

Chapter 8. State Indicators

8-8F Eighth Grade Science Proficiency, Male Students

Description

This indicator represents the proportion of a state's eighth grade students in public schools that met or exceeded the proficiency standard in science. 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 eighth grade, the basic level (scores 141–169) denotes partial mastery of knowledge and skills that are prerequisite for proficient work. The proficient level (170–214) represents solid academic performance and demonstrates competency over challenging subject-matter knowledge. The advanced level (215–300) 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.

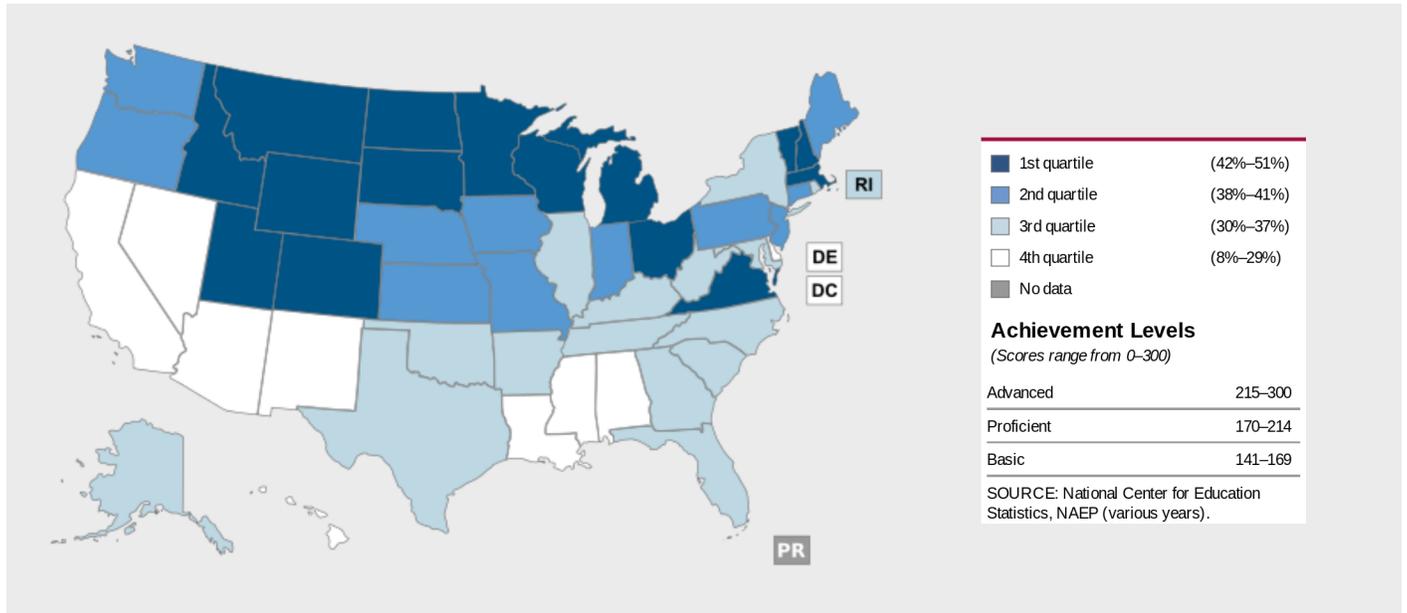
Approximately 119,600 eighth grade students in 6,690 schools participated in the 2011 NAEP science assessment. NAEP allows students with disabilities or limited English-language proficiency to use certain accommodations (e.g., extra testing time or individual rather than group administration). All data 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 8-8.

Findings

- In 2011, 34% of eighth grade male students nationwide performed at or above the proficient level in science, an increase from the 2009 percentage of 32%. In 2011, 31% of eighth grade students nationwide performed at or above the proficient level in science.
- Among the states, there were significant differences in the percentage of eighth grade male students who demonstrated proficiency in science. State values ranged from 22% to 51%.
- The reported percentage of eighth grade Asian and Pacific Islander students in most reporting states (37) was virtually the same in 2011 and 2009, except in Colorado, Hawaii, Mississippi, Nevada, North Carolina, Rhode Island, South Carolina, Tennessee, and Utah, where the percentage increased between 2009 and 2011.

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