Chapter 8. State Indicators

8-2D Fourth Grade Mathematics Proficiency, Asian and Pacific Islander 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 9,000 were Asian and Pacific Islander, 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 Asian and Pacific Islander test takers varied on a state level from 1% to 69%. Nationally, in 2013, 5% of fourth grade mathematics test takers were Asian and Pacific Islander students compared to 4% in 2003.
- In 2013, 64% of Asian and Pacific Islander students nationwide performed at or above the proficient level in mathematics, an increase from 48% in 2003. In 2013, 41% of students nationwide performed at or above the proficient level in mathematics.
- Proficiency varied significantly across states, ranging from 32% to 82%.
- None of the reported statewide averages were lower in 2013 than in 2003; many reported statewide averages were higher in 2013 than in 2003. Statewide averages for Alaska, California, Illinois, Michigan, North Carolina, Oklahoma, Oregon, and Virginia were virtually the same in 2013 as in 2003.

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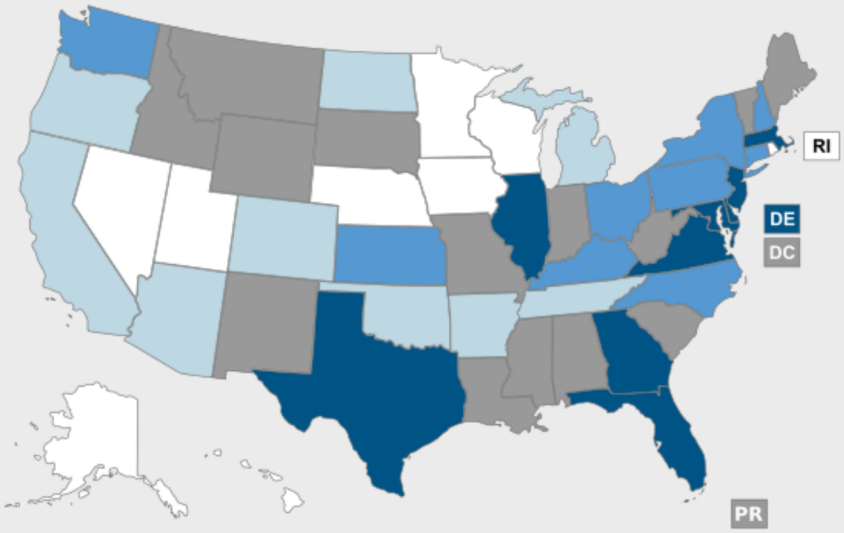
Year: 2013



1st quartile	(70%–82%)
2nd quartile	(64%–68%)
3rd quartile	(55%–63%)
4th quartile	(32%–54%)
No data	

Achievement Levels

(Scores range from 0–500)

Advanced	282–500
Proficient	249–281
Basic	214–248

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

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Distribution of states across indicator values

