Wisconsin

1. Improvement Over Time

Have Wisconsin’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 Wisconsin compare with other states in 4th grade mathematics achievement in public schools in 1996?

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups in Wisconsin 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.

---

See Appendix A for definitions, sources, and technical notes.
### Mathematics Grade 8

#### 1. Improvement Over Time

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

Yes. The percentage of Wisconsin's public school 8th graders who met the Goals Panel's performance standard in mathematics increased from 23% in 1990, to 32% 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.

#### 2. State Comparisons

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

- **12 states had similar** percentages of students who were at or above Proficient on NAEP:
  - Minnesota: 34%  
  - North Dakota: 33%  
  - **Wisconsin**, Montana: 32%  
  - Connecticut, Iowa, Maine, Nebraska: 31%  

- **29 states had significantly lower** percentages of students who were at or above Proficient on NAEP:
  - 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%

#### 3. Subgroup Performance

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

- **Sex**
  - Male: 33%
  - Female: 31%

- **Race/ethnicity**
  - American Indian/Alaskan Native: 2%
  - Asian/Pacific Islander: 10%
  - Black: 36%
  - Hispanic: 36%
  - White: 36%

- **Parents' highest level of education**
  - Less than high school: 8%
  - High school graduate: 25%
  - Some education beyond high school: 32%
  - College graduate: 42%

- **School location**
  - Central city: 24%
  - Urban fringe/large town: 37%
  - Rural/small town: 34%

- **Poverty measure**
  - Eligible for free/reduced-price lunch: 12%
  - Not eligible for free/reduced-price lunch: 37%

---

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

---

1 The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.
1 Interpret differences between subgroups with caution. See pp. 3–4 and Appendix D.
2 State may appear to be out of place; however, statistically, its placement is correct. See pp. 3–4.
3 Figure shown for the U.S. includes both public and nonpublic school data.
1. Improvement Over Time

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

In 1996, 39% of Wisconsin'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 Wisconsin compare with other states in 8th grade science achievement in public schools in 1996?

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

- Maine, Montana, North Dakota
- Wisconsin
- Massachusetts, Minnesota

31 states had significantly lower' percentages of students who were at or above Proficient on NAEP:

- Colorado, Michigan, Oregon, Utah
- Alaska
- Indiana
- U.S.*
- Missouri
- New York, Virginia, Washington
- Rhode Island
- Maryland
- North Carolina
- Arizona, Kentucky, Texas
- Arkansas, Tennessee

3. Subgroup Performance

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

- **Sex**
  - Male: 43%
  - Female: 35%

- **Race/ethnicity**
  - American Indian/Alaskan Native: 5%
  - Asian/Pacific Islander: 19%
  - Black: 5%
  - Hispanic: 19%
  - White: 44%

- **Parents' highest level of education**
  - Less than high school: 14%
  - High school graduate: 31%
  - Some education beyond high school: 39%
  - College graduate: 51%

- **School location**
  - Central city
  - Urban fringe/large town
  - Rural/small town

- **Poverty measure**
  - Eligible for free/reduced-price lunch: 19%
  - Not eligible for free/reduced-price lunch: 46%

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

* See explanation on pp. 3-4.

1 Interpreting 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.
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 Wisconsin participated in the TIMSS mathematics assessment, how would their average performance compare to that of students who took TIMSS in these nations?

### Mathematics Grade 8

**6 nations would be expected to perform significantly higher:**

- Belgium – Flemish
- Czech Republic
- Hong Kong
- Japan
- Korea
- Singapore

**19 nations would be expected to perform similarly:**

- (Australia)
- (Austria)
- (Belgium – French)
- (Bulgaria)
- Canada
- (England)
- France
- (Germany)
- Hungary
- Ireland

**16 nations would be expected to perform significantly lower:**

- (Colombia)
- Cyprus
- (Denmark)
- (Greece)
- Iceland
- Iran, Islamic Republic
- (Kuwait)
- (Latvia – LSS)
- (Lithuania)
- Norway
- Portugal
- (Romania)
- (Scotland)
- (South Africa)
- Spain
- United States

### Science Grade 8

**1 nation would be expected to perform significantly higher:**

- Singapore

**12 nations would be expected to perform similarly:**

- (Australia)
- (Austria)
- (Belgium – Flemish)
- (Bulgaria)
- Czech Republic
- (England)
- Hungary
- Japan
- Korea
- Portugal
- Slovak Republic
- (Slovenia)
- Wisconsin

**28 nations would be expected to perform significantly lower:**

- (Belgium – French)
- Canada
- (Colombia)
- Cyprus
- (Denmark)
- France
- (Germany)
- (Greece)
- Hong Kong
- Iceland
- Iran, Islamic Republic
- Ireland
- (Israel)
- Latvia – LSS
- Lithuania
- New Zealand
- Norway
- Portugal
- (Romania)
- Russian Federation
- (Scotland)
- (South Africa)
- Spain
- Sweden
- (Switzerland)
- (Thailand)
- United States

† 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.