

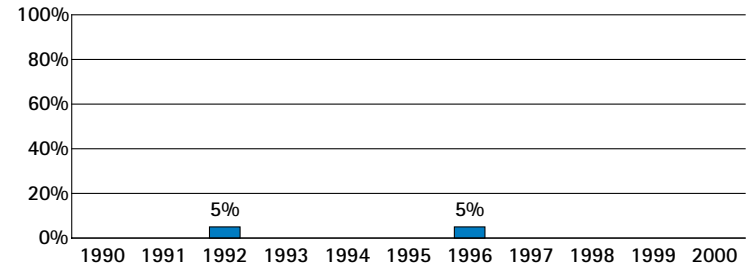
1. Improvement Over Time

Have the District of Columbia'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



Mathematics performance will be tested again in 2000.

2. State Comparisons[†]

How did the District of Columbia compare with other states in 4th grade mathematics achievement in public schools in 1996?

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

Connecticut	31%	Missouri, New York, Pennsylvania	20%
Minnesota	29%	Virginia, West Virginia, Wyoming	19%
Maine, Wisconsin	27%	Rhode Island, Tennessee	17%
New Jersey, Texas	25%	Delaware, Hawaii, Kentucky	16%
Indiana, Massachusetts, Nebraska, North Dakota	24%	Arizona, Florida	15%
Michigan, Utah, Vermont	23%	Nevada	14%
Colorado, Iowa, Maryland, Montana	22%	Arkansas, Georgia, New Mexico	13%
South Carolina	12%		
U.S.,* Alaska, North Carolina, Oregon, Washington	21%	Alabama, California	11%
Louisiana, Mississippi	8%		

No state had a similar¹ percentage of students who were at or above Proficient on NAEP:

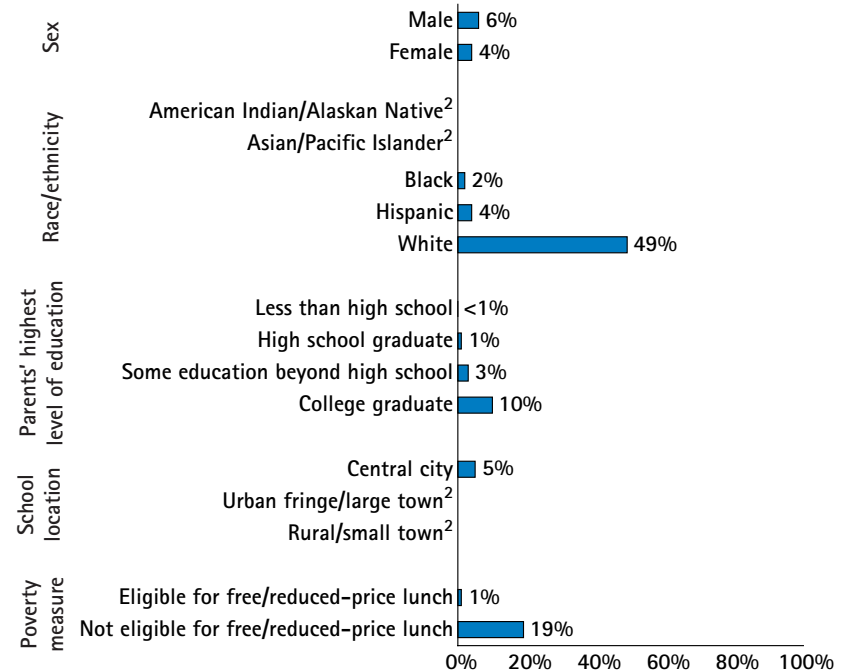
District of Columbia 5%

1 state had a significantly lower¹ percentage of students who were at or above Proficient on NAEP:

Guam 3%

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in the District of Columbia 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.

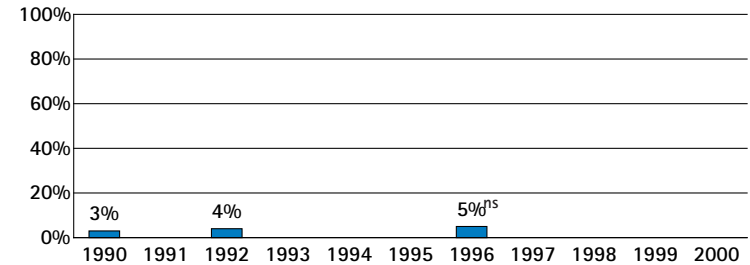
1. Improvement Over Time

Have the District of Columbia's 8th graders improved in mathematics achievement?

