

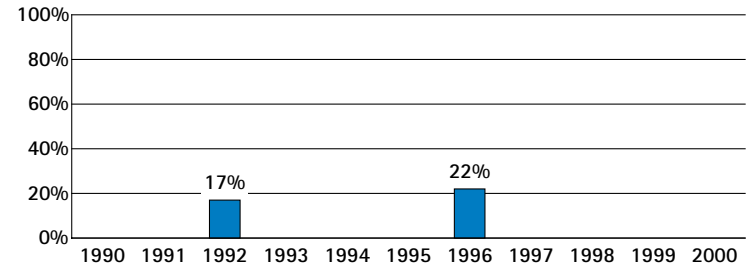
1. Improvement Over Time

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

Yes. The percentage of Colorado's public school 4th graders who met the Goals Panel's performance standard in mathematics increased from 17% in 1992, 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 4th graders at or above Proficient on the NAEP mathematics assessment



Mathematics performance will be tested again in 2000.

2. State Comparisons[†]

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

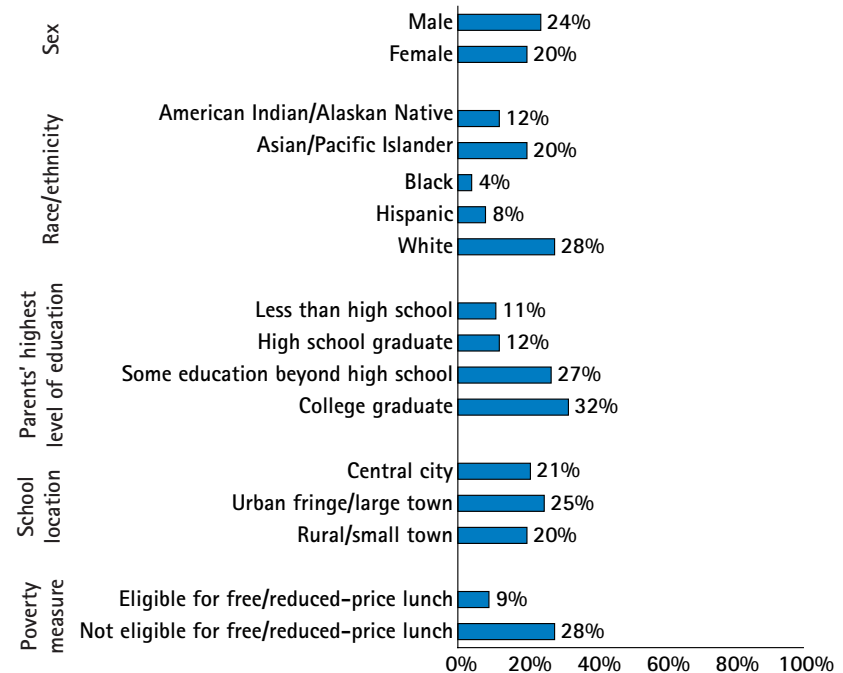
Maine, Wisconsin	27%	Colorado , Iowa, Maryland, Montana	22%
New Jersey, Texas	25%	U.S. [*] Alaska, North Carolina, Oregon,	21%
Indiana, Massachusetts, Nebraska,	24%	Washington	
North Dakota		Missouri, New York, Pennsylvania	20%
Michigan, Utah, Vermont	23%	Virginia, West Virginia, Wyoming	19%

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

Rhode Island, Tennessee	17%	South Carolina	12%
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%

3. Subgroup Performance

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

[†] 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.

