

Chapter 8. State Indicators

8-2C Fourth Grade Mathematics Proficiency, Hispanic Students

Description

This indicator represents the proportion of a state's fourth grade students in public schools that met or exceeded the proficiency standard in mathematics. The National Assessment Governing Board sets performance standards that provide a context for interpreting National Assessment of Educational Progress (NAEP) results. The standards define "proficiency," as well as "advanced" and "basic" accomplishment. For the fourth grade, the basic level (scores 214–248) denotes partial mastery of knowledge and skills that are prerequisite for proficient work. The proficient level (249–281) represents solid academic performance and demonstrates competency over challenging subject-matter knowledge. The advanced level (282–500) signifies superior performance.

The National Center for Education Statistics has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. However, both the Commissioner of Education Statistics and the National Assessment Governing Board state these performance standards are useful for understanding trends in student achievement.

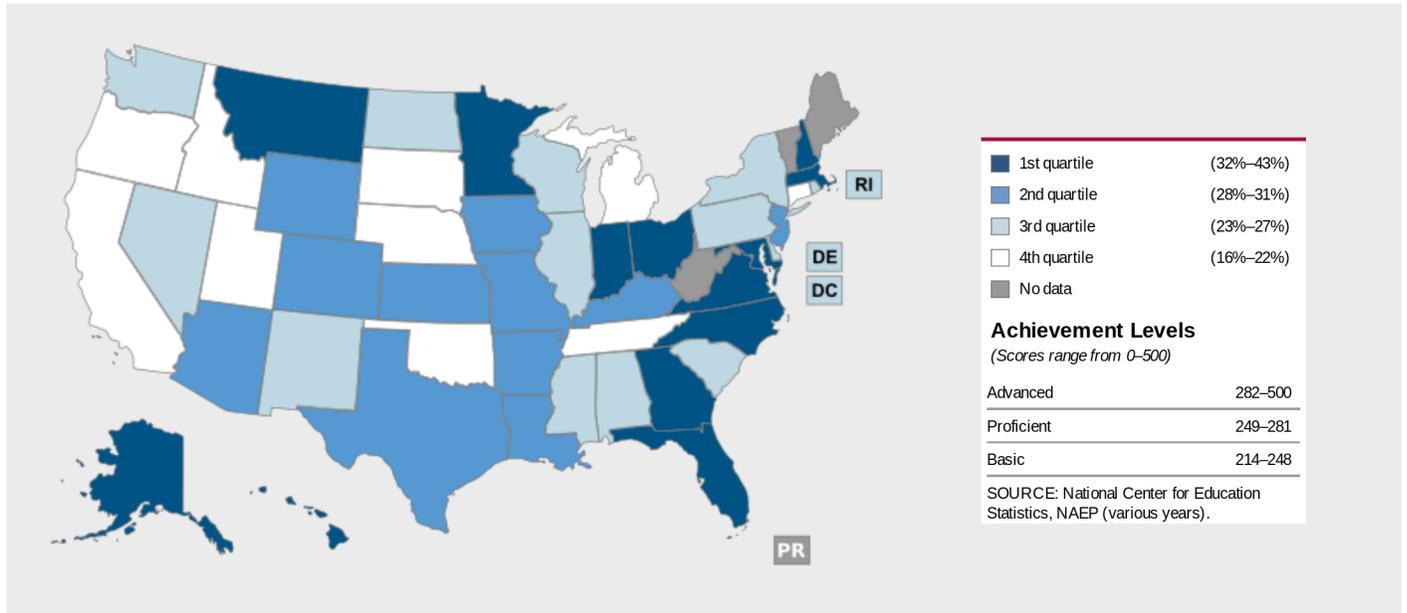
Approximately 180,000 fourth grade students, of whom 45,000 were Hispanic, participated in the 2013 NAEP mathematics assessment. Students with disabilities or limited English-language proficiency were allowed to use certain accommodations (e.g., extra testing time or individual rather than group administration). All data presented here represent scores from tests taken with accommodations offered. Demographic percentages of test takers by state are included in this indicator's standard error table. For national data across all demographic groups, see indicator 8-2.

Findings

- Percentages of fourth grade Hispanic test takers varied on a state level from 1% to 63%. Nationally, in 2013, 25% of fourth grade mathematics test takers were Hispanic students compared to 19% in 2003.
- In 2013, 26% of Hispanic students nationwide performed at or above the proficient level in mathematics, an increase from 15% in 2003. In 2013, 41% of students nationwide performed at or above the proficient level in mathematics.
- Proficiency varied significantly across states, ranging from 16% to 43%.
- None of the reported statewide averages were lower in 2013 than in 2003; almost all reported statewide averages were higher in 2013 than in 2003. Statewide averages for Alaska, Connecticut, Michigan, Montana, North Carolina, South Carolina, South Dakota, Tennessee, and Washington were virtually the same in 2013 as in 2003.

