

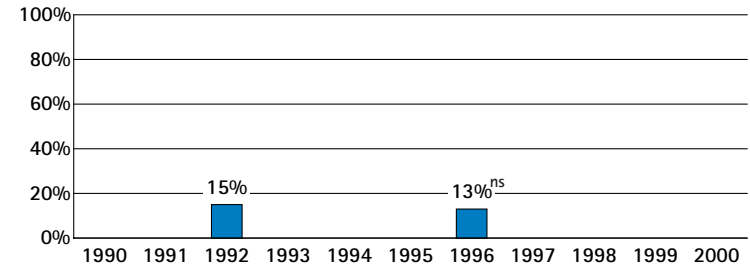
## 1. Improvement Over Time

Have Georgia'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.*

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



<sup>ns</sup> Interpret with caution. Change was not statistically significant. Mathematics performance will be tested again in 2000.

## 2. State Comparisons<sup>†</sup>

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

**28 states had significantly higher<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

Connecticut	31%	Colorado, Iowa, Maryland, Montana	22%
Minnesota	29%	<b>U.S.*</b> Alaska, North Carolina, Oregon,	<b>21%</b>
Maine, Wisconsin	27%	Washington	
New Jersey, Texas	25%	Missouri, New York, Pennsylvania	20%
Indiana, Massachusetts, Nebraska,	24%	Virginia, West Virginia, Wyoming	19%
North Dakota		Rhode Island <sup>2</sup>	17%
Michigan, Utah, Vermont	23%		

**12 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

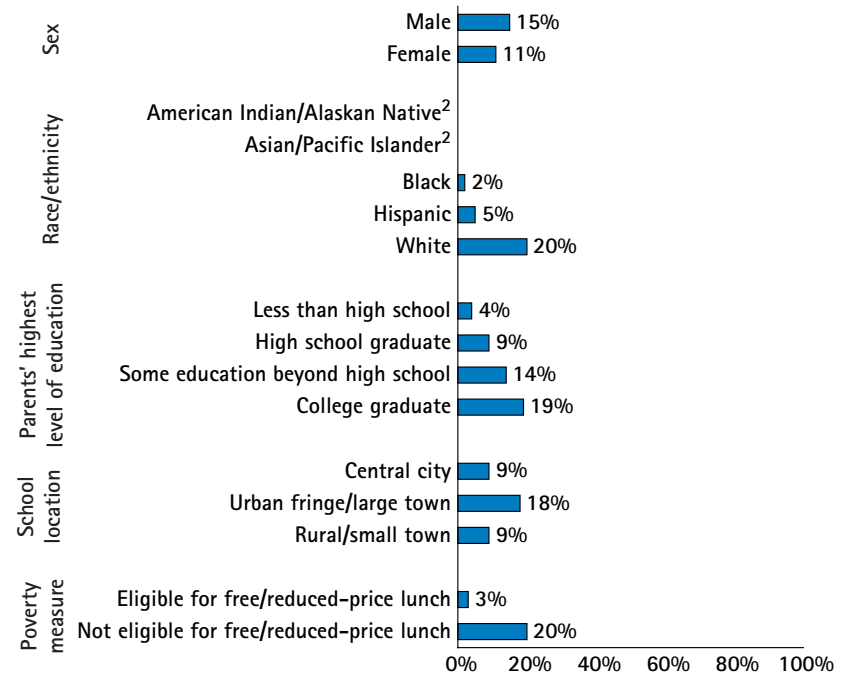
Tennessee <sup>2</sup>	17%	<b>Georgia</b> , Arkansas, New Mexico	<b>13%</b>
Delaware, Hawaii, Kentucky	16%	South Carolina	12%
Arizona, Florida	15%	Alabama, California	11%
Nevada	14%		

**4 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

Louisiana, Mississippi	8%	Guam	3%
District of Columbia	5%		

## 3. Subgroup Performance

What percentages of public school 4th graders in different subgroups<sup>1</sup> in Georgia were at or above Proficient on the 1996 NAEP mathematics assessment?



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

<sup>†</sup> The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

<sup>1</sup> See explanation on pp. 3-4.

<sup>2</sup> 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.

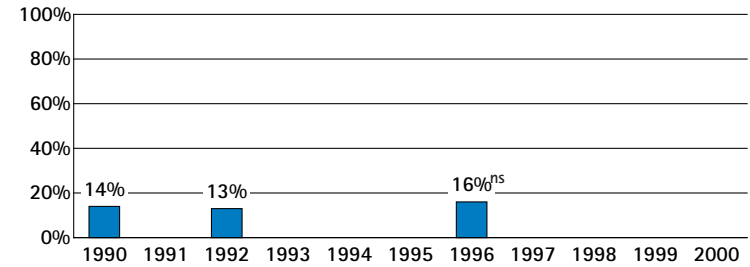
## 1. Improvement Over Time

Have Georgia'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.*

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



<sup>ns</sup> Interpret with caution. Change was not statistically significant. Mathematics performance will be tested again in 2000.

