1. Improvement Over Time

Have the District of Columbia’s 4th graders improved in mathematics achievement?

Not yet. Between 1992 and 1996, there was no significant change in the percentage of public school 4th graders who met the Goals Panel’s performance standard in mathematics.

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.

2. State Comparisons

How did the District of Columbia compare with other states in 4th grade mathematics achievement in public schools in 1996?

Connecticut 31%
Minnesota 29%
Maine, Wisconsin 27%
New Jersey, Texas 25%
Indiana, Massachusetts, Nebraska, North Dakota 24%
Michigan, Utah, Vermont 23%
U.S.,* Alaska, North Carolina, Oregon, Washington 21%
Connecticut, Missouri, New York, Pennsylvania, Virginia, West Virginia, Wyoming 20%

No state had a similar percentage of students who were at or above Proficient on NAEP:

District of Columbia 5%

1 state had a significantly lower percentage of students who were at or above Proficient on NAEP:

Guam 3%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in the District of Columbia were at or above Proficient on the 1996 NAEP mathematics assessment?

Sex

Male 6%
Female 4%

Race/Ethnicity

American Indian/Alaskan Native 2
Asian/Pacific Islander 2
Black 2%
Hispanic 4%
White 49%

Parents’ highest level of education

Less than high school <1%
High school graduate 1%
Some education beyond high school 3%
College graduate 10%

School location

Central city 5%
Urban fringe/large town 2
Rural/small town 2

Poverty measure

Eligible for free/reduced-price lunch 1%
Not eligible for free/reduced-price lunch 19%

† 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.

† 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.
1. Improvement Over Time

Have the District of Columbia’s 8th graders improved in mathematics achievement?

Not yet. Between 1990 and 1996, there was no significant change in the percentage of public school 8th graders who met the Goals Panel’s performance standard in mathematics.

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.

2. State Comparisons†

How did the District of Columbia compare with other states in 8th grade mathematics achievement in public schools in 1996?

<table>
<thead>
<tr>
<th>State/Region</th>
<th>Percentage of students at or above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota</td>
<td>34%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>33%</td>
</tr>
<tr>
<td>Montana, Wisconsin</td>
<td>32%</td>
</tr>
<tr>
<td>Connecticut, Iowa, Maine, Nebraska</td>
<td>31%</td>
</tr>
<tr>
<td>Alaska</td>
<td>30%</td>
</tr>
<tr>
<td>Massachussetts, Michigan</td>
<td>28%</td>
</tr>
<tr>
<td>Vermont</td>
<td>27%</td>
</tr>
<tr>
<td>Oregon, Washington</td>
<td>26%</td>
</tr>
<tr>
<td>Colorado</td>
<td>25%</td>
</tr>
<tr>
<td>U.S.* Indiana, Maryland, Utah</td>
<td>24%</td>
</tr>
<tr>
<td>Missouri, New York, Wyoming</td>
<td>22%</td>
</tr>
</tbody>
</table>

3 states had similar percentages of students who were at or above Proficient on NAEP:

- Louisiana, Mississippi: 7%
- Guam: 6%
- District of Columbia: 5%

38 states had significantly higher percentages of students who were at or above Proficient on NAEP:

- Minnesota: 34%
- North Dakota: 33%
- Montana, Wisconsin: 32%
- Connecticut, Iowa, Maine, Nebraska: 31%
- Alaska: 30%
- Massachussetts, Michigan: 28%
- Vermont: 27%
- Oregon, Washington: 26%
- Colorado: 25%
- U.S.* Indiana, Maryland, Utah: 24%
- Missouri, New York, Wyoming: 22%
- Texas, Virginia: 21%
- North Carolina, Rhode Island: 20%
- Delaware: 19%
- Arizona: 18%
- California, Florida: 17%
- Georgia, Hawaii, Kentucky: 16%
- Tennessee: 15%
- New Mexico, South Carolina: 14%
- West Virginia: 13%
- Arkansas: 13%
- Alabama: 12%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups1 in the District of Columbia were at or above Proficient on the 1996 NAEP mathematics assessment?

