

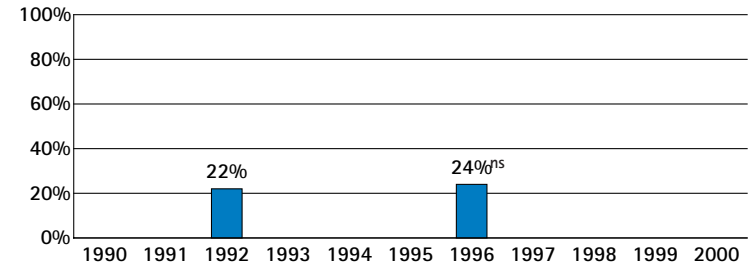
1. Improvement Over Time

Have Nebraska'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



^{ns} Interpret with caution. Change was not statistically significant. Mathematics performance will be tested again in 2000.

2. State Comparisons[†]

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

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

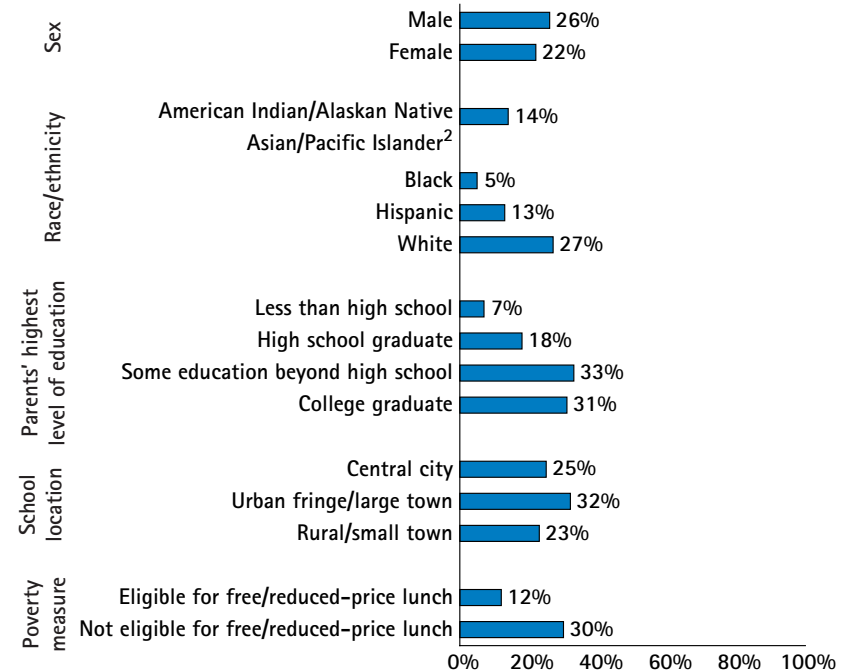
Connecticut	31%	Michigan, Utah, Vermont	23%
Minnesota	29%	Colorado, Iowa, Maryland, Montana	22%
Maine, Wisconsin	27%	U.S.* Alaska, North Carolina, Oregon,	21%
New Jersey, Texas	25%	Washington	
Nebraska , Indiana, Massachusetts,	24%	Missouri, New York, Pennsylvania	20%
North Dakota			

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

Virginia, West Virginia, Wyoming	19%	South Carolina	12%
Rhode Island, Tennessee	17%	Alabama, California	11%
Delaware, Hawaii, Kentucky	16%	Louisiana, Mississippi	8%
Arizona, Florida	15%	District of Columbia	5%
Nevada	14%	Guam	3%
Arkansas, Georgia, New Mexico	13%		

3. Subgroup Performance

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

[†] 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.

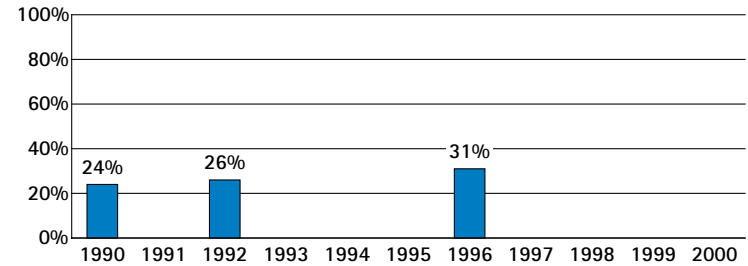
1. Improvement Over Time

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

Yes. The percentage of Nebraska's public school 8th graders who met the Goals Panel's performance standard in mathematics increased from 24% 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 Nebraska 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:

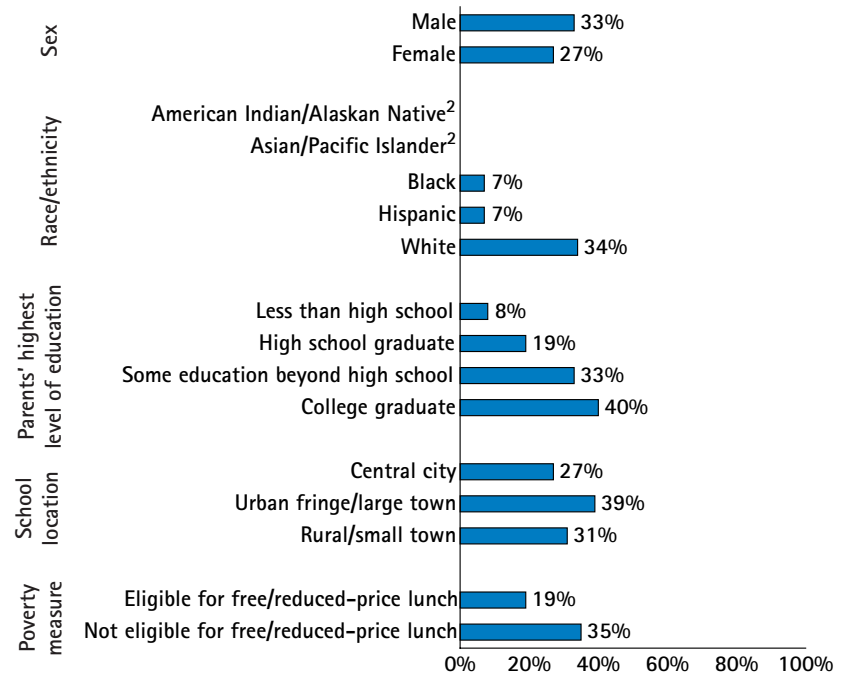
Minnesota	34%	Alaska	30%
North Dakota	33%	Massachusetts, Michigan	28%
Montana, Wisconsin	32%	Vermont	27%
Nebraska , Connecticut, Iowa, Maine	31%	Oregon ²	26%

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,	14%
Missouri, New York, Wyoming	22%	West Virginia	
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 Nebraska 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.

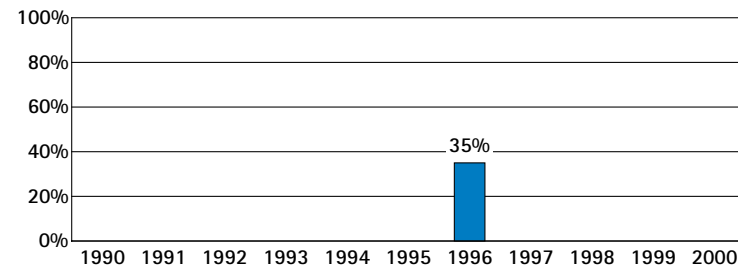
1. Improvement Over Time

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

In 1996, 35% of Nebraska'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 Nebraska compare with other states in 8th grade science achievement in public schools in 1996?

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

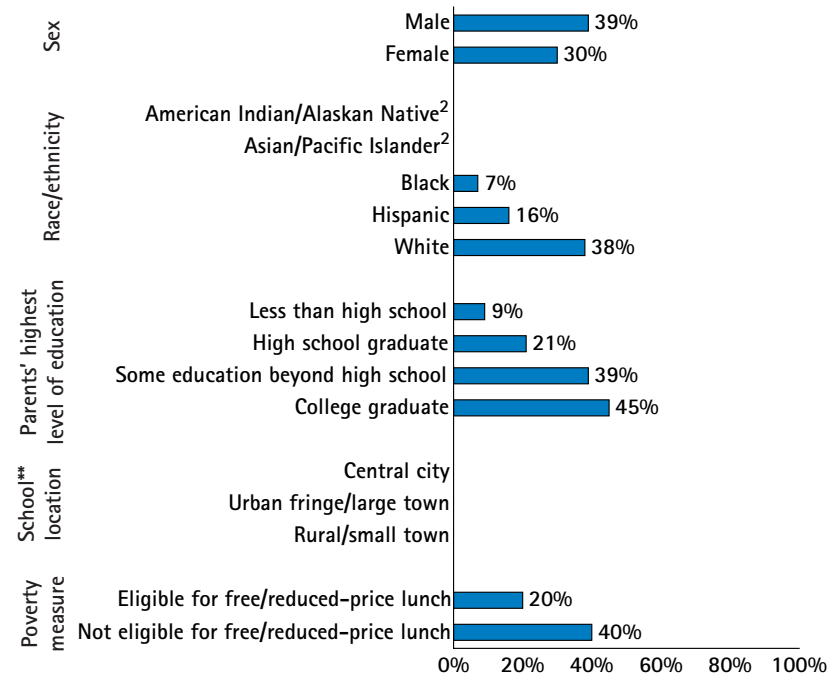
Maine, Montana, North Dakota	41%	Vermont, Wyoming	34%
Wisconsin	39%	Colorado, Michigan, Oregon, Utah	32%
Massachusetts, Minnesota	37%	Alaska	31%
Connecticut, Iowa	36%	Indiana	30%
Nebraska	35%		

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

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

3. Subgroup Performance

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

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

Belgium – Flemish ²	Japan
Czech Republic	Korea
Hong Kong	Singapore

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

(Australia)	Nebraska
(Austria)	(Netherlands)
(Belgium – French) ²	New Zealand
(Bulgaria)	Russian Federation
Canada	Slovak Republic
France	(Slovenia)
(Germany)	Sweden
Hungary	(Switzerland)
Ireland	(Thailand)
(Israel)	

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

(Colombia)	(Lithuania)
Cyprus	Norway
(Denmark)	Portugal
(England)	(Romania)
(Greece)	(Scotland)
Iceland	(South Africa)
Iran, Islamic Republic	Spain
(Kuwait)	United States
(Latvia – LSS) ³	

[†] 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 Nebraska 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

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

(Australia)	Japan
(Austria)	Korea
Belgium – Flemish ²	Nebraska
(Bulgaria)	(Netherlands)
Czech Republic	Russian Federation
(England)	Slovak Republic
Hungary	(Slovenia)
Ireland	United States

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

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

[†] 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.