

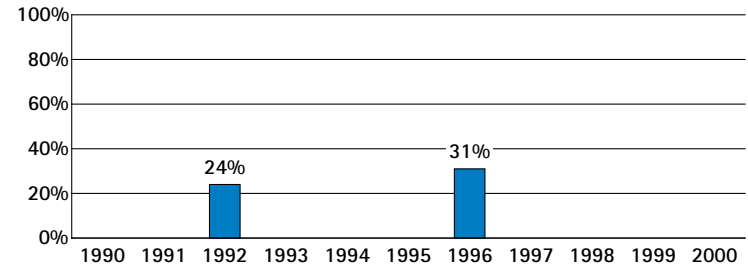
1. Improvement Over Time

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

Yes. The percentage of Connecticut's public school 4th graders who met the Goals Panel's performance standard in mathematics increased from 24% in 1992, to 31% 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 Connecticut compare with other states in 4th grade mathematics achievement in public schools in 1996?

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

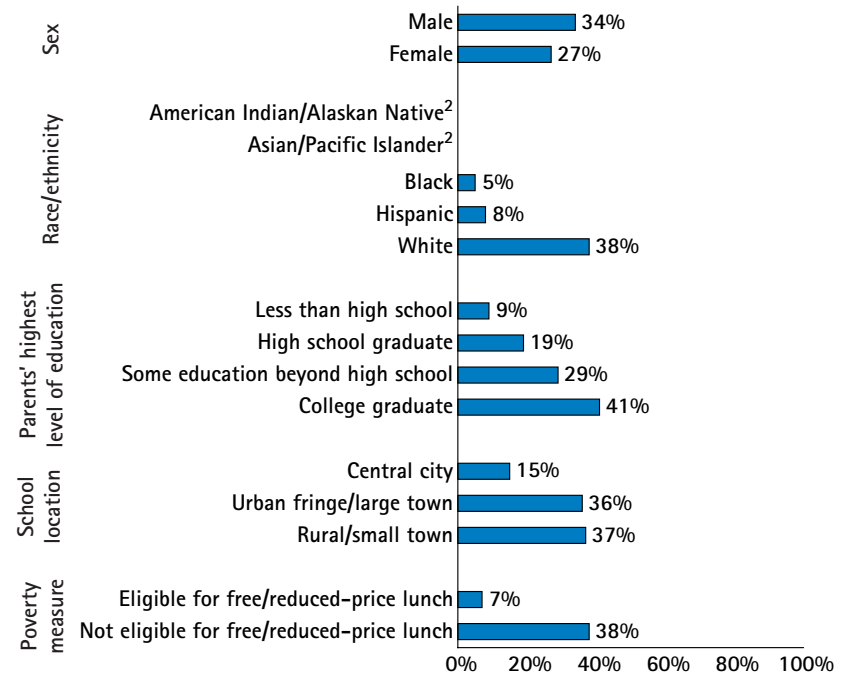
Connecticut	31%	Maine, Wisconsin	27%
Minnesota	29%	New Jersey, Texas	25%

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

Indiana, Massachusetts, Nebraska, North Dakota	24%	Delaware, Hawaii, Kentucky, Arizona, Florida	16%
Michigan, Utah, Vermont	23%	Nevada	14%
Colorado, Iowa, Maryland, Montana	22%	Arkansas, Georgia, New Mexico	13%
U.S.,* Alaska, North Carolina, Oregon, Washington	21%	South Carolina, Alabama, California	12%
Missouri, New York, Pennsylvania	20%	Louisiana, Mississippi	8%
Virginia, West Virginia, Wyoming	19%	District of Columbia	5%
Rhode Island, Tennessee	17%	Guam	3%

3. Subgroup Performance

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

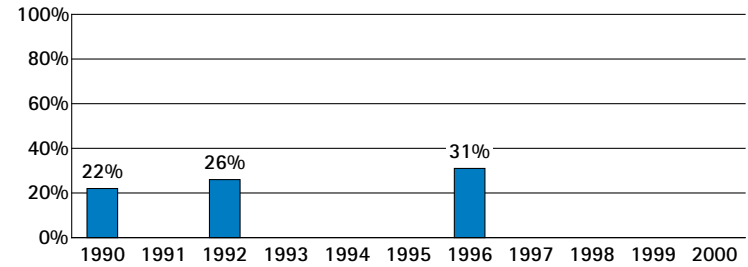
1. Improvement Over Time

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

Yes. The percentage of Connecticut's public school 8th graders who met the Goals Panel's performance standard in mathematics increased from 22% in 1990, to 31% 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 Connecticut compare with other states in 8th grade mathematics achievement in public schools in 1996?

