

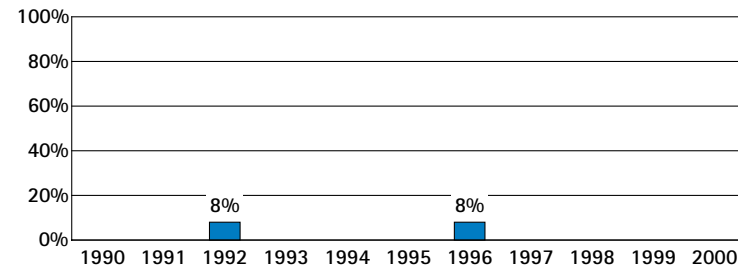
## 1. Improvement Over Time

Have Louisiana'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<sup>†</sup>

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

**40 states had significantly higher<sup>1</sup> 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%		
<b>U.S.,*</b> Alaska, North Carolina, Oregon, Washington	<b>21%</b>	Alabama <sup>2</sup>	11%

**2 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

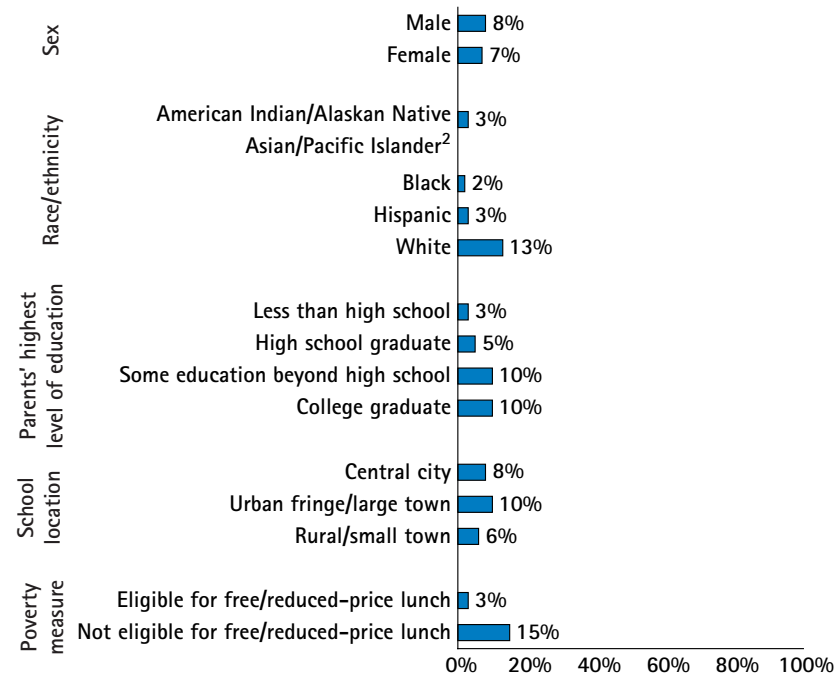
California <sup>2</sup>	11%	<b>Louisiana, Mississippi</b>	<b>8%</b>
-------------------------	-----	-------------------------------	-----------

**2 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

District of Columbia	5%	Guam	3%
----------------------	----	------	----

## 3. Subgroup Performance

What percentages of public school 4th graders in different subgroups<sup>1</sup> in Louisiana were at or above Proficient on the 1996 NAEP mathematics assessment?



<sup>1</sup> Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.

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

<sup>1</sup> See explanation on pp. 3-4.

<sup>2</sup> 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.

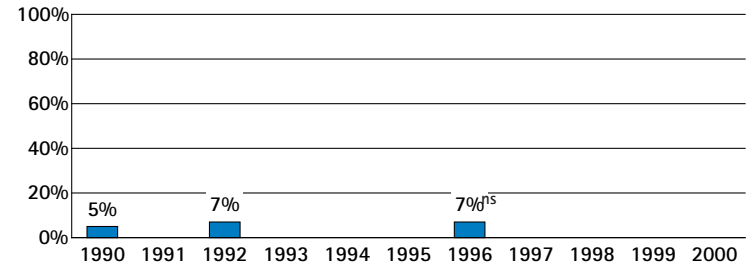
## 1. Improvement Over Time

Have Louisiana'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



<sup>ns</sup> Interpret with caution. Change was not statistically significant. Mathematics performance will be tested again in 2000.

