Connecticut

Mathematics Grade 4

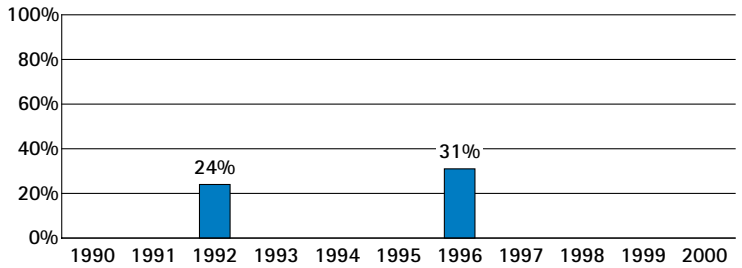
1. Improvement Over Time

Have Connecticut's 4th graders improved in mathematics achievement?

Yes. The percentage of Connecticut's public school 4th graders who met the Goals Panel's performance standard in mathematics increased from 24% in 1992, to 31% in 1996.

The Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP mathematics assessment



Mathematics performance will be tested again in 2000.

NEGP home page

2. State Comparisons†

How did Connecticut compare with other states in 4th grade mathematics achievement in public schools in 1996?

5 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Connecticut	**31%**	Maine, Wisconsin	27%
Minnesota	29%	New Jersey, Texas	25%

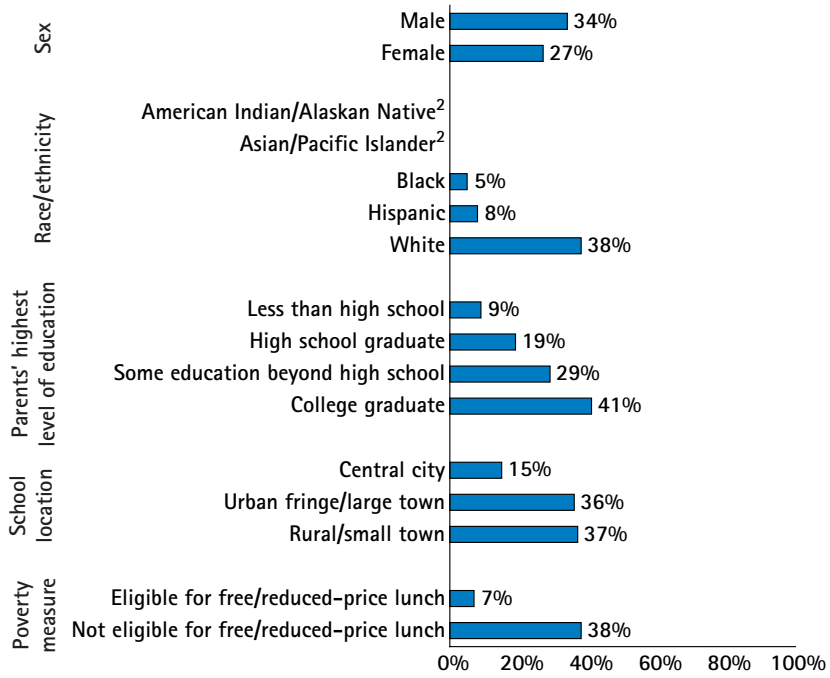
39 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Indiana, Massachusetts, Nebraska, North Dakota	24%	Delaware, Hawaii, Kentucky	16%
		Arizona, Florida	15%
Michigan, Utah, Vermont	23%	Nevada	14%
Colorado, Iowa, Maryland, Montana	22%	Arkansas, Georgia, New Mexico	13%
U.S.,* Alaska, North Carolina, Oregon, Washington	**21%**	South Carolina	12%
		Alabama, California	11%
Missouri, New York, Pennsylvania	20%	Louisiana, Mississippi	8%
Virginia, West Virginia, Wyoming	19%	District of Columbia	5%
Rhode Island, Tennessee	17%	Guam	3%

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.
[1] See explanation on pp. 3-4.
* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups[1] in Connecticut were at or above Proficient on the 1996 NAEP mathematics assessment?



