

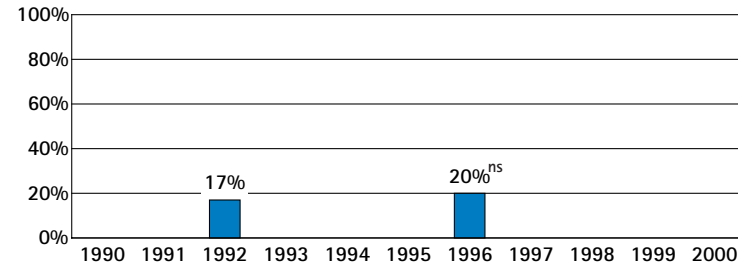
1. Improvement Over Time

Have New York'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



^{ns} Interpret with caution. Change was not statistically significant. Mathematics performance will be tested again in 2000.

2. State Comparisons[†]

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

4 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut	31%	Maine, Wisconsin	27%
Minnesota	29%		

24 states had similar¹ percentages of students who were at or above Proficient on NAEP:

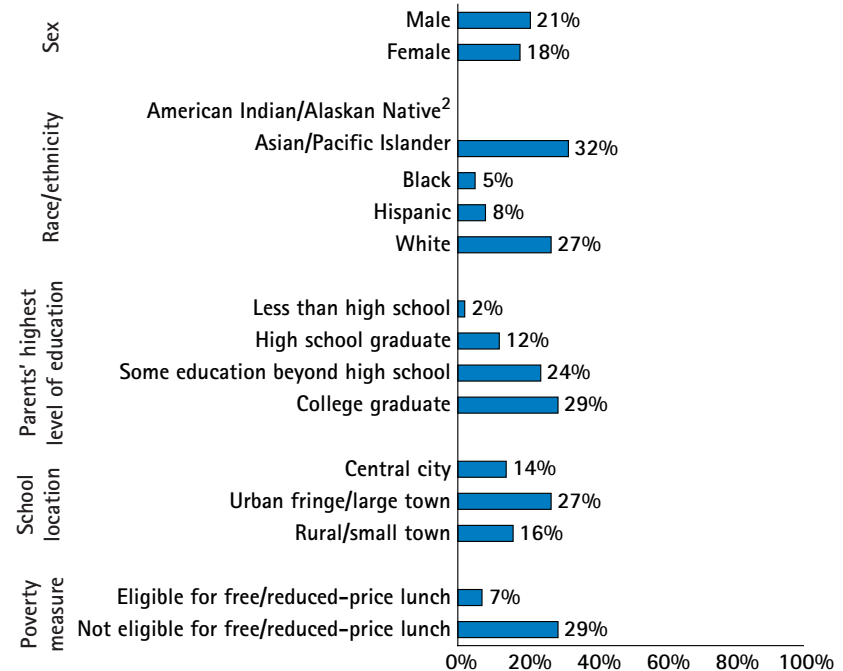
New Jersey, Texas	25%	U.S.* Alaska, North Carolina, Oregon,	21%
Indiana, Massachusetts, Nebraska,	24%	Washington	
North Dakota		New York , Missouri, Pennsylvania	20%
Michigan, Utah, Vermont	23%	Virginia, West Virginia, Wyoming	19%
Colorado, Iowa, Maryland, Montana	22%	Rhode Island, Tennessee	17%

16 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Delaware, Hawaii, Kentucky	16%	Alabama, California	11%
Arizona, Florida	15%	Louisiana, Mississippi	8%
Nevada	14%	District of Columbia	5%
Arkansas, Georgia, New Mexico	13%	Guam	3%
South Carolina	12%		

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in New York 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.

[†] 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.

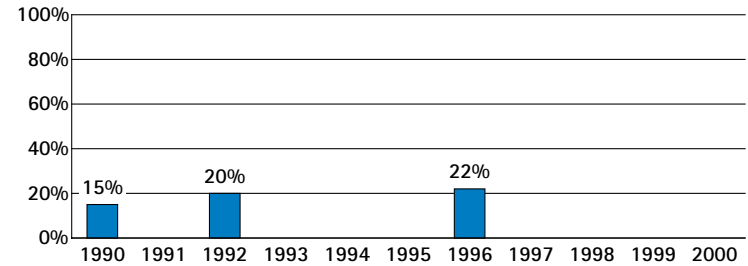
1. Improvement Over Time

Have New York's 8th graders improved in mathematics achievement?