Not yet. Between 1990 and 1996, there was no significant change in the percentage of public school 8th 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 8th 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 the District of Columbia compare with other states in 8th grade mathematics achievement in public schools in 1996?

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

Minnesota	34%	Texas, Virginia	21%
North Dakota	33%	North Carolina, Rhode Island	20%
Montana, Wisconsin	32%	Delaware	19%
Connecticut, Iowa, Maine, Nebraska	31%	Arizona	18%
Alaska	30%	California, Florida	17%
Massachusetts, Michigan	28%	Georgia, Hawaii, Kentucky	16%
Vermont	27%	Tennessee	15%
Oregon, Washington	26%	New Mexico, South Carolina,	14%
Colorado	25%	West Virginia	
U.S.* , ² Indiana, Maryland, Utah	24%	Arkansas	13%
Missouri, New York, Wyoming	22%	Alabama	12%

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

Louisiana, Mississippi	7%	District of Columbia	5%
Guam	6%		

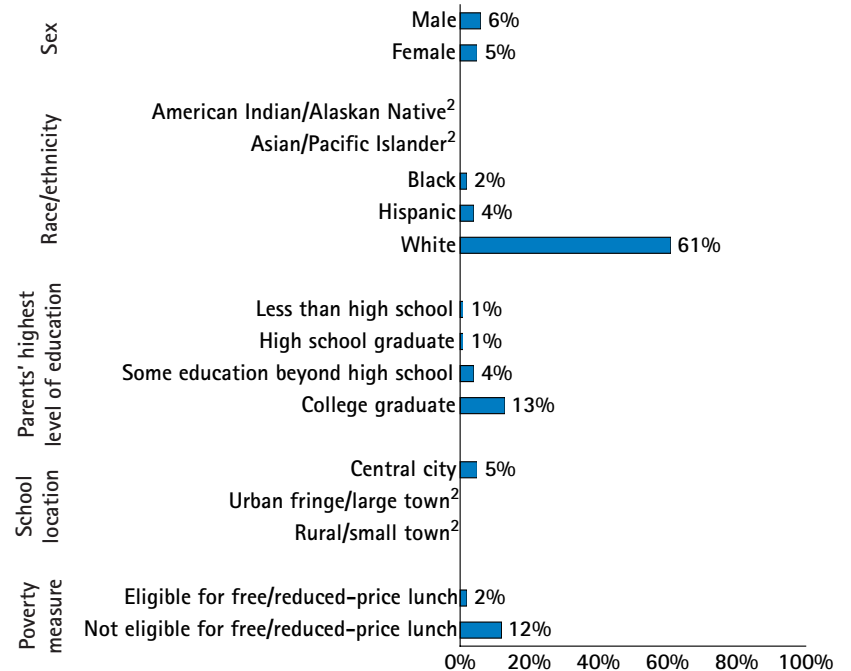
[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

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 the District of Columbia 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.

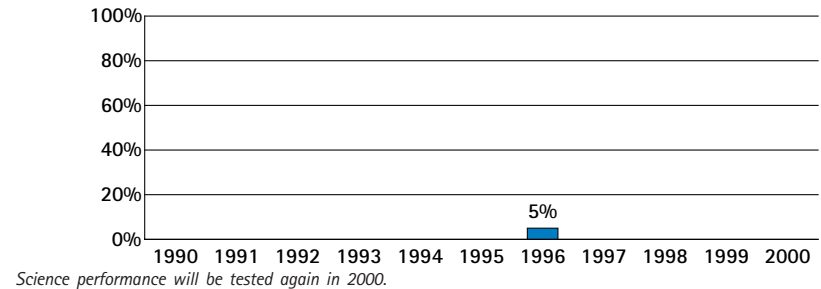
1. Improvement Over Time

Have the District of Columbia's 8th graders improved in science achievement?

In 1996, 5% of the District of Columbia'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 the District of Columbia compare with other states in 8th grade science achievement in public schools in 1996?