[1] Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.
[2] Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

NEGP home page

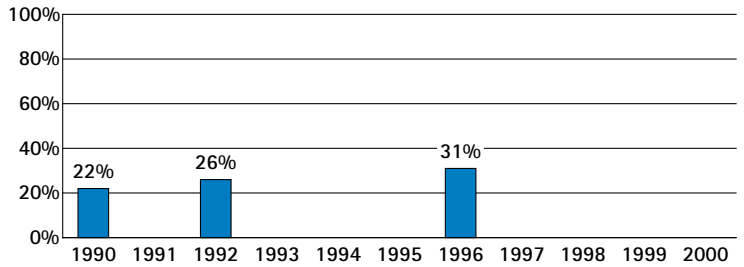
1. Improvement Over Time

Have Connecticut's 8th graders improved in mathematics achievement?

Yes. The percentage of Connecticut's public school 8th graders who met the Goals Panel's performance standard in mathematics increased from 22% in 1990, to 31% in 1996.

The Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP mathematics assessment



Mathematics performance will be tested again in 2000.

2. State Comparisons†

How did Connecticut compare with other states in 8th grade mathematics achievement in public schools in 1996?

12 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Minnesota	34%	Alaska	30%
North Dakota	33%	Massachusetts, Michigan	28%
Montana, Wisconsin	32%	Vermont	27%
Connecticut, Iowa, Maine, Nebraska	**31%**	Oregon[2]	26%

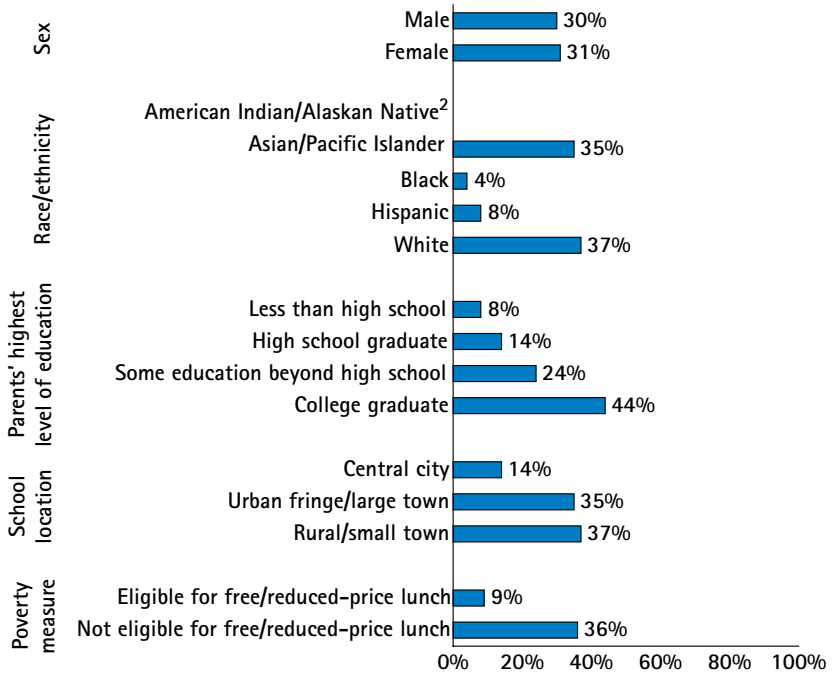
29 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Washington[2]	26%	Georgia, Hawaii, Kentucky	16%
Colorado	25%	Tennessee	15%
U.S.,* Indiana, Maryland, Utah	**24%**	New Mexico, South Carolina, West Virginia	14%
Missouri, New York, Wyoming	22%		
Texas, Virginia	21%	Arkansas	13%
North Carolina, Rhode Island	20%	Alabama	12%
Delaware	19%	Louisiana, Mississippi	7%
Arizona	18%	Guam	6%
California, Florida	17%	District of Columbia	5%

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.
1 See explanation on pp. 3-4.
2 State may appear to be out of place; however, statistically, its placement is correct. See pp. 3-4.
* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Connecticut were at or above Proficient on the 1996 NAEP mathematics assessment?