Yes. The percentage of New York's public school 8th graders who met the Goals Panel's performance standard in mathematics increased from 15% in 1990, to 22% 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 New York compare with other states in 8th grade mathematics achievement in public schools in 1996?

11 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Minnesota	34%	Connecticut, Iowa, Maine, Nebraska	31%
North Dakota	33%	Alaska	30%
Montana, Wisconsin	32%	Massachusetts, Michigan	28%

15 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Vermont	27%	Texas, Virginia	21%
Oregon, Washington	26%	North Carolina, Rhode Island	20%
Colorado	25%	Delaware	19%
U.S.,*	24%	Arizona	18%
New York, Missouri, Wyoming	22%		

15 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

California, Florida	17%	Arkansas	13%
Georgia, Hawaii, Kentucky	16%	Alabama	12%
Tennessee	15%	Louisiana, Mississippi	7%
New Mexico, South Carolina, West Virginia	14%	Guam	6%
		District of Columbia	5%

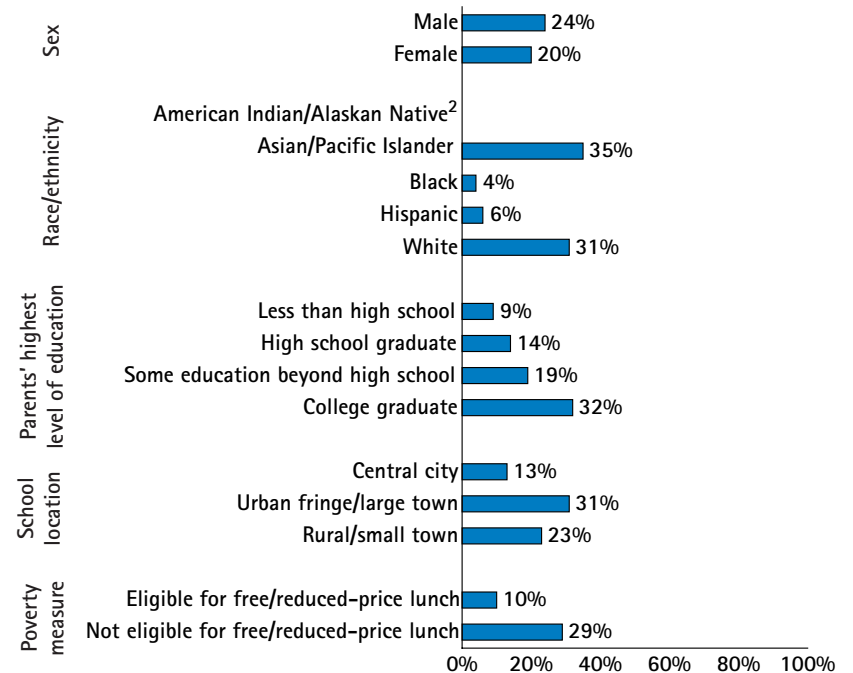
[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

¹ See explanation on pp. 3-4.

* 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 subgroups¹ in New York 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.

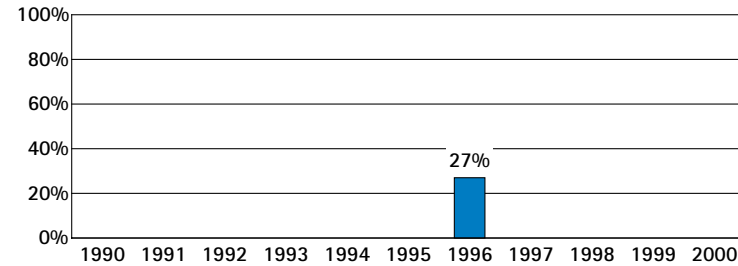
1. Improvement Over Time

Have New York's 8th graders improved in science achievement?

In 1996, 27% of New York'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 New York compare with other states in 8th grade science achievement in public schools in 1996?

