

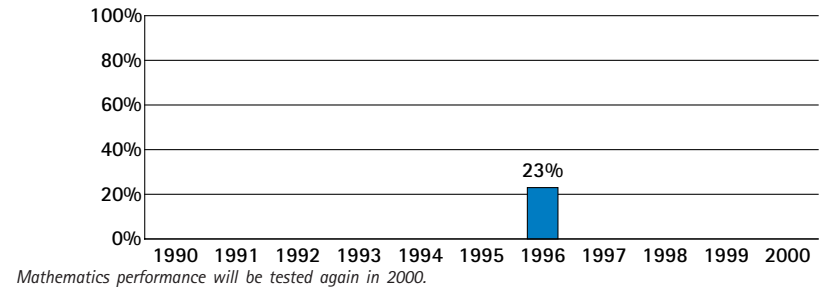
1. Improvement Over Time

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

In 1996, 23% of Vermont's public school 4th graders met the Goals Panel's performance standard in mathematics. The Goals Panel will report whether mathematics performance has improved over time when mathematics 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 4th graders at or above Proficient on the NAEP mathematics assessment



2. State Comparisons[†]

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

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

Connecticut	31%	Minnesota	29%
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22 states had similar¹ percentages of students who were at or above Proficient on NAEP:

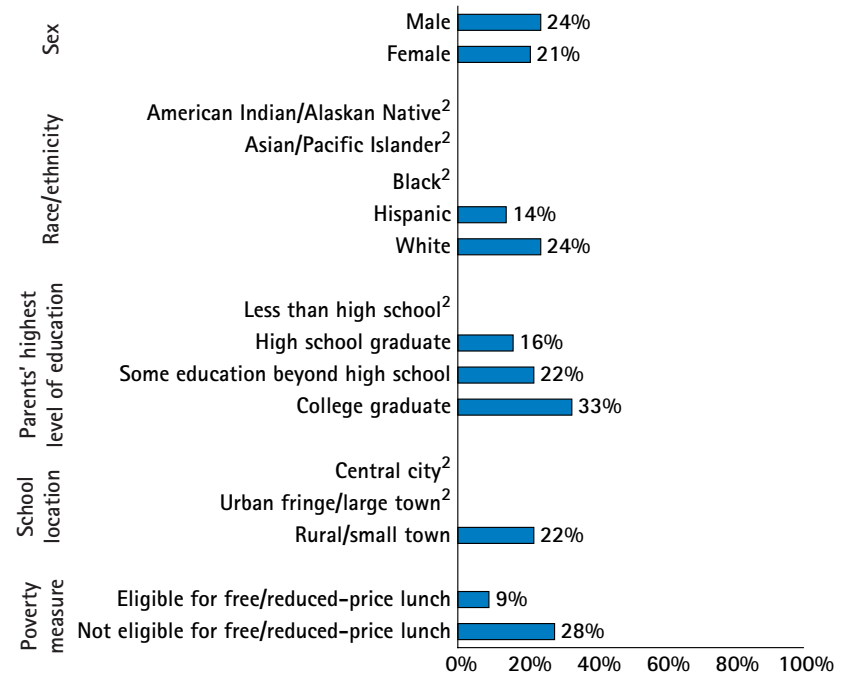
Maine, Wisconsin	27%	Colorado, Iowa, Maryland, Montana	22%
New Jersey, Texas	25%	U.S.* Alaska, North Carolina, Oregon,	21%
Indiana, Massachusetts, Nebraska,	24%	Washington	
North Dakota		Missouri, New York, Pennsylvania	20%
Vermont , Michigan, Utah	23%	Virginia ²	19%

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

West Virginia, ² Wyoming ²	19%	South Carolina	12%
Rhode Island, Tennessee	17%	Alabama, California	11%
Delaware, Hawaii, Kentucky	16%	Louisiana, Mississippi	8%
Arizona, Florida	15%	District of Columbia	5%
Nevada	14%	Guam	3%
Arkansas, Georgia, New Mexico	13%		

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in Vermont were at or above Proficient on the 1996 NAEP mathematics assessment?



[†] 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.

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.

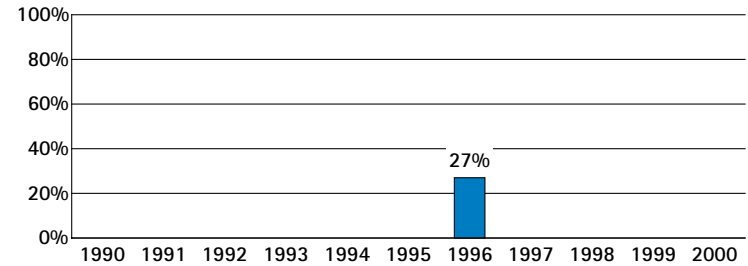
1. Improvement Over Time

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

In 1996, 27% of Vermont's public school 8th graders met the Goals Panel's performance standard in mathematics. The Goals Panel will report whether mathematics performance has improved over time when mathematics 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 mathematics assessment



Mathematics performance will be tested again in 2000.