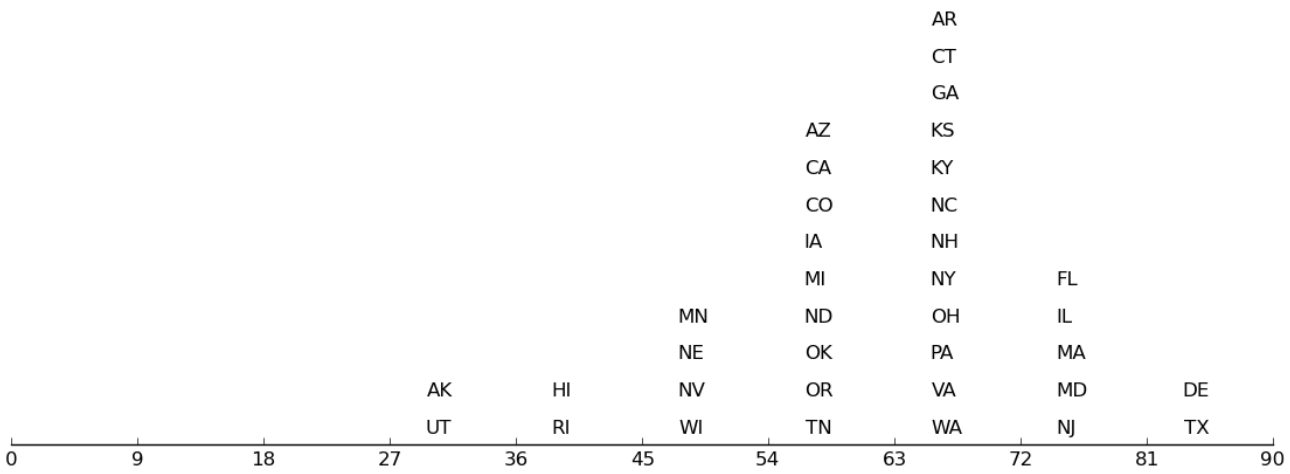

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Table 8-2D Fourth Grade Mathematics Proficiency, Asian and Pacific Islander Students

State	4th grade math proficiency, Asian and Pacific Islander students (Percent)						
	2000	2003	2005	2007	2009	2011	2013
United States	S	48	54	59	61	62	64
Alabama	S	S	S	S	S	S	S
Alaska	NA	27	36	37	35	29	32
Arizona	S	41	43	59	45	53	61
Arkansas	S	S	S	41	S	53	63
California	19	49	51	56	61	63	58
Colorado	NA	44	42	53	51	55	61
Connecticut	36	52	57	64	65	62	64
Delaware	NA	59	70	70	66	69	81
District of Columbia	S	S	S	S	S	S	S
Florida	NA	53	66	59	73	64	77
Georgia	S	53	57	63	60	70	71
Hawaii	12	21	25	31	35	37	42
Idaho	S	S	S	S	S	52	S
Illinois	S	58	66	62	73	63	73
Indiana	S	S	S	S	S	S	S
Iowa	S	S	52	S	66	52	54
Kansas	S	S	71	67	64	59	68
Kentucky	S	S	S	S	69	66	68
Louisiana	S	S	S	S	S	S	S
Maine	S	S	S	S	S	48	S
Maryland	27	58	59	68	67	74	77
Massachusetts	36	49	64	66	70	76	72
Michigan	S	47	56	69	55	71	62
Minnesota	12	27	40	43	44	57	52

	4th grade math proficiency, Asian and Pacific Islander students (Percent)						
State	2000	2003	2005	2007	2009	2011	2013
Mississippi	S	S	S	S	S	S	S
Missouri	S	S	S	S	62	57	S
Montana	S	S	S	S	S	S	S
Nebraska	S	S	S	S	55	40	51
Nevada	22	34	42	43	45	58	45
New Hampshire	NA	S	S	64	67	70	67
New Jersey	NA	61	74	78	72	75	76
New Mexico	S	S	S	S	S	63	S
New York	36	51	61	69	67	58	68
North Carolina	S	60	63	60	62	71	67
North Dakota	S	S	S	S	S	S	55
Ohio	S	S	S	S	S	58	65
Oklahoma	S	45	S	48	S	55	59
Oregon	35	46	54	53	48	51	60
Pennsylvania	NA	S	64	66	62	75	67
Rhode Island	18	22	39	41	40	49	37
South Carolina	S	S	S	S	S	S	S
South Dakota	NA	S	S	S	S	S	S
Tennessee	S	S	S	S	S	51	62
Texas	47	62	72	70	71	69	82
Utah	18	16	33	44	39	31	35
Vermont	S	S	S	S	S	S	S
Virginia	46	60	64	60	64	70	70
Washington	NA	44	46	54	56	62	66
West Virginia	S	S	S	S	S	S	S
Wisconsin	S	26	29	50	39	42	49
Wyoming	S	S	S	S	S	S	S
Puerto Rico	NA	NA	NA	NA	NA	NA	NA

	4th grade math proficiency, Asian and Pacific Islander students (Percent)						
State	2000	2003	2005	2007	2009	2011	2013

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

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. Asian and Pacific Islander includes Native Hawaiian.

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

Science and Engineering Indicators 2016