## 2. State Comparisons<sup>†</sup>

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

**38 states had significantly higher<sup>1</sup> 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	
<b>U.S.*</b> , <sup>2</sup> Indiana, Maryland, Utah	<b>24%</b>	Arkansas	13%
Missouri, New York, Wyoming	22%	Alabama	12%

**3 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

<b>Louisiana</b> , Mississippi	<b>7%</b>	District of Columbia	5%
Guam	6%		

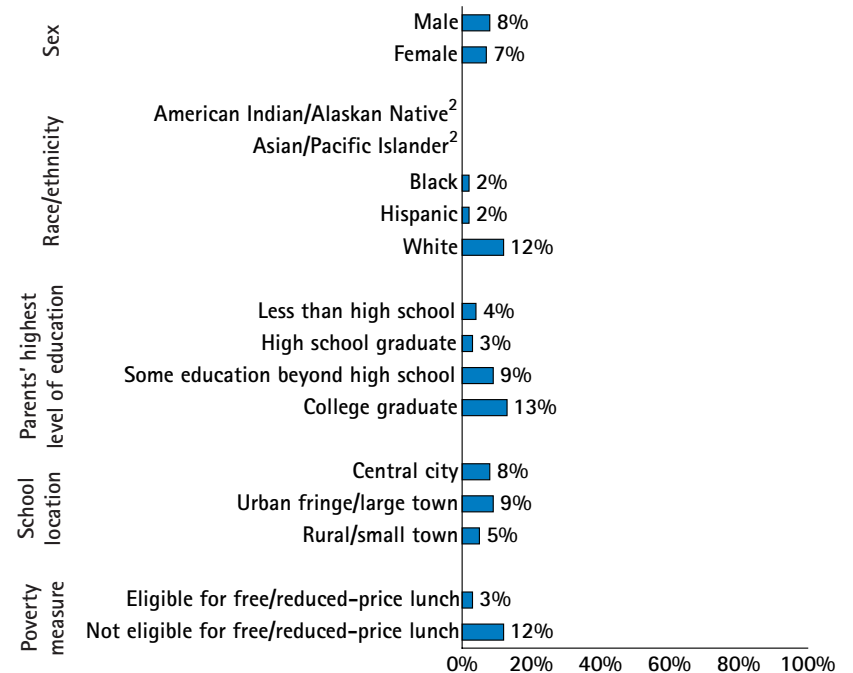
<sup>†</sup> The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

<sup>1</sup> 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 subgroups<sup>1</sup> in Louisiana were at or above Proficient on the 1996 NAEP mathematics assessment?



<sup>1</sup> Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.

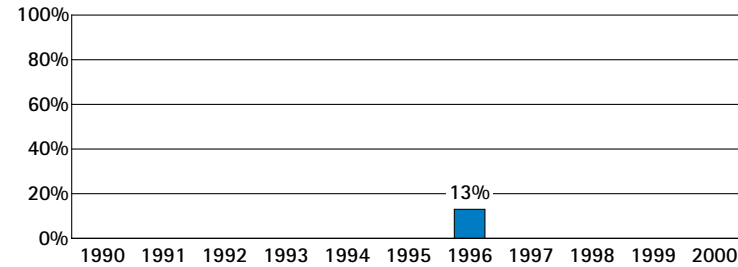
## 1. Improvement Over Time

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

*In 1996, 13% of Louisiana'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<sup>†</sup>

