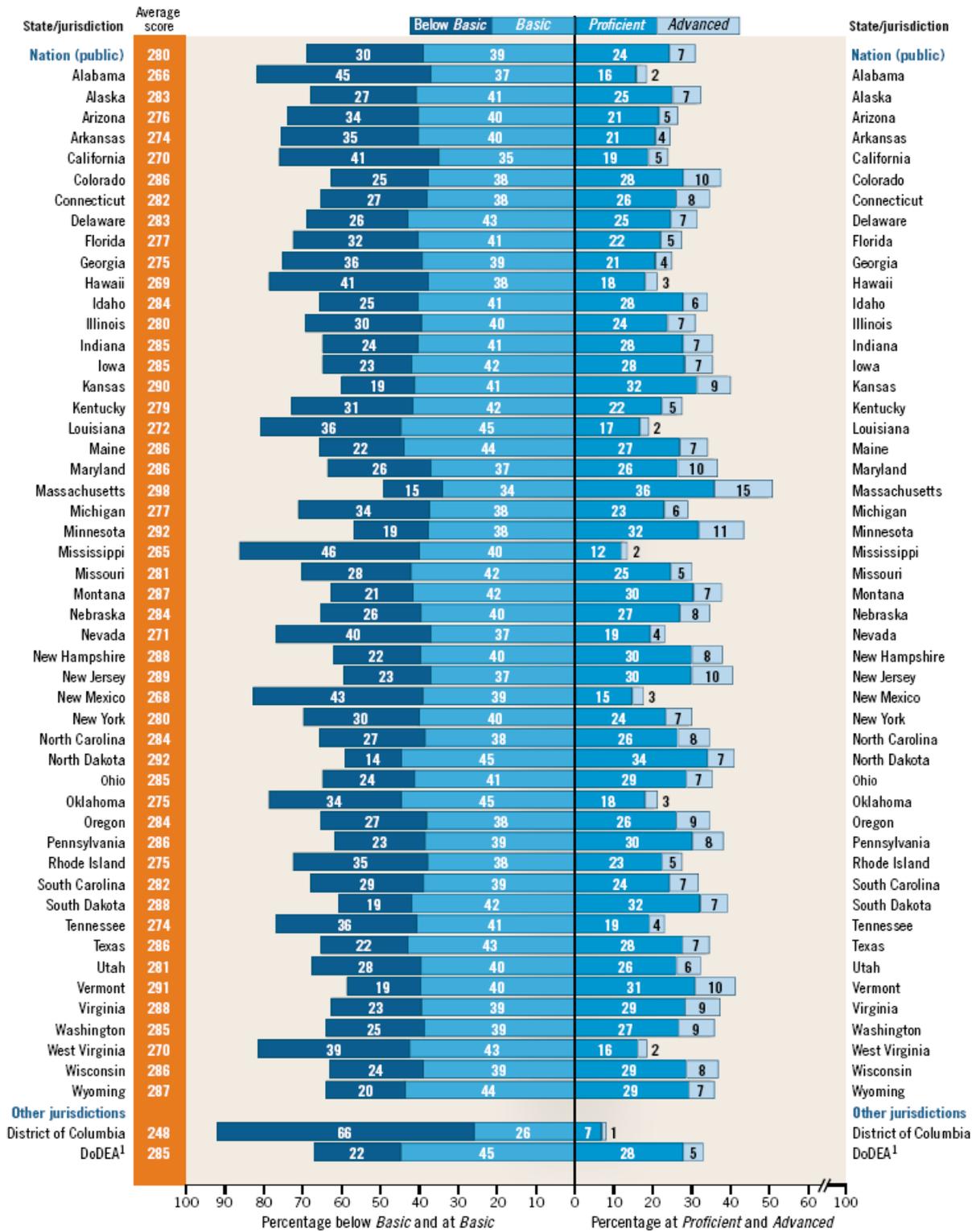


<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Figure 20. Average scores and achievement-level results in NAEP mathematics for eighth-grade public school students, by state: 2007



<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: The shaded bars are graphed using unrounded numbers. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Table 7. Percentage of fourth-grade public school students and average scores in NAEP reading, by selected student groups and state: 2007

