

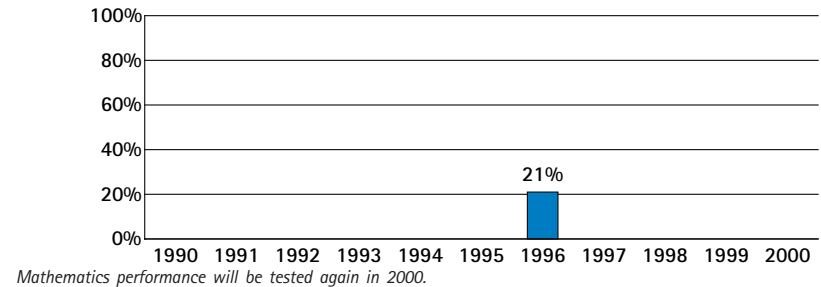
1. Improvement Over Time

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

In 1996, 21% of Washington's public school 4th graders met the Goals Panel's performance standard in mathematics. The Goals Panel will report whether mathematics performance has improved over time when mathematics 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 4th graders at or above Proficient on the NAEP mathematics assessment



2. State Comparisons[†]

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

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

Connecticut	31%	Maine, Wisconsin	27%
Minnesota	29%		

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

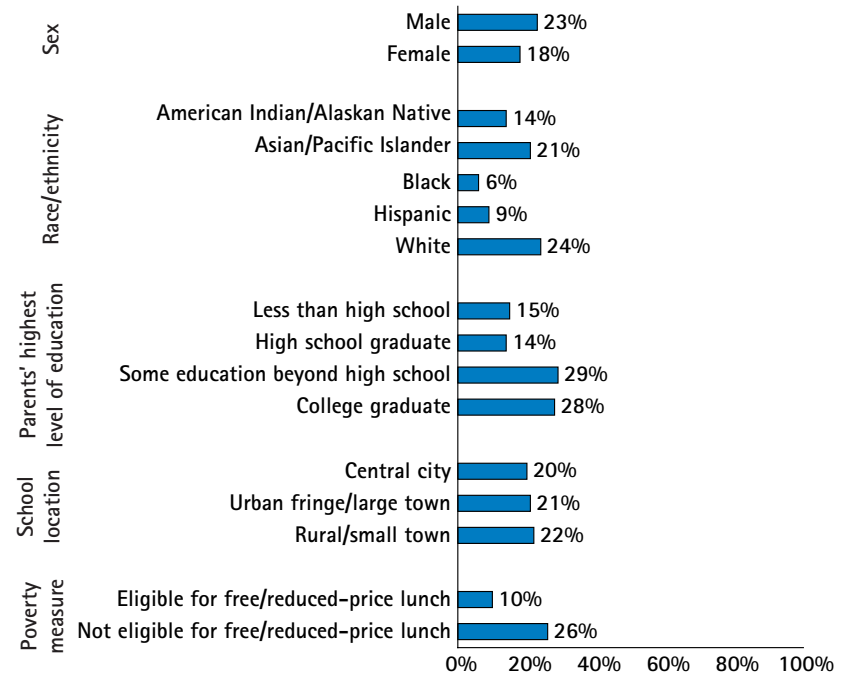
New Jersey, Texas	25%	U.S.* Washington, Alaska,	21%
Indiana, Massachusetts, Nebraska, North Dakota	24%	North Carolina, Oregon	
Michigan, Utah, Vermont	23%	Missouri, New York, Pennsylvania	20%
Colorado, Iowa, Maryland, Montana	22%	Virginia, West Virginia, Wyoming	19%
		Tennessee ²	17%

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

Rhode Island ²	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 Washington 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.

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.