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

**37 states had significantly higher<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

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

**2 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

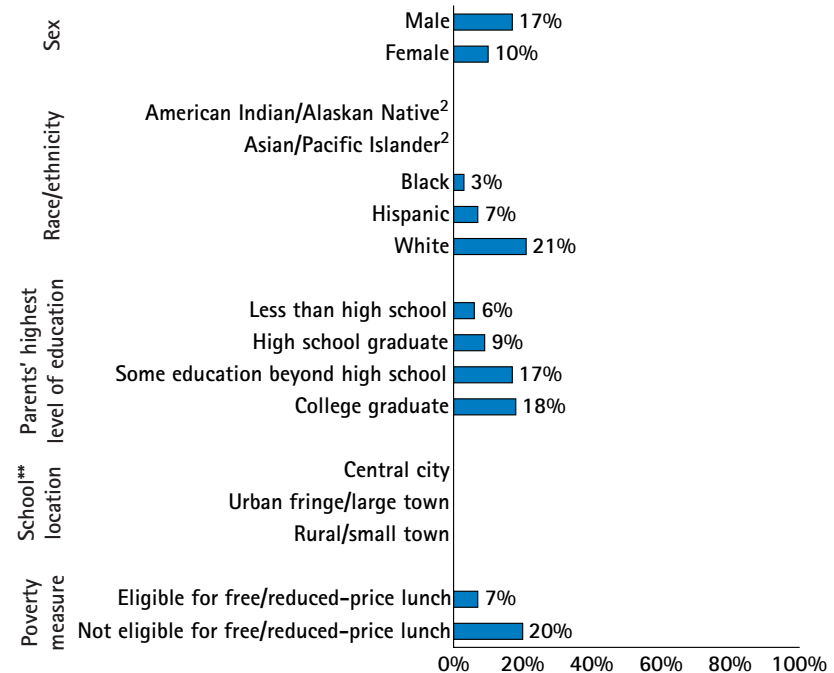
Hawaii	15%	Mississippi	12%
<b>Louisiana</b>	<b>13%</b>		

**2 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

Guam	7%	District of Columbia	5%
------	----	----------------------	----

## 3. Subgroup Performance

What percentages of public school 8th graders in different subgroups<sup>1</sup> in Louisiana were at or above Proficient on the 1996 NAEP science assessment?



<sup>1</sup> Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.

\*\* No school location data for science in 1996.

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

<sup>1</sup> 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<sup>†</sup> participated in the Third International Mathematics and Science Study (TIMSS) in 8th grade mathematics in 1995. If public school 8th graders in Louisiana participated in the TIMSS mathematics assessment, how would their average performance compare to that of students who took TIMSS in these nations?

### 34 nations<sup>†</sup> would be expected to perform significantly higher:<sup>1</sup>

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

### 4 nations<sup>†</sup> would be expected to perform similarly:<sup>1</sup>

Cyprus	<b>Louisiana</b>
Iran, Islamic Republic	Portugal
(Lithuania)	

### 3 nations<sup>†</sup> would be expected to perform significantly lower:<sup>1</sup>

(Colombia)	(South Africa)
(Kuwait)	

<sup>†</sup> 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.

<sup>1</sup> See explanation on pp. 3–4.

<sup>2</sup> The Flemish and French educational systems in Belgium participated separately.

<sup>3</sup> 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<sup>†</sup> participated in the Third International Mathematics and Science Study (TIMSS) in 8th grade science in 1995. If public school 8th graders in Louisiana participated in the TIMSS science assessment, how would their average performance compare to that of students who took TIMSS in these nations?

### 27 nations<sup>†</sup> would be expected to perform significantly higher:<sup>1</sup>

(Australia)	(Netherlands)
(Austria)	New Zealand
Belgium – Flemish <sup>2</sup>	Norway
(Bulgaria)	Russian Federation
Canada	(Scotland)
Czech Republic	Singapore
(England)	Slovak Republic
(Germany)	(Slovenia)
Hong Kong	Spain
Hungary	Sweden
Ireland	(Switzerland)
(Israel)	(Thailand)
Japan	<b>United States</b>
Korea	

### 11 nations<sup>†</sup> would be expected to perform similarly:<sup>1</sup>

(Belgium – French) <sup>2</sup>	Iran, Islamic Republic
Cyprus	(Latvia – LSS) <sup>3</sup>
(Denmark)	(Lithuania)
France	<b>Louisiana</b>
(Greece)	Portugal
Iceland	(Romania)

### 3 nations<sup>†</sup> would be expected to perform significantly lower:<sup>1</sup>

(Colombia)	(South Africa)
(Kuwait)	

<sup>†</sup> 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.

<sup>1</sup> See explanation on pp. 3–4.

<sup>2</sup> The Flemish and French educational systems in Belgium participated separately.

<sup>3</sup> Latvia is designated LSS because only Latvian-speaking schools were tested, which represent less than 65% of the population.