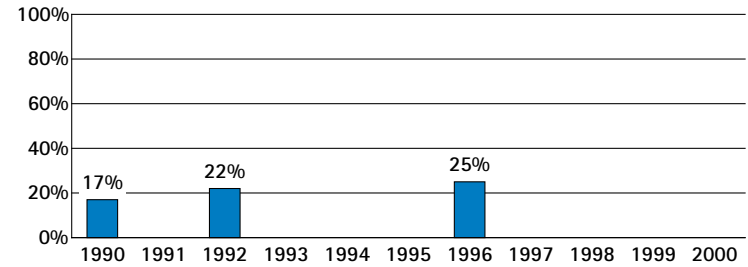
1. Improvement Over Time

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

Yes. The percentage of Colorado's public school 8th graders who met the Goals Panel's performance standard in mathematics increased from 17% in 1990, to 25% 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 Colorado compare with other states in 8th grade mathematics achievement in public schools in 1996?

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

Minnesota	34%	Montana, Wisconsin	32%
North Dakota	33%	Connecticut, Iowa, Maine, Nebraska	31%

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

Alaska	30%	Colorado	25%
Massachusetts, Michigan	28%	U.S.,* Indiana, Maryland, Utah	24%
Vermont	27%	Missouri, New York, Wyoming	22%
Oregon, Washington	26%	Texas ²	21%

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

Virginia ²	21%	New Mexico, South Carolina,	14%
North Carolina, Rhode Island	20%	West Virginia	
Delaware	19%	Arkansas	13%
Arizona	18%	Alabama	12%
California, Florida	17%	Louisiana, Mississippi	7%
Georgia, Hawaii, Kentucky	16%	Guam	6%
Tennessee	15%	District of Columbia	5%

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

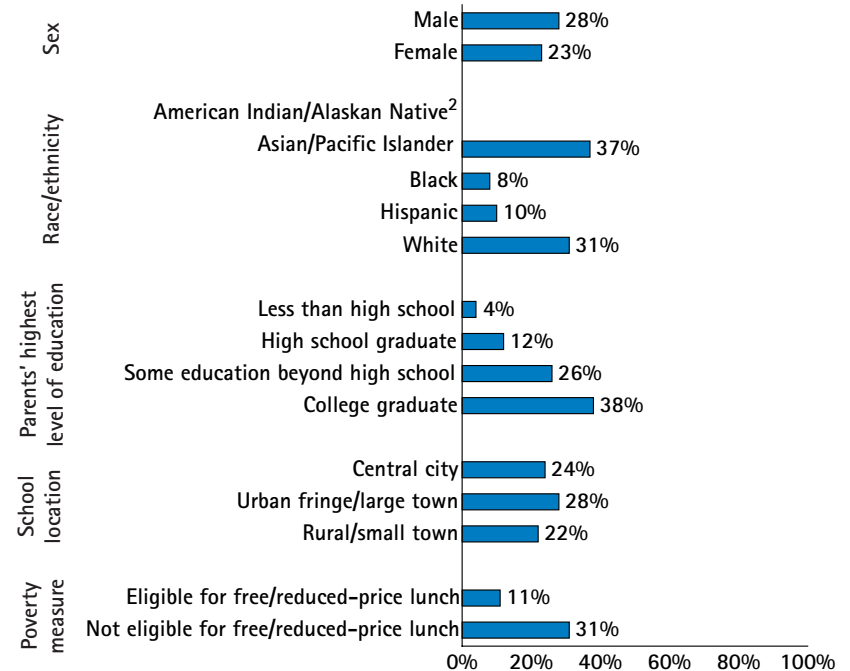
¹ See explanation on pp. 3-4.

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 Colorado 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.