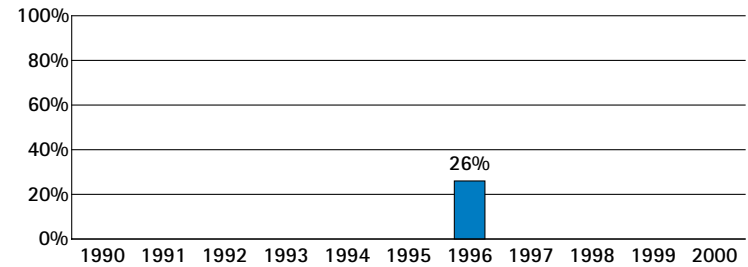
1. Improvement Over Time

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

In 1996, 26% of Washington's public school 8th graders met the Goals Panel's performance standard in mathematics. The Goals Panel will report whether mathematics performance has improved over time when mathematics 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 mathematics assessment



Mathematics performance will be tested again in 2000.

2. State Comparisons[†]

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

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

Minnesota	34%	Montana ²	32%
North Dakota	33%	Nebraska ²	31%

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

Wisconsin ²	32%	Washington , Oregon	26%
Connecticut, ² Iowa, ² Maine ²	31%	Colorado	25%
Alaska	30%	U.S.* , Indiana, Maryland, Utah	24%
Massachusetts, Michigan	28%	Missouri, ² New York ²	22%
Vermont	27%		

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

Wyoming ²	22%	New Mexico, South Carolina,	14%
Texas, Virginia	21%	West Virginia	
North Carolina, Rhode Island	20%	Arkansas	13%
Delaware	19%	Alabama	12%
Arizona	18%	Louisiana, Mississippi	7%
California, Florida	17%	Guam	6%
Georgia, Hawaii, Kentucky	16%	District of Columbia	5%
Tennessee	15%		

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

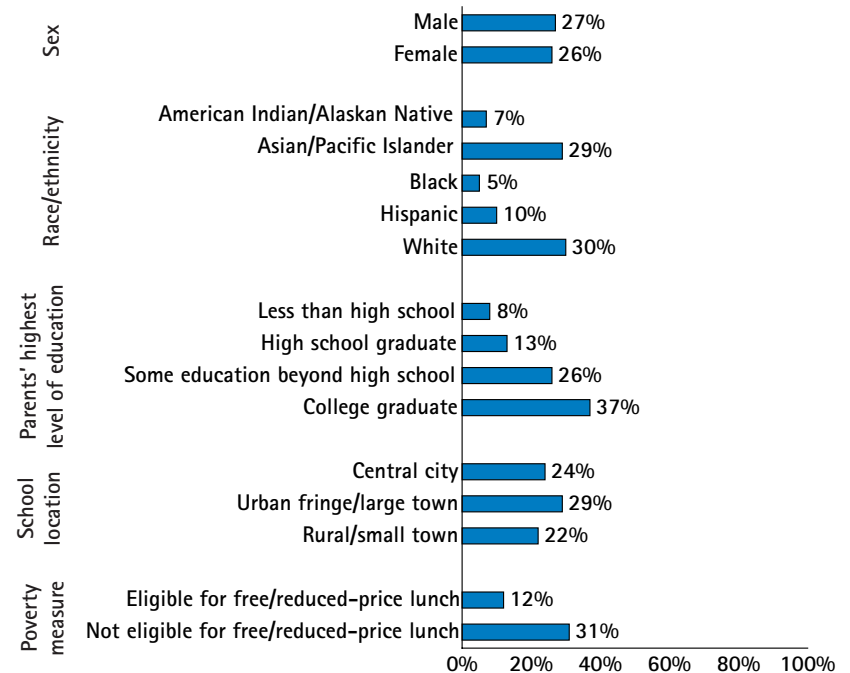
¹ See explanation on pp. 3-4.

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 Washington 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.