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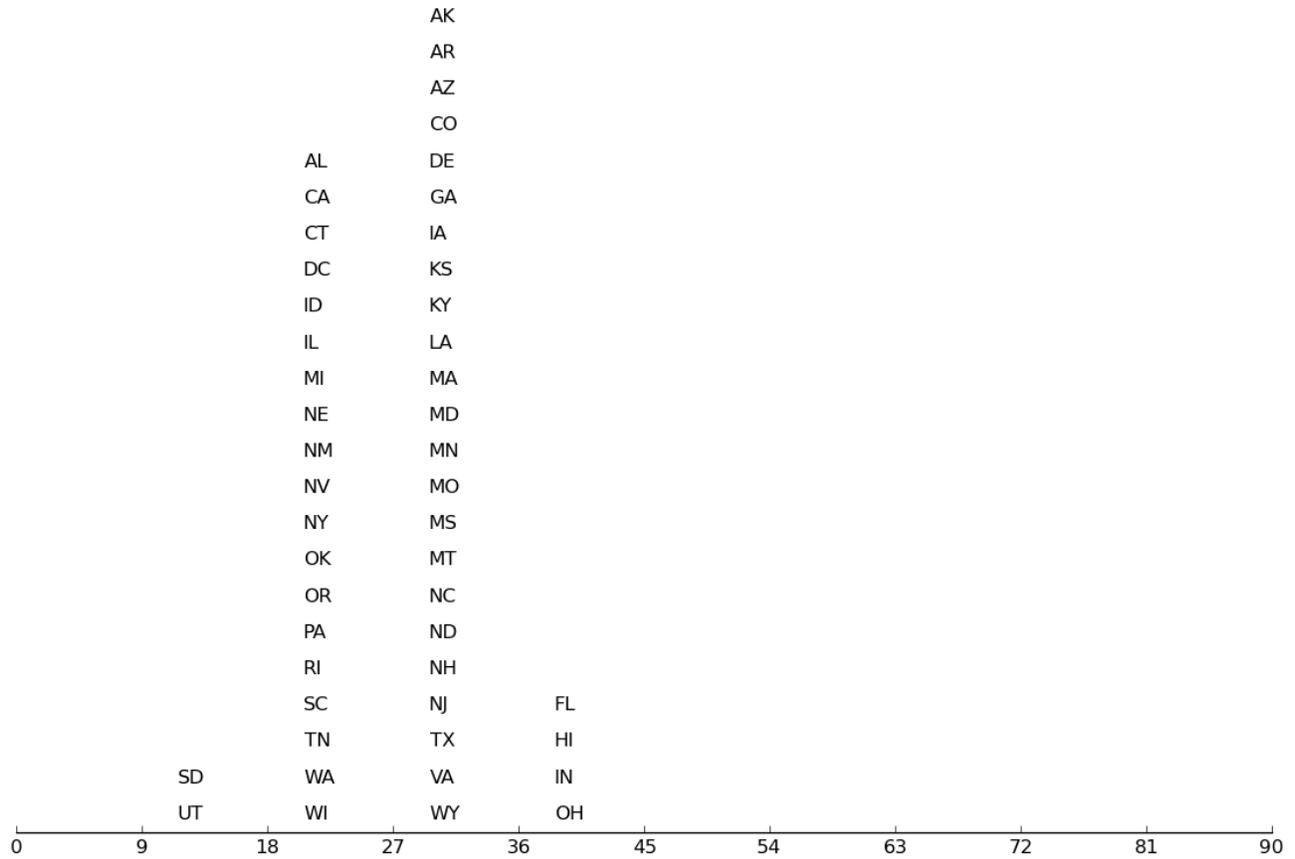
Year: 2013



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Distribution of states across indicator values