<table>
<thead>
<tr>
<th>Sex</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>American Indian/Alaskan Native</th>
<th>Asian/Pacific Islander</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2%</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>61%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents' highest level of education</th>
<th>Less than high school</th>
<th>High school graduate</th>
<th>Some education beyond high school</th>
<th>College graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>4%</td>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School location</th>
<th>Central city</th>
<th>Urban fringe/large town</th>
<th>Rural/small town</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poverty measure</th>
<th>Eligible for free/reduced-price lunch</th>
<th>Not eligible for free/reduced-price lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2%</td>
<td>12%</td>
</tr>
</tbody>
</table>

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

† 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.
1. Improvement Over Time

Have the District of Columbia’s 8th graders improved in science achievement?

In 1996, 5% of the District of Columbia’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.

2. State Comparisons

How did the District of Columbia compare with other states in 8th grade science achievement in public schools in 1996?

### 40 states had significantly higher percentages of students who were at or above Proficient on NAEP:

- Maine, Montana, North Dakota 41%
- Wisconsin 39%
- Massachusetts, Minnesota 37%
- Connecticut, Iowa 36%
- Nebraska 35%
- Vermont, Wyoming 34%
- Colorado, Michigan, Oregon, Utah 32%
- Alaska 31%
- Indiana 30%
- **U.S.* 29%
- Missouri 28%
- New York, Virginia, Washington 27%
- Rhode Island 26%

### 1 state had a similar percentage of students who were at or above Proficient on NAEP:

- Guam 7%
- District of Columbia 5%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups in the District of Columbia were at or above Proficient on the 1996 NAEP science assessment?

<table>
<thead>
<tr>
<th>Sex</th>
<th>Male</th>
<th>6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>White²</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Parent’s highest level of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than high school</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>High school graduate</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Some education beyond high school</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>College graduate</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>School**/location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central city</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban fringe/large town</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural/small town</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poverty measure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible for free/reduced-price lunch</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Not eligible for free/reduced-price lunch</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

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.

* Figure shown for the U.S. includes both public and nonpublic school data.

* The term “state” is used to refer to the 50 states, the District of Columbia, and the territories.

† The term “state” is used to refer to the 50 states, the District of Columbia, and the territories.

See Appendix A for definitions, sources, and technical notes.
# International Comparisons

## 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 the District of Columbia participated in the TIMSS mathematics assessment, how would their average performance compare to that of students who took TIMSS in these nations?

### 38 nations' would be expected to perform significantly higher:

- Australia
- Austria
- Belgium – Flemish
- Belgium – French
- Bulgaria
- Canada
- Cyprus
- Czech Republic
- Denmark
- England
- France
- Germany
- Greece
- Hong Kong
- Hungary
- Iceland
- Iran, Islamic Republic
- Ireland
- Israel
- Japan
- Korea
- Latvia – LSS
- Lithuania
- Netherlands
- New Zealand
- Norway
- Portugal
- Romania
- Russian Federation
- Scotland
- Singapore
- Slovak Republic
- Slovenia
- Spain
- Sweden
- Switzerland
- Thailand
- United States

### 2 nations' would be expected to perform similarly:

- Colombia
- Kuwait

### 1 nation's would be expected to perform significantly lower:

- South Africa

---

### 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 the District of Columbia participated in the TIMSS science assessment, how would their average performance compare to that of students who took TIMSS in these nations?

### 38 nations' would be expected to perform significantly higher:

- Australia
- Austria
- Belgium – Flemish
- Belgium – French
- Bulgaria
- Canada
- Cyprus
- Czech Republic
- Denmark
- England
- France
- Germany
- Greece
- Hong Kong
- Hungary
- Iceland
- Iran, Islamic Republic
- Ireland
- Israel
- Japan
- Korea
- Latvia – LSS
- Lithuania
- Netherlands
- New Zealand
- Norway
- Portugal
- Romania
- Russian Federation
- Scotland
- Singapore
- Slovak Republic
- Slovenia
- Spain
- Sweden
- Switzerland
- Thailand
- United States

### 2 nations' would be expected to perform similarly:

- Colombia
- Kuwait

### 1 nation's would be expected to perform significantly lower:

- South Africa

---

† 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.

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