12 states had significantly higher¹ 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%	Utah ²	32%
Connecticut, Iowa	36%		

15 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Colorado, ² Michigan, ³ Oregon ²	32%	Rhode Island	26%
Alaska	31%	Maryland	25%
Indiana	30%	North Carolina	24%
U.S.*	29%	Arizona, Kentucky, Texas	23%
Missouri	28%	Tennessee ²	22%
New York , Virginia, Washington	27%		

14 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Arkansas ²	22%	South Carolina	17%
Delaware, Florida, Georgia, West Virginia	21%	Hawaii	15%
California	20%	Louisiana	13%
New Mexico	19%	Mississippi	12%
Alabama	18%	Guam	7%
		District of Columbia	5%

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

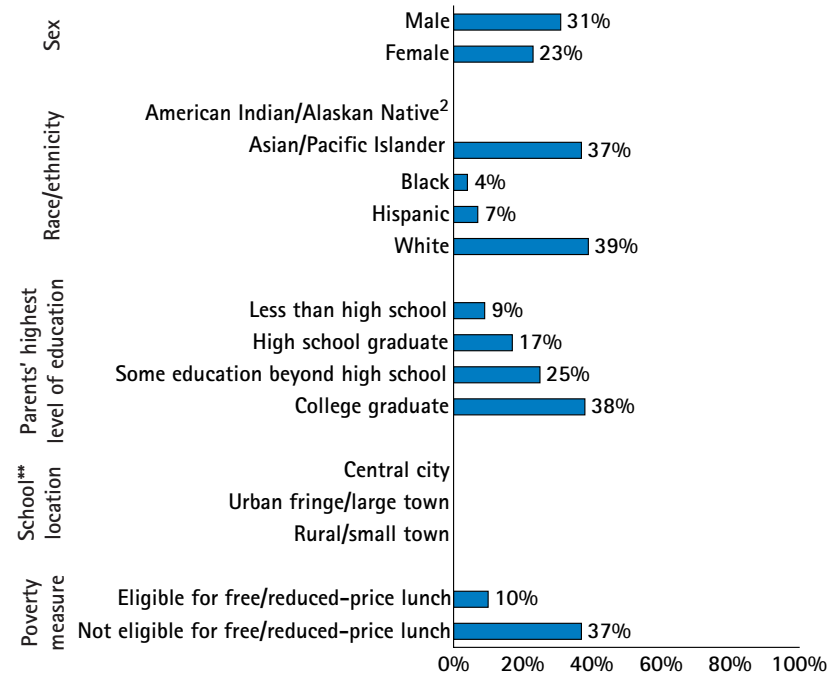
¹ See explanation on pp. 3-4.

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 subgroups¹ in New York 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.

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

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

(Australia)	Ireland
(Austria)	Japan
Belgium – Flemish ²	Korea
(Belgium – French) ²	(Netherlands)
(Bulgaria)	Russian Federation
Canada	Singapore
Czech Republic	Slovak Republic
France	(Slovenia)
Hong Kong	(Switzerland)
Hungary	

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

Cyprus	New York
(Denmark)	New Zealand
(England)	Norway
(Germany)	(Romania)
(Greece)	(Scotland)
Iceland	Spain
(Israel)	Sweden
(Latvia – LSS) ³	(Thailand)
(Lithuania)	United States

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

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

[†] 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 New York participated in the TIMSS science assessment, how would their average performance compare to that of students who took TIMSS in these nations?

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

(Austria)	Japan
(Bulgaria)	Korea
Czech Republic	(Netherlands)
(England)	Singapore
Hungary	(Slovenia)

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

(Australia)	Norway
Belgium – Flemish ²	Russian Federation
Canada	(Scotland)
(Germany)	Slovak Republic
Hong Kong	Spain
Ireland	Sweden
(Israel)	(Switzerland)
New York	(Thailand)
New Zealand	United States

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

(Belgium – French) ²	(Kuwait)
(Colombia)	(Latvia – LSS) ³
Cyprus	(Lithuania)
(Denmark)	Portugal
France	(Romania)
(Greece)	(South Africa)
Iceland	
Iran, Islamic Republic	

[†] 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.