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score						
<b>Nation (public)</b>	<b>56</b>	<b>230</b>	<b>17</b>	<b>203</b>	<b>20</b>	<b>204</b>	<b>5</b>	<b>231</b>	<b>1</b>	<b>206</b>
Alabama	58	227	37	201	3	197	1	†	#	†
Alaska	54	228	4	207	4	206	6	217	26	188
Arizona	44	224	5	206	44	197	2	229	4	187
Arkansas	70	226	20	195	8	202	1	†	1	†
California	28	227	7	200	52	195	11	228	#	†
Colorado	62	234	5	210	28	204	4	233	1	†
Connecticut	64	238	14	203	16	203	4	244	#	†
Delaware	53	233	34	213	9	218	3	246	#	†
Florida	47	232	21	208	25	218	2	241	#	†
Georgia	48	230	39	205	8	212	2	232	#	†
Hawaii	16	227	3	212	4	205	65	210	1	†
Idaho	81	227	1	†	13	204	2	†	2	202
Illinois	55	230	20	201	20	205	3	240	#	†
Indiana	80	226	10	201	6	207	1	†	#	†
Iowa	86	227	5	205	6	208	2	235	#	†
Kansas	73	229	8	208	13	209	3	229	2	†
Kentucky	84	225	11	203	1	†	11	†	#	†
Louisiana	49	220	48	194	2	213	1	†	1	†
Maine	96	226	2	†	1	†	1	†	#	†
Maryland	52	236	34	208	8	213	5	243	#	†
Massachusetts	75	241	8	211	10	209	6	241	#	†
Michigan	71	227	20	197	4	210	3	233	1	†
Minnesota	78	231	8	198	6	200	6	218	2	205
Mississippi	47	222	51	195	2	†	1	†	#	†
Missouri	75	226	20	200	3	213	2	†	#	†
Montana	83	230	1	†	3	220	1	†	12	204
Nebraska	76	230	8	194	13	203	2	†	1	†
Nevada	44	224	9	202	37	196	8	220	2	†
New Hampshire	92	230	2	215	3	209	2	235	#	†
New Jersey	59	238	15	212	18	214	8	245	#	†
New Mexico	32	228	3	208	55	204	2	†	8	197
New York	53	234	19	208	19	206	8	236	#	†
North Carolina	56	228	27	202	10	205	2	228	2	202
North Dakota	88	229	2	†	2	†	1	†	8	204
Ohio	75	231	17	204	2	214	1	†	#	†
Oklahoma	60	223	10	204	8	198	2	221	20	213
Oregon	69	222	3	198	18	190	6	218	2	206
Pennsylvania	76	233	15	200	6	200	3	228	#	†
Rhode Island	68	227	9	198	18	198	4	219	1	†
South Carolina	56	224	36	199	4	205	1	†	#	†
South Dakota	84	228	2	†	2	209	1	†	12	196
Tennessee	70	224	25	192	3	208	2	†	#	†
Texas	37	232	16	207	43	212	4	236	#	†
Utah	81	226	1	†	13	201	3	217	2	†
Vermont	94	229	2	†	1	†	2	†	1	†
Virginia	60	233	26	213	7	216	5	237	#	†
Washington	66	229	6	206	15	206	11	232	3	205
West Virginia	93	216	6	202	1	†	1	†	#	†
Wisconsin	79	229	11	191	7	208	2	222	1	†
Wyoming	84	228	2	†	10	210	1	†	4	200
Other jurisdictions										
District of Columbia	6	258	86	192	7	206	1	†	#	†
DoDEA <sup>1</sup>	49	235	19	218	14	223	7	228	1	†

Table 12. **Percentage of eighth-grade public school students and average scores in NAEP reading, by selected student groups and state: 2007**