## 2. State Comparisons<sup>†</sup>

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

**22 states had significantly higher<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

Minnesota	34%	Vermont	27%
North Dakota	33%	Oregon, Washington	26%
Montana, Wisconsin	32%	Colorado	25%
Connecticut, Iowa, Maine, Nebraska	31%	<b>U.S.*</b> Indiana, Maryland, Utah	<b>24%</b>
Alaska	30%	Missouri, New York, Wyoming	22%
Massachusetts, Michigan	28%	Virginia <sup>2</sup>	21%

**15 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

Texas <sup>2</sup>	21%	Tennessee	15%
North Carolina, Rhode Island	20%	New Mexico, South Carolina,	14%
Delaware	19%	West Virginia	
Arizona	18%	Arkansas	13%
California, Florida	17%	Alabama	12%
<b>Georgia, Hawaii, Kentucky</b>	<b>16%</b>		

**4 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

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

<sup>†</sup> The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

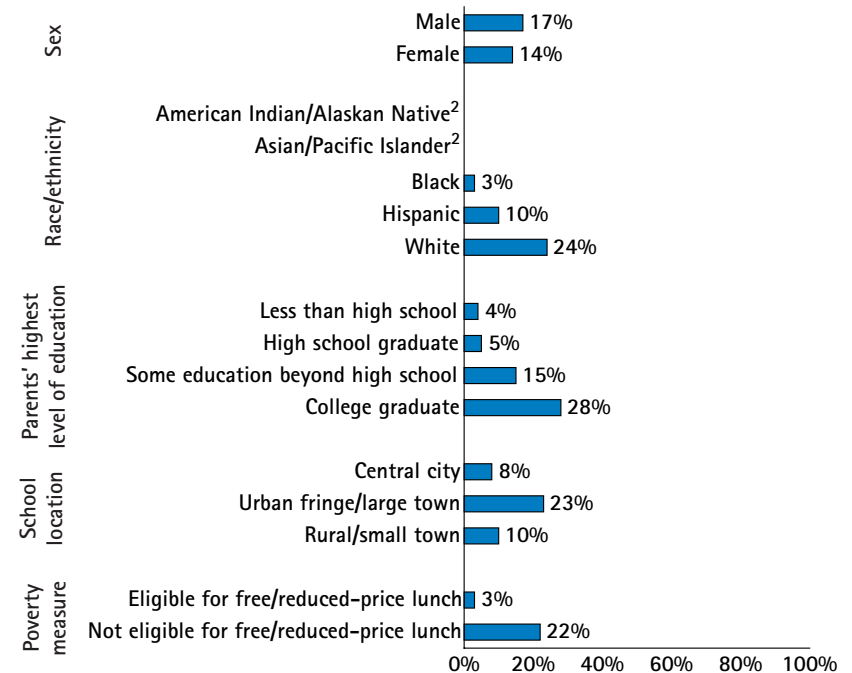
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\* Figure shown for the U.S. includes both public and nonpublic school data.

## 3. Subgroup Performance

What percentages of public school 8th graders in different subgroups<sup>1</sup> in Georgia were at or above Proficient on the 1996 NAEP mathematics assessment?



<sup>1</sup> Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.

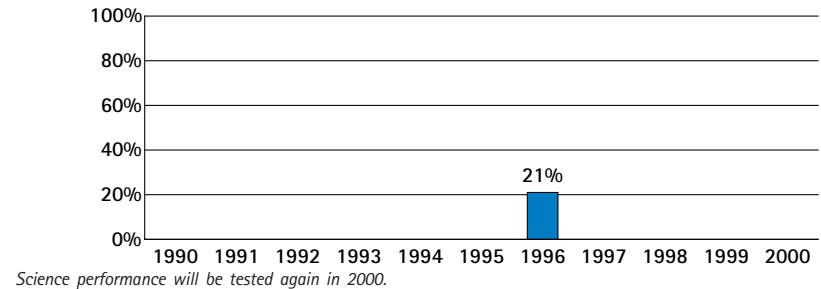
## 1. Improvement Over Time

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

*In 1996, 21% of Georgia'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



## 2. State Comparisons<sup>†</sup>

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

**20 states had significantly higher<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

Maine, Montana, North Dakota	41%	Colorado, Michigan, Oregon, Utah	32%
Wisconsin	39%	Alaska	31%
Massachusetts, Minnesota	37%	Indiana	30%
Connecticut, Iowa	36%	<b>U.S.*</b>	<b>29%</b>
Nebraska	35%	Missouri	28%
Vermont, Wyoming	34%	New York, <sup>2</sup> Washington <sup>2</sup>	27%

**16 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

Virginia <sup>2</sup>	27%	<b>Georgia</b> , Delaware, Florida,	<b>21%</b>
Rhode Island	26%	West Virginia	
Maryland	25%	California	20%
North Carolina	24%	New Mexico	19%
Arizona, Kentucky, Texas	23%	Alabama	18%
Arkansas, Tennessee	22%	South Carolina	17%

