

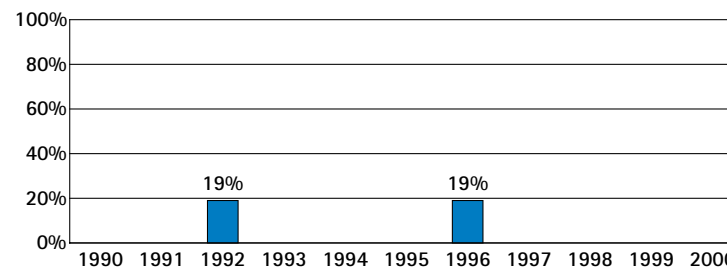
1. Improvement Over Time

Have Wyoming'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 Wyoming compare with other states in 4th grade mathematics achievement in public schools in 1996?

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

Connecticut	31%	New Jersey, Texas	25%
Minnesota	29%	Nebraska, ² North Dakota ²	24%
Maine, Wisconsin	27%	Vermont ²	23%

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

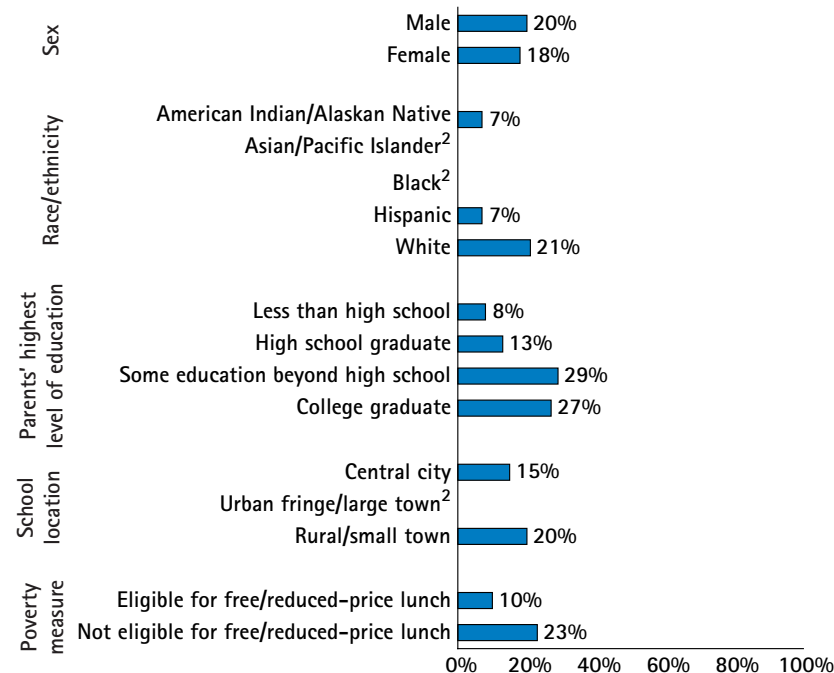
Indiana, ² Massachusetts ²	24%	Missouri, New York, Pennsylvania	20%
Michigan, ² Utah ²	23%	Wyoming , Virginia, West Virginia	19%
Colorado, Iowa, Maryland, Montana	22%	Rhode Island, Tennessee	17%
U.S.,* Alaska, North Carolina, Oregon, Washington	21%	Delaware, Hawaii, Kentucky	16%
		Arizona ²	15%

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

Florida ²	15%	Alabama, California	11%
Nevada	14%	Louisiana, Mississippi	8%
Arkansas, Georgia, New Mexico	13%	District of Columbia	5%
South Carolina	12%	Guam	3%

3. Subgroup Performance

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

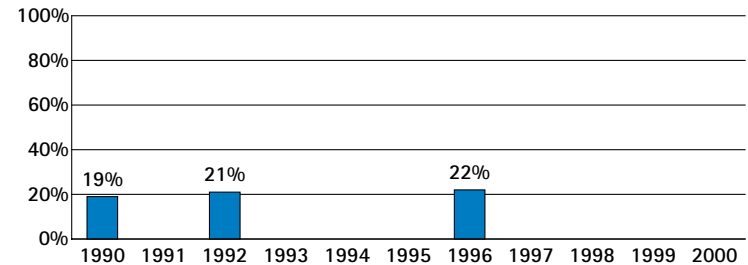
1. Improvement Over Time

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

Yes. The percentage of Wyoming's public school 8th graders who met the Goals Panel's performance standard in mathematics increased from 19% in 1990, to 22% 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 Wyoming compare with other states in 8th grade mathematics achievement in public schools in 1996?