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score						
<b>Nation (public)</b>	<b>58</b>	<b>270</b>	<b>17</b>	<b>244</b>	<b>18</b>	<b>246</b>	<b>5</b>	<b>269</b>	<b>1</b>	<b>248</b>
Alabama	60	261	36	236	3	250	1	†	#	†
Alaska	55	270	5	250	4	257	7	263	26	236
Arizona	47	269	5	248	39	241	2	277	7	233
Arkansas	68	266	24	236	6	249	1	†	1	†
California	33	266	7	237	47	239	12	264	1	251
Colorado	64	275	7	252	25	249	3	269	1	†
Connecticut	69	276	13	246	15	243	3	272	#	†
Delaware	55	274	34	250	8	257	3	277	#	†
Florida	49	268	23	244	23	256	3	278	#	†
Georgia	46	271	45	246	5	250	2	†	#	†
Hawaii	13	262	2	255	3	249	68	249	#	†
Idaho	84	268	1	†	12	243	2	†	1	†
Illinois	60	271	17	244	17	250	4	277	#	†
Indiana	79	268	12	242	5	255	1	†	#	†
Iowa	87	270	5	247	6	250	2	†	#	†
Kansas	77	272	8	246	10	248	2	†	2	†
Kentucky	84	264	12	247	2	†	1	†	#	†
Louisiana	53	264	44	240	2	†	1	†	1	†
Maine	96	270	2	†	1	†	1	†	#	†
Maryland	51	276	38	249	5	258	5	287	#	†
Massachusetts	76	278	8	253	9	251	5	281	#	†
Michigan	75	267	19	236	3	241	2	†	1	†
Minnesota	82	273	6	245	5	245	6	258	1	247
Mississippi	44	264	53	238	2	†	1	†	#	†
Missouri	75	270	20	242	3	248	2	†	#	†
Montana	84	274	1	†	2	†	1	†	11	249
Nebraska	80	271	7	243	10	255	2	†	1	†
Nevada	46	263	11	248	33	238	8	261	2	†
New Hampshire	94	270	1	†	2	252	2	†	#	†
New Jersey	57	278	17	249	17	257	9	285	#	†
New Mexico	32	265	3	248	51	246	1	†	12	234
New York	57	274	19	246	17	246	7	269	#	†
North Carolina	58	270	30	241	7	246	2	265	1	236
North Dakota	88	270	1	†	2	†	1	†	8	248
Ohio	76	274	18	246	1	260	1	†	#	†
Oklahoma	59	266	11	243	7	241	2	†	21	256
Oregon	75	270	2	250	14	243	5	270	2	260
Pennsylvania	77	272	14	248	6	244	3	284	#	†
Rhode Island	70	267	9	239	18	233	3	258	1	†
South Carolina	56	268	38	242	3	244	1	†	#	†
South Dakota	87	272	2	†	1	†	1	†	9	249
Tennessee	68	267	27	240	3	252	2	†	#	†
Texas	39	275	16	249	41	251	3	280	#	†
Utah	81	266	1	†	13	242	4	261	1	†
Vermont	94	273	2	†	1	†	2	†	1	†
Virginia	61	273	26	252	6	258	5	280	#	†
Washington	68	270	5	247	14	247	10	268	3	252
West Virginia	94	256	5	241	1	†	#	†	#	†
Wisconsin	81	270	9	231	6	247	3	264	1	†
Wyoming	85	269	1	†	9	248	1	†	4	253
Other jurisdictions										
District of Columbia	3	†	88	238	8	249	1	†	#	†
DoDEA <sup>1</sup>	47	278	19	259	15	273	7	276	#	†

Table 7. Percentage of fourth-grade public school students and average scores in NAEP mathematics, by selected student groups and state: 2007

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score						
<b>Nation (public)</b>	<b>55</b>	<b>248</b>	<b>17</b>	<b>222</b>	<b>21</b>	<b>227</b>	<b>5</b>	<b>254</b>	<b>1</b>	<b>229</b>
Alabama	58	238	37	213	3	218	1	†	1	†
Alaska	55	247	5	227	4	232	7	237	25	218
Arizona	43	246	5	219	44	220	3	253	5	216
Arkansas	67	245	22	217	9	230	2	236	1	†
California	27	247	7	218	54	218	11	251	1	†
Colorado	60	249	6	224	30	224	4	247	1	†
Connecticut	64	252	13	220	18	223	5	255	#	†
Delaware	54	249	33	230	10	234	3	261	#	†
Florida	48	250	21	225	25	238	2	255	#	†
Georgia	46	246	38	222	9	229	4	255	#	†
Hawaii	17	244	3	230	4	224	63	233	1	†
Idaho	81	245	1	†	13	224	2	†	3	215
Illinois	56	248	19	216	19	223	4	257	#	†
Indiana	78	249	10	224	7	233	1	†	#	†
Iowa	86	245	5	224	6	230	2	†	#	†
Kansas	73	252	8	226	13	234	2	260	1	†
Kentucky	84	238	11	219	2	221	1	†	#	†
Louisiana	47	240	49	219	2	234	1	†	1	†
Maine	95	243	2	221	1	†	2	†	#	†
Maryland	50	251	35	223	8	233	6	261	#	†
Massachusetts	75	257	7	232	11	231	6	259	#	†
Michigan	71	244	21	216	3	230	3	261	1	†
Minnesota	78	252	8	222	7	229	5	239	2	234
Mississippi	45	239	52	217	2	†	1	†	#	†
Missouri	77	245	19	218	3	234	1	†	#	†
Montana	83	247	1	†	3	241	1	†	12	222
Nebraska	75	244	7	211	14	220	1	†	2	†
Nevada	43	243	8	219	40	221	7	242	1	†
New Hampshire	91	250	2	226	4	232	3	258	#	†
New Jersey	57	255	14	232	20	234	8	267	#	†
New Mexico	29	242	3	220	58	222	2	†	9	222
New York	53	251	19	225	20	230	8	260	#	†
North Carolina	55	251	28	224	10	235	2	253	1	229
North Dakota	87	248	2	†	2	†	1	†	9	224
Ohio	75	250	18	225	3	231	2	†	#	†
Oklahoma	58	242	11	220	9	227	2	247	20	234
Oregon	71	241	3	219	17	217	5	249	2	220
Pennsylvania	77	249	14	222	6	229	3	259	#	†
Rhode Island	70	242	8	219	19	220	3	244	1	†
South Carolina	57	248	36	221	4	227	1	†	#	†
South Dakota	83	245	2	221	2	228	1	†	12	218
Tennessee	69	240	26	214	3	222	1	†	#	†
Texas	36	253	15	230	45	236	3	263	#	†
Utah	80	244	1	†	15	220	2	244	2	†
Vermont	94	247	2	†	1	†	2	†	1	†
Virginia	58	251	26	228	8	235	5	256	#	†
Washington	65	248	6	222	15	225	11	250	2	227
West Virginia	93	237	5	223	1	†	1	†	#	†
Wisconsin	77	250	10	212	8	229	3	245	1	†
Wyoming	84	246	2	†	10	229	1	†	3	227
Other jurisdictions										
District of Columbia	6	262	84	209	9	220	2	†	#	†
DoDEA <sup>1</sup>	51	246	17	227	14	233	7	239	1	†