**5 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

Hawaii	15%	Guam	7%
Louisiana	13%	District of Columbia	5%
Mississippi	12%		

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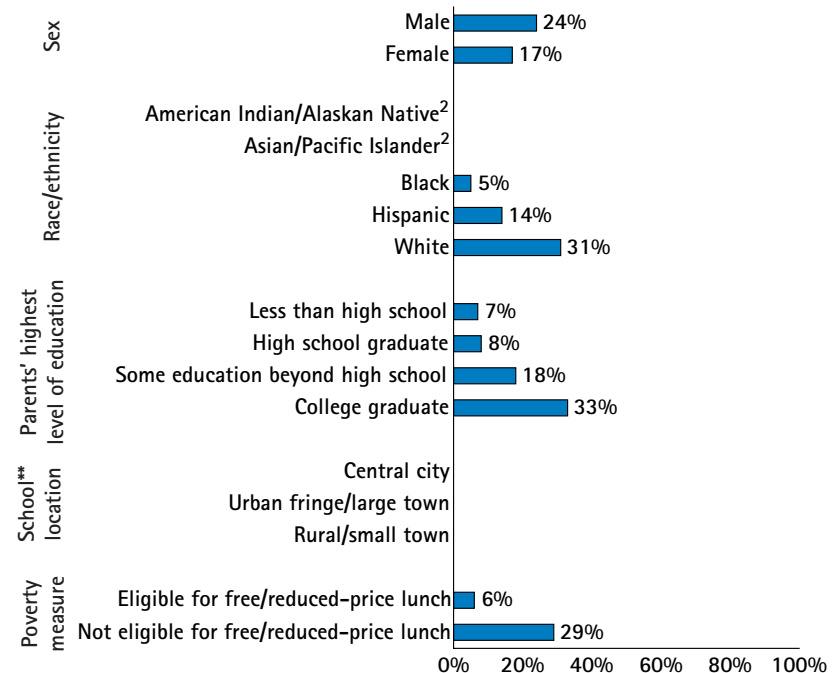
<sup>1</sup> See explanation on pp. 3-4.

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\* 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<sup>1</sup> in Georgia were at or above Proficient on the 1996 NAEP science assessment?



<sup>1</sup> Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.

\*\* No school location data for science in 1996.

## Mathematics Grade 8

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

### 27 nations<sup>†</sup> would be expected to perform significantly higher:<sup>1</sup>

(Australia)	(Israel)
(Austria)	Japan
Belgium – Flemish <sup>2</sup>	Korea
(Belgium – French) <sup>2</sup>	(Netherlands)
(Bulgaria)	New Zealand
Canada	Norway
Czech Republic	Russian Federation
(Denmark)	Singapore
(England)	Slovak Republic
France	(Slovenia)
(Germany)	Sweden
Hong Kong	(Switzerland)
Hungary	(Thailand)
Ireland	

### 10 nations<sup>†</sup> would be expected to perform similarly:<sup>1</sup>

Cyprus	Portugal
<b>Georgia</b>	(Romania)
(Greece)	(Scotland)
Iceland	Spain
(Latvia – LSS) <sup>3</sup>	<b>United States</b>
(Lithuania)	

### 4 nations<sup>†</sup> would be expected to perform significantly lower:<sup>1</sup>

(Colombia)	(Kuwait)
Iran, Islamic Republic	(South Africa)

<sup>†</sup> 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.

<sup>1</sup> See explanation on pp. 3-4.

<sup>2</sup> The Flemish and French educational systems in Belgium participated separately.

<sup>3</sup> 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<sup>†</sup> participated in the Third International Mathematics and Science Study (TIMSS) in 8th grade science in 1995. If public school 8th graders in Georgia participated in the TIMSS science assessment, how would their average performance compare to that of students who took TIMSS in these nations?

### 14 nations<sup>†</sup> would be expected to perform significantly higher:<sup>1</sup>

(Australia)	Japan
(Austria)	Korea
Belgium – Flemish <sup>2</sup>	(Netherlands)
(Bulgaria)	Russian Federation
Czech Republic	Singapore
(England)	Slovak Republic
Hungary	(Slovenia)

### 17 nations<sup>†</sup> would be expected to perform similarly:<sup>1</sup>

Canada	New Zealand
France	Norway
<b>Georgia</b>	(Romania)
(Germany)	(Scotland)
(Greece)	Spain
Hong Kong	Sweden
Iceland	(Switzerland)
Ireland	(Thailand)
(Israel)	<b>United States</b>

### 10 nations<sup>†</sup> would be expected to perform significantly lower:<sup>1</sup>

(Belgium – French) <sup>2</sup>	(Kuwait)
(Colombia)	(Latvia – LSS) <sup>3</sup>
Cyprus	(Lithuania)
(Denmark)	Portugal
Iran, Islamic Republic	(South Africa)

<sup>†</sup> 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.

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