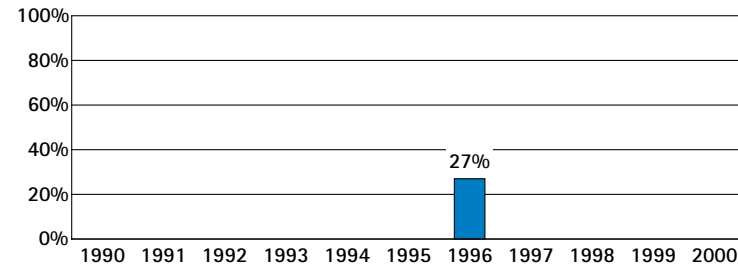
1. Improvement Over Time

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

In 1996, 27% of Washington'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 Washington compare with other states in 8th grade science achievement in public schools in 1996?

13 states had significantly higher¹ 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, ² Utah ²	32%
Connecticut, Iowa	36%		

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

Michigan, ² Oregon ²	32%	Washington , New York, Virginia	27%
Alaska	31%	Rhode Island	26%
Indiana	30%	Maryland	25%
U.S.*	29%	North Carolina	24%
Missouri	28%	Arizona, Kentucky, Texas	23%

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

Arkansas, Tennessee	22%	South Carolina	17%
Delaware, Florida, Georgia, West Virginia	21%	Hawaii	15%
California	20%	Louisiana	13%
New Mexico	19%	Mississippi	12%
Alabama	18%	Guam	7%
		District of Columbia	5%

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

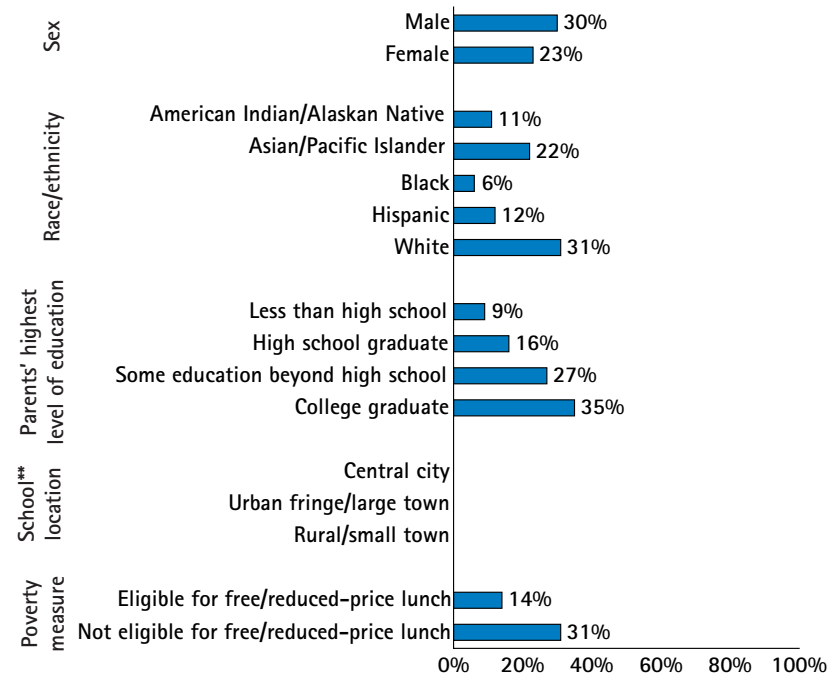
¹ See explanation on pp. 3-4.

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

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

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

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

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

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

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

(Bulgaria)	Korea
Czech Republic	Singapore
Japan	

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

(Australia)	Norway
(Austria)	Russian Federation
Belgium – Flemish ²	(Scotland)
Canada	Slovak Republic
(England)	(Slovenia)
(Germany)	Spain
Hong Kong	Sweden
Hungary	(Switzerland)
Ireland	(Thailand)
(Israel)	United States
(Netherlands)	Washington
New Zealand	

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

(Belgium – French) ²	Iran, Islamic Republic
(Colombia)	(Kuwait)
Cyprus	(Latvia – LSS) ³
(Denmark)	(Lithuania)
France	Portugal
(Greece)	(Romania)
Iceland	(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.