13 states had significantly higher¹ 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%	Washington ²	26%

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

Oregon ²	26%	Texas, Virginia	21%
Colorado	25%	North Carolina, Rhode Island	20%
U.S.,* Indiana, Maryland, Utah	24%	Delaware	19%
Wyoming, Missouri, New York	22%		

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

Arizona	18%	Arkansas	13%
California, Florida	17%	Alabama	12%
Georgia, Hawaii, Kentucky	16%	Louisiana, Mississippi	7%
Tennessee	15%	Guam	6%
New Mexico, South Carolina, West Virginia	14%	District of Columbia	5%

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

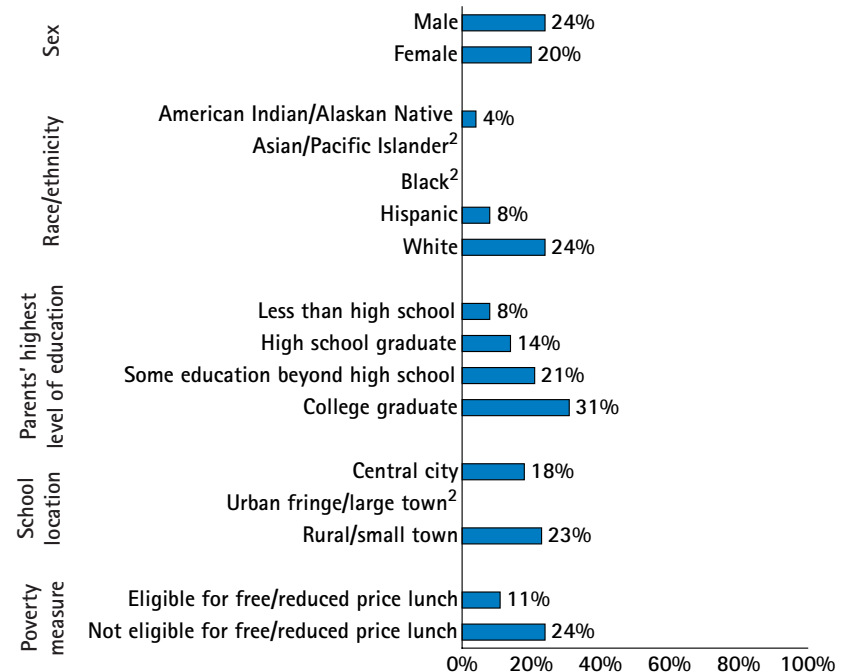
¹ See explanation on pp. 3-4.

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 Wyoming 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.

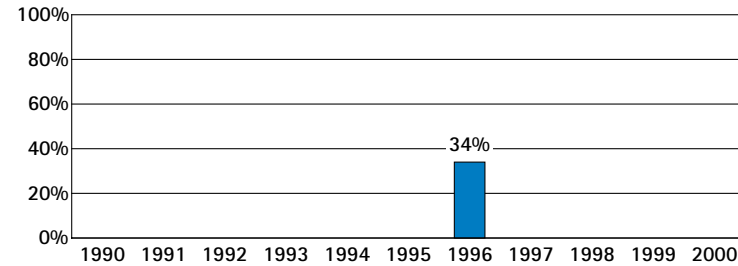
1. Improvement Over Time

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

In 1996, 34% of Wyoming'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 Wyoming compare with other states in 8th grade science achievement in public schools in 1996?

1 state had a significantly higher¹ percentage of students who were at or above Proficient on NAEP:

North Dakota ²	41%
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15 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Maine, ² Montana ²	41%	Wyoming, Vermont	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%

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

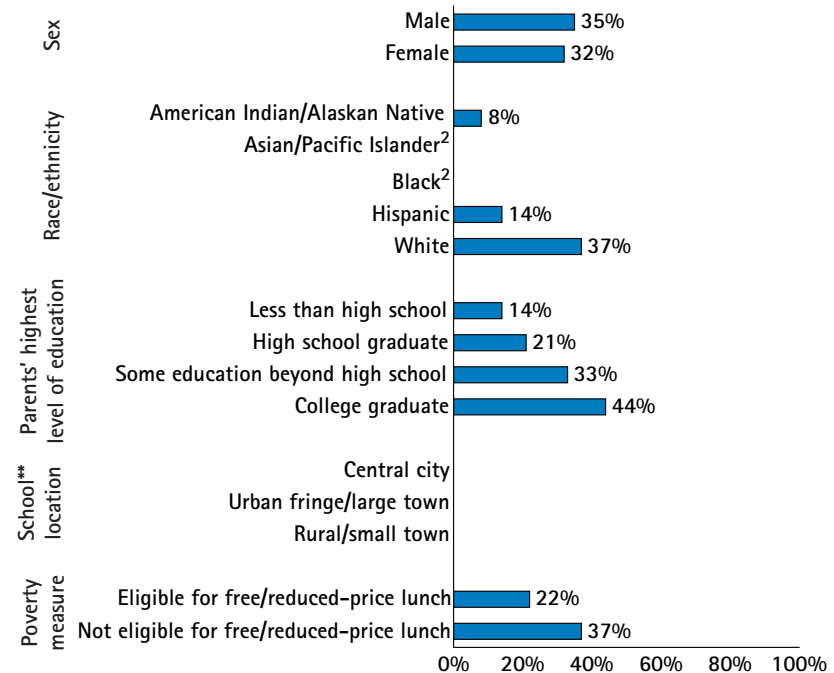
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3. Subgroup Performance

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

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

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

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

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

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

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 Wyoming 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

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

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

26 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)	United States

[†] 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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