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Table 8-2C Fourth Grade Mathematics Proficiency, Hispanic Students

| State | 4th grade math proficiency, Hispanic students (Percent) | | | | | | |
|----------------------|---|------|------|------|------|------|------|
| | 2000 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 |
| United States | 7 | 15 | 19 | 22 | 21 | 24 | 26 |
| Alabama | S | S | S | 17 | 11 | 21 | 23 |
| Alaska | NA | 24 | 23 | 26 | 27 | 36 | 33 |
| Arizona | 5 | 11 | 14 | 15 | 15 | 21 | 28 |
| Arkansas | S | 15 | 25 | 22 | 26 | 28 | 31 |
| California | 4 | 11 | 14 | 15 | 14 | 17 | 19 |
| Colorado | NA | 13 | 18 | 19 | 24 | 26 | 30 |
| Connecticut | 6 | 15 | 15 | 18 | 18 | 19 | 19 |
| Delaware | NA | 17 | 18 | 25 | 22 | 25 | 27 |
| District of Columbia | 6 | 7 | 11 | 19 | 24 | 21 | 23 |
| Florida | NA | 27 | 28 | 33 | 33 | 31 | 36 |
| Georgia | 12 | 13 | 22 | 20 | 26 | 29 | 33 |
| Hawaii | S | 17 | 21 | 19 | 28 | 39 | 43 |
| Idaho | 6 | 11 | 17 | 18 | 18 | 17 | 20 |
| Illinois | 6 | 13 | 14 | 19 | 20 | 20 | 25 |
| Indiana | S | 18 | 21 | 26 | 23 | 29 | 39 |
| Iowa | S | 14 | 17 | 25 | 17 | 24 | 30 |
| Kansas | 13 | 19 | 30 | 29 | 24 | 26 | 31 |
| Kentucky | S | S | S | 15 | 22 | 30 | 30 |
| Louisiana | S | S | S | 31 | 23 | 20 | 29 |
| Maine | S | S | S | S | S | S | S |
| Maryland | 11 | 21 | 26 | 28 | 32 | 43 | 33 |
| Massachusetts | 7 | 13 | 14 | 23 | 25 | 32 | 32 |
| Michigan | S | 17 | 18 | 26 | 20 | 21 | 22 |
| Minnesota | S | 14 | 15 | 22 | 29 | 28 | 34 |

| State | 4th grade math proficiency, Hispanic students (Percent) | | | | | | |
|----------------|---|------|------|------|------|------|------|
| | 2000 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 |
| Mississippi | S | S | S | S | S | 22 | 27 |
| Missouri | S | 14 | 10 | 26 | 37 | 24 | 29 |
| Montana | S | 25 | 30 | 40 | 41 | 31 | 34 |
| Nebraska | 4 | 9 | 10 | 15 | 16 | 20 | 20 |
| Nevada | 7 | 10 | 13 | 18 | 19 | 24 | 24 |
| New Hampshire | NA | 19 | 17 | 27 | 31 | 30 | 34 |
| New Jersey | NA | 18 | 25 | 29 | 25 | 28 | 30 |
| New Mexico | 6 | 10 | 13 | 16 | 18 | 23 | 26 |
| New York | 6 | 15 | 17 | 25 | 25 | 20 | 24 |
| North Carolina | 12 | 30 | 26 | 28 | 27 | 33 | 35 |
| North Dakota | S | S | S | S | S | 24 | 27 |
| Ohio | S | 16 | 21 | 25 | 25 | 27 | 36 |
| Oklahoma | 5 | 11 | 16 | 22 | 20 | 19 | 21 |
| Oregon | 10 | 15 | 14 | 12 | 16 | 15 | 20 |
| Pennsylvania | NA | 12 | 16 | 28 | 23 | 20 | 24 |
| Rhode Island | 3 | 6 | 9 | 15 | 14 | 21 | 23 |
| South Carolina | S | 26 | 30 | 21 | 28 | 28 | 25 |
| South Dakota | NA | 20 | S | 21 | 27 | 18 | 16 |
| Tennessee | S | 14 | 26 | 15 | 19 | 19 | 22 |
| Texas | 14 | 21 | 28 | 30 | 26 | 29 | 30 |
| Utah | 6 | 11 | 13 | 16 | 16 | 17 | 16 |
| Vermont | S | S | S | S | S | S | S |
| Virginia | 16 | 20 | 22 | 28 | 28 | 31 | 32 |
| Washington | NA | 18 | 17 | 19 | 20 | 22 | 24 |
| West Virginia | S | S | S | S | S | S | S |
| Wisconsin | S | 13 | 16 | 27 | 22 | 22 | 23 |
| Wyoming | 9 | 20 | 31 | 23 | 22 | 31 | 29 |
| Puerto Rico | NA | NA | NA | NA | NA | NA | NA |

4th grade math proficiency, Hispanic students (Percent)

| State | 2000 | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 |
|-------|------|------|------|------|------|------|------|
|-------|------|------|------|------|------|------|------|

NA = not available; S = data are suppressed because reporting standards were not met.

SOURCE: National Center for Education Statistics, NAEP (various years).

NOTES: The National Assessment of Educational Progress (NAEP) scores are for public schools only. The national value for the United States is the reported value in the NAEP reports. Hispanic includes Latino.

Science and Engineering Indicators 2016