2. State Comparisons[†]

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

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

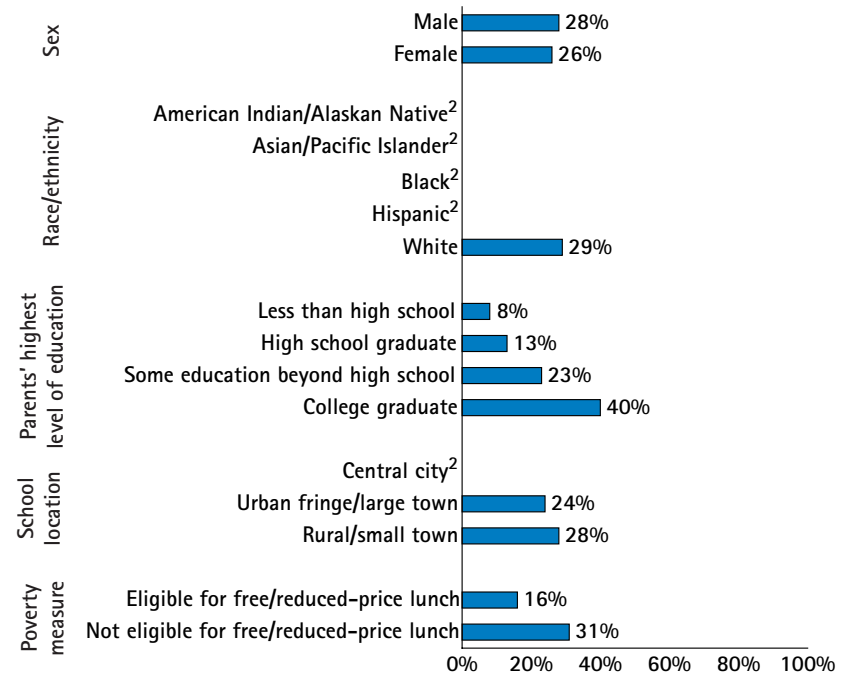
Minnesota	34%	Massachusetts, Michigan	28%
North Dakota	33%	Vermont	27%
Montana, Wisconsin	32%	Oregon, Washington	26%
Connecticut, Iowa, Maine, Nebraska	31%	Colorado	25%
Alaska	30%	U.S.* , Indiana, Maryland, Utah	24%

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

Missouri, New York, Wyoming	22%	New Mexico, South Carolina, West Virginia	14%
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%
Georgia, Hawaii, Kentucky	16%		
Tennessee	15%		

3. Subgroup Performance

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



[†] 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 Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

² Characteristics of the sample do not permit a reliable estimate.

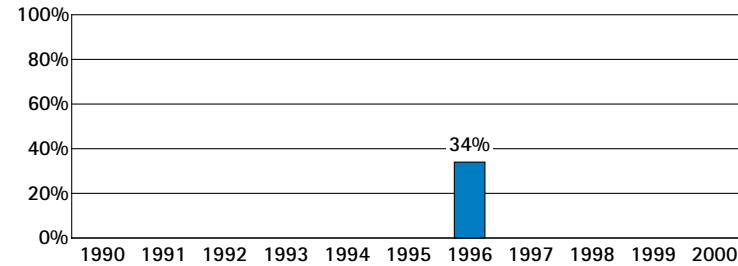
1. Improvement Over Time

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

In 1996, 34% of Vermont'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 Vermont compare with other states in 8th grade science achievement in public schools in 1996?

1 state had a significantly higher¹ percentage of students who were at or above Proficient on NAEP:

North Dakota ²	41%
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15 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Maine, ² Montana ²	41%	Vermont , Wyoming	34%
Wisconsin	39%	Colorado, Michigan, Oregon, Utah	32%
Massachusetts, Minnesota	37%	Alaska	31%
Connecticut, Iowa	36%	Indiana	30%
Nebraska	35%		

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

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

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

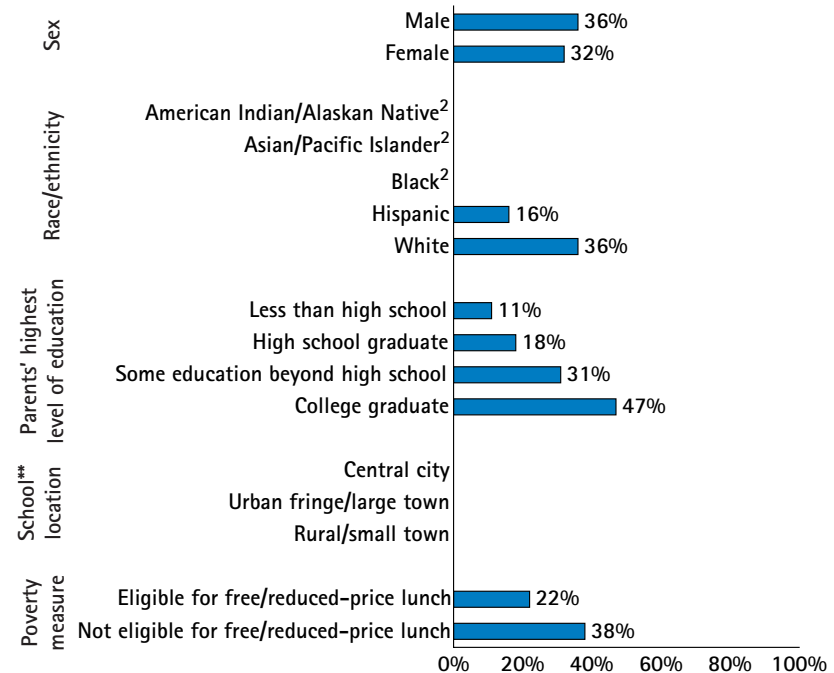
¹ See explanation on pp. 3-4.

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 Vermont 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 Vermont 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	Korea
Czech Republic	Singapore
Hong Kong	Slovak Republic
Japan	(Switzerland)

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

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

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

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

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

(Australia)	Japan
(Austria)	Korea
Belgium – Flemish ²	(Netherlands)
(Bulgaria)	Russian Federation
Czech Republic	Slovak Republic
(England)	(Slovenia)
(Germany)	Sweden
Hungary	United States
Ireland	Vermont

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

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

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1 See explanation on pp. 3–4.

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