1 Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.
2 Characteristics of the sample do not permit a reliable estimate.

See Appendix A for definitions, sources, and technical notes.

Connecticut

Science Grade 8

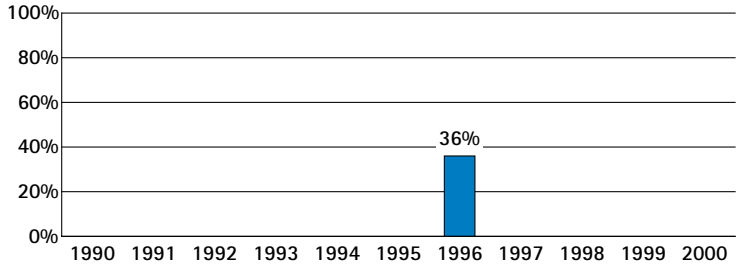
1. Improvement Over Time

Have Connecticut's 8th graders improved in science achievement?

In 1996, 36% of Connecticut's public school 8th graders met the Goals Panel's performance standard in science. The Goals Panel will report whether science performance has improved over time when science is assessed again in 2000.

The Goals Panel has set its performance standard at the two highest levels of achievement — Proficient or Advanced — on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP science assessment



Science performance will be tested again in 2000.

2. State Comparisons†

How did Connecticut compare with other states in 8th grade science achievement in public schools in 1996?

15 states had similar[1] percentages of students who were at or above Proficient on NAEP:

Maine, Montana, North Dakota	41%	Nebraska	35%
Wisconsin	39%	Vermont, Wyoming	34%
Massachusetts, Minnesota	37%	Colorado, Michigan, Oregon, Utah	32%
Connecticut, Iowa	**36%**	Alaska	31%

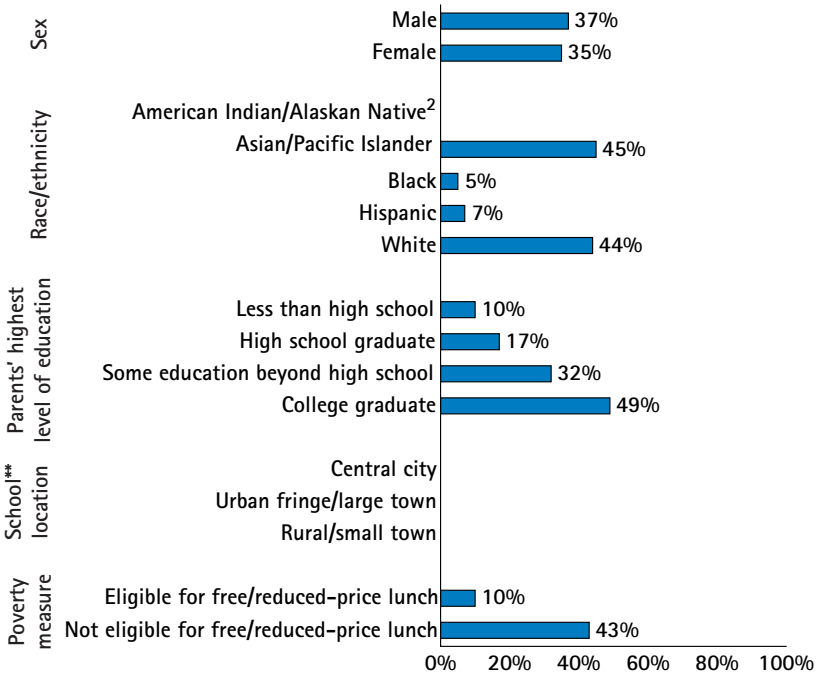
26 states had significantly lower[1] percentages of students who were at or above Proficient on NAEP:

Indiana	30%	California	20%
U.S.*	**29%**	New Mexico	19%
Missouri	28%	Alabama	18%
New York, Virginia, Washington	27%	South Carolina	17%
Rhode Island	26%	Hawaii	15%
Maryland	25%	Louisiana	13%
North Carolina	24%	Mississippi	12%
Arizona, Kentucky, Texas	23%	Guam	7%
Arkansas, Tennessee	22%	District of Columbia	5%
Delaware, Florida, Georgia, West Virginia	21%		

† The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.
[1] See explanation on pp. 3-4.
* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups[1] in Connecticut were at or above Proficient on the 1996 NAEP science assessment?



[1] Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.
[2] Characteristics of the sample do not permit a reliable estimate.
** No school location data for science in 1996.

See Appendix A for definitions, sources, and technical notes.

Mathematics Grade 8

Forty-one nations† participated in the Third International Mathematics and Science Study (TIMSS) in 8th grade mathematics in 1995. If public school 8th graders in Connecticut participated in the TIMSS mathematics assessment, how would their average performance compare to that of students who took TIMSS in these nations?

8 nations† would be expected to perform significantly higher:[1]

Belgium – Flemish[2]
Czech Republic
Hong Kong
Japan
Korea
Singapore
Slovak Republic
(Switzerland)

21 nations† would be expected to perform similarly:[1]

(Australia)
(Austria)
(Belgium – French)[2]
(Bulgaria)
Canada
Connecticut
(Denmark)
(England)
France
(Germany)
Hungary
Ireland
(Israel)
(Netherlands)
New Zealand
Norway
Russian Federation
(Scotland)
(Slovenia)
Sweden
(Thailand)
United States

12 nations† would be expected to perform significantly lower:[1]

(Colombia)
Cyprus
(Greece)
Iceland
Iran, Islamic Republic
(Kuwait)
(Latvia – LSS)[3]
(Lithuania)
Portugal
(Romania)
(South Africa)
Spain

† The term "nation" is used to refer to nations, states, or jurisdictions. Performance for nations is based on public school data only. Nations not meeting international guidelines are shown in parentheses.
1 See explanation on pp. 3-4.
2 The Flemish and French educational systems in Belgium participated separately.
3 Latvia is designated LSS because only Latvian-speaking schools were tested, which represent less than 65% of the population.

Science Grade 8 ★

Forty-one nations† participated in the Third International Mathematics and Science Study (TIMSS) in 8th grade science in 1995. If public school 8th graders in Connecticut participated in the TIMSS science assessment, how would their average performance compare to that of students who took TIMSS in these nations?

1 nation† would be expected to perform significantly higher:[1]

Singapore

20 nations† would be expected to perform similarly:[1]

(Australia)
(Austria)
Belgium – Flemish[2]
(Bulgaria)
Canada
Connecticut
Czech Republic
(England)
(Germany)
Hungary
Ireland
(Israel)
Japan
Korea
(Netherlands)
New Zealand
Russian Federation
Slovak Republic
(Slovenia)
Sweden
United States

20 nations† would be expected to perform significantly lower:[1]

(Belgium – French)[2]
(Colombia)
Cyprus
(Denmark)
France
(Greece)
Hong Kong
Iceland
Iran, Islamic Republic
(Kuwait)
(Latvia – LSS)[3]
(Lithuania)
Norway
Portugal
(Romania)
(Scotland)
(South Africa)
Spain
(Switzerland)
(Thailand)

† The term "nation" is used to refer to nations, states, or jurisdictions. Performance for nations is based on public school data only. Nations not meeting international guidelines are shown in parentheses.
1 See explanation on pp. 3-4.
2 The Flemish and French educational systems in Belgium participated separately.
3 Latvia is designated LSS because only Latvian-speaking schools were tested, which represent less than 65% of the population.

See Appendix A for definitions, sources, and technical notes.