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

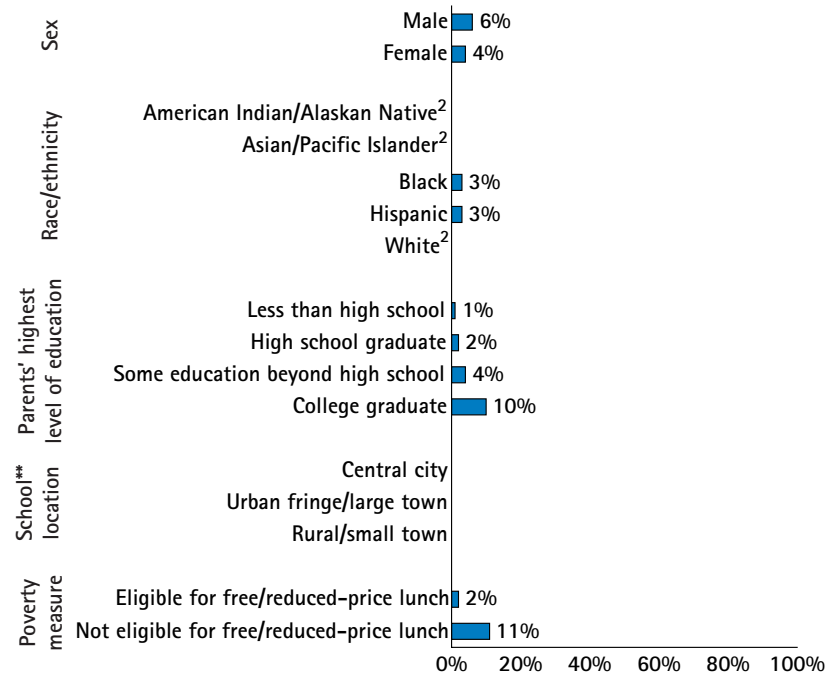
Maine, Montana, North Dakota	41%	Maryland	25%
Wisconsin	39%	North Carolina	24%
Massachusetts, Minnesota	37%	Arizona, Kentucky, Texas	23%
Connecticut, Iowa	36%	Arkansas, Tennessee	22%
Nebraska	35%	Delaware, Florida, Georgia, West Virginia	21%
Vermont, Wyoming	34%	California	20%
Colorado, Michigan, Oregon, Utah	32%	New Mexico	19%
Alaska	31%	Alabama	18%
Indiana	30%	South Carolina	17%
U.S.*	29%	Hawaii	15%
Missouri	28%	Louisiana	13%
New York, Virginia, Washington	27%	Mississippi	12%
Rhode Island	26%		

1 state had a similar¹ percentage of students who were at or above Proficient on NAEP:

Guam	7%	District of Columbia	5%
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3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in the District of Columbia 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 the District of Columbia participated in the TIMSS mathematics assessment, how would their average performance compare to that of students who took TIMSS in these nations?

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

(Australia)	Japan
(Austria)	Korea
Belgium – Flemish ²	(Latvia – LSS) ³
(Belgium – French) ²	(Lithuania)
(Bulgaria)	(Netherlands)
Canada	New Zealand
Cyprus	Norway
Czech Republic	Portugal
(Denmark)	(Romania)
(England)	Russian Federation
France	(Scotland)
(Germany)	Singapore
(Greece)	Slovak Republic
Hong Kong	(Slovenia)
Hungary	Spain
Iceland	Sweden
Iran, Islamic Republic	(Switzerland)
Ireland	(Thailand)
(Israel)	United States

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

(Colombia)	(Kuwait)
District of Columbia	

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

(South Africa)

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

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

(Australia)	Japan
(Austria)	Korea
Belgium – Flemish ²	(Latvia – LSS) ³
(Belgium – French) ²	(Lithuania)
(Bulgaria)	(Netherlands)
Canada	New Zealand
Cyprus	Norway
Czech Republic	Portugal
(Denmark)	(Romania)
(England)	Russian Federation
France	(Scotland)
(Germany)	Singapore
(Greece)	Slovak Republic
Hong Kong	(Slovenia)
Hungary	Spain
Iceland	Sweden
Iran, Islamic Republic	(Switzerland)
Ireland	(Thailand)
(Israel)	United States

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

(Colombia)	(Kuwait)
District of Columbia	

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

(South Africa)

[†] 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.

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