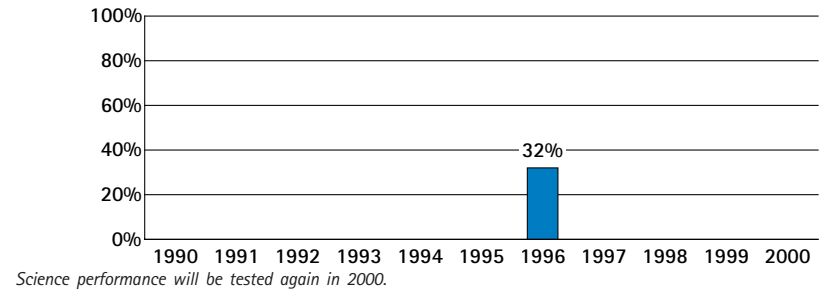
1. Improvement Over Time

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

In 1996, 32% of Colorado'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[†]

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

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

Maine, Montana, North Dakota	41%	Wisconsin	39%
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14 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Massachusetts, Minnesota	37%	Alaska	31%
Connecticut, Iowa	36%	Indiana	30%
Nebraska	35%	U.S.*	29%
Vermont, Wyoming	34%	Missouri	28%
Colorado , Michigan, Oregon, Utah	32%	Virginia ²	27%

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

New York, ² Washington ²	27%	New Mexico	19%
Rhode Island	26%	Alabama	18%
Maryland	25%	South Carolina	17%
North Carolina	24%	Hawaii	15%
Arizona, Kentucky, Texas	23%	Louisiana	13%
Arkansas, Tennessee	22%	Mississippi	12%
Delaware, Florida, Georgia,	21%	Guam	7%
West Virginia		District of Columbia	5%
California	20%		

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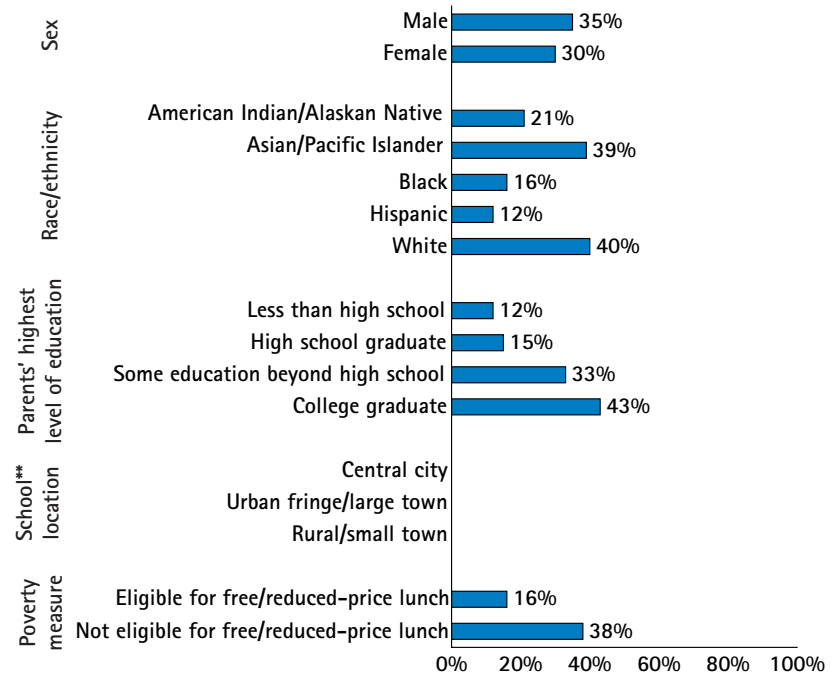
¹ See explanation on pp. 3-4.

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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 subgroups¹ in Colorado 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.

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

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

(Austria)	Japan
Belgium – Flemish ²	Korea
(Bulgaria)	(Netherlands)
Czech Republic	Singapore
France	Slovak Republic
Hong Kong	(Slovenia)
Hungary	(Switzerland)

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

(Australia)	(Israel)
(Belgium – French) ²	(Latvia – LSS) ³
Canada	New Zealand
Colorado	Norway
(Denmark)	Russian Federation
(England)	(Scotland)
(Germany)	Sweden
Iceland	(Thailand)
Ireland	United States

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

(Colombia)	(Lithuania)
Cyprus	Portugal
(Greece)	(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 Colorado 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

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

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

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

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

[†] 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.

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