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

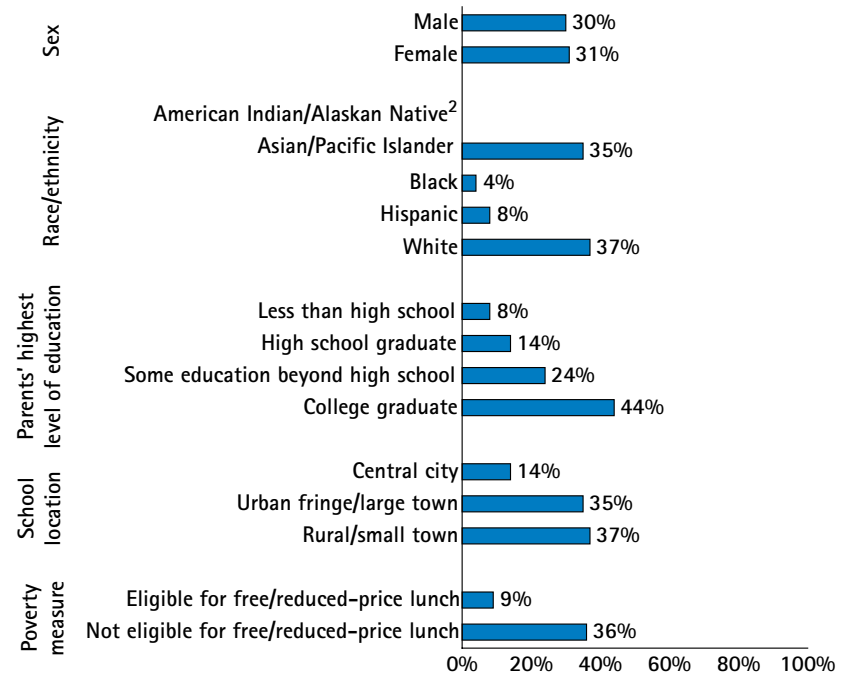
Minnesota	34%	Alaska	30%
North Dakota	33%	Massachusetts, Michigan	28%
Montana, Wisconsin	32%	Vermont	27%
Connecticut , Iowa, Maine, Nebraska	31%	Oregon ²	26%

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

Washington ²	26%	Georgia, Hawaii, Kentucky	16%
Colorado	25%	Tennessee	15%
U.S. , [*] Indiana, Maryland, Utah	24%	New Mexico, South Carolina, West Virginia	14%
Missouri, New York, Wyoming	22%		
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%

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Connecticut 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.

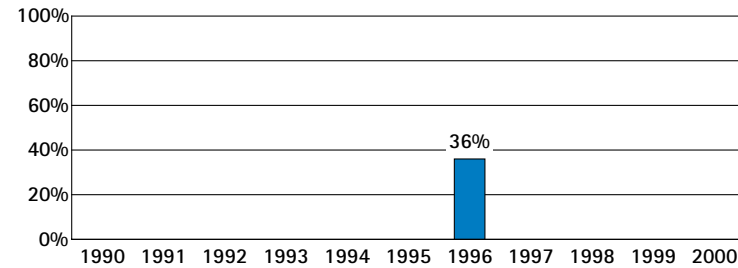
1. Improvement Over Time

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

In 1996, 36% of Connecticut'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 Connecticut compare with other states in 8th grade science achievement in public schools in 1996?

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

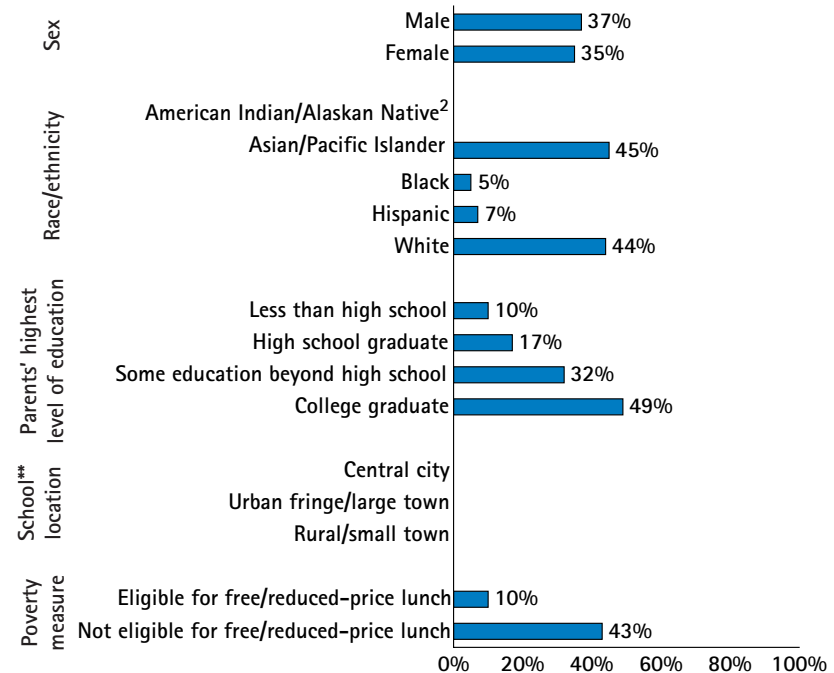
Maine, Montana, North Dakota	41%	Nebraska	35%
Wisconsin	39%	Vermont, Wyoming	34%
Massachusetts, Minnesota	37%	Colorado, Michigan, Oregon, Utah	32%
Connecticut , Iowa	36%	Alaska	31%

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

Indiana	30%	California	20%
U.S.*	29%	New Mexico	19%
Missouri	28%	Alabama	18%
New York, Virginia, Washington	27%	South Carolina	17%
Rhode Island	26%	Hawaii	15%
Maryland	25%	Louisiana	13%
North Carolina	24%	Mississippi	12%
Arizona, Kentucky, Texas	23%	Guam	7%
Arkansas, Tennessee	22%	District of Columbia	5%
Delaware, Florida, Georgia, West Virginia	21%		

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Connecticut 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.

[†] 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.

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

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 Connecticut 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
Connecticut	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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