Table 12. Percentage of eighth-grade public school students and average scores in NAEP mathematics, by selected student groups and state: 2007

State/jurisdiction	Race/ethnicity									
	White		Black		Hispanic		Asian/Pacific Islander		American Indian/ Alaska Native	
	Percentage of students	Average scale score	Percentage of students	Average scale score						
<b>Nation (public)</b>	<b>58</b>	<b>290</b>	<b>17</b>	<b>259</b>	<b>19</b>	<b>264</b>	<b>5</b>	<b>296</b>	<b>1</b>	<b>265</b>
Alabama	60	278	35	246	2	249	1	†	1	†
Alaska	56	294	4	271	4	274	8	282	25	260
Arizona	47	289	5	266	39	262	3	303	7	258
Arkansas	69	282	22	254	7	256	1	†	1	†
California	31	287	7	253	48	256	12	293	1	263
Colorado	65	296	7	272	25	264	3	297	1	†
Connecticut	69	293	13	255	15	254	3	307	#	†
Delaware	56	294	31	265	9	267	4	309	#	†
Florida	48	289	23	259	24	270	2	293	#	†
Georgia	46	288	43	261	7	266	2	†	#	†
Hawaii	14	278	2	†	2	264	70	268	#	†
Idaho	82	287	1	†	14	264	1	†	2	†
Illinois	60	291	16	253	18	265	5	303	#	†
Indiana	77	290	12	259	7	267	1	†	#	†
Iowa	88	288	4	257	6	261	2	†	#	†
Kansas	76	295	8	267	10	269	2	302	2	†
Kentucky	86	282	10	257	2	†	1	†	#	†
Louisiana	52	283	43	258	2	†	2	†	1	†
Maine	96	287	2	†	1	†	1	†	#	†
Maryland	51	300	37	265	7	272	5	313	#	†
Massachusetts	75	305	8	264	10	270	5	315	#	†
Michigan	75	285	18	244	3	259	2	†	1	†
Minnesota	81	297	7	260	4	269	5	283	2	266
Mississippi	47	279	51	251	1	†	1	†	#	†
Missouri	75	288	19	253	3	270	2	†	#	†
Montana	85	291	1	†	2	†	1	†	11	260
Nebraska	80	291	7	240	11	261	1	†	1	†
Nevada	47	282	10	255	34	257	8	285	1	†
New Hampshire	94	289	2	†	3	264	1	†	#	†
New Jersey	57	298	17	264	19	271	7	314	#	†
New Mexico	32	285	3	264	52	260	1	†	12	253
New York	55	290	19	258	18	264	6	302	1	†
North Carolina	56	295	30	266	8	273	3	299	1	261
North Dakota	89	295	1	†	1	†	1	†	8	264
Ohio	76	291	18	258	2	276	2	†	#	†
Oklahoma	59	280	9	258	8	259	2	†	21	269
Oregon	73	289	3	272	15	261	5	299	2	264
Pennsylvania	76	293	15	257	6	264	3	314	#	†
Rhode Island	70	284	9	250	17	251	4	282	1	†
South Carolina	56	293	38	265	3	272	1	†	#	†
South Dakota	86	292	1	†	2	269	1	†	10	261
Tennessee	67	282	28	254	4	264	2	†	#	†
Texas	38	300	15	271	44	277	3	309	#	†
Utah	82	286	1	†	12	256	3	277	2	†
Vermont	95	292	1	†	1	†	2	†	1	†
Virginia	61	296	26	268	6	275	5	299	#	†
Washington	69	291	5	264	14	263	10	289	2	265
West Virginia	94	271	4	250	1	†	1	†	#	†
Wisconsin	80	292	10	247	6	268	3	290	1	†
Wyoming	86	290	1	†	8	274	1	†	3	†
<b>Other jurisdictions</b>										
District of Columbia	3	†	88	245	9	251	1	†	#	†
DoDEA <sup>1</sup>	48	291	18	272	15	282	8	284	1	†

Source: U.S. Department of Education, Institute of Education Sciences, National Assessment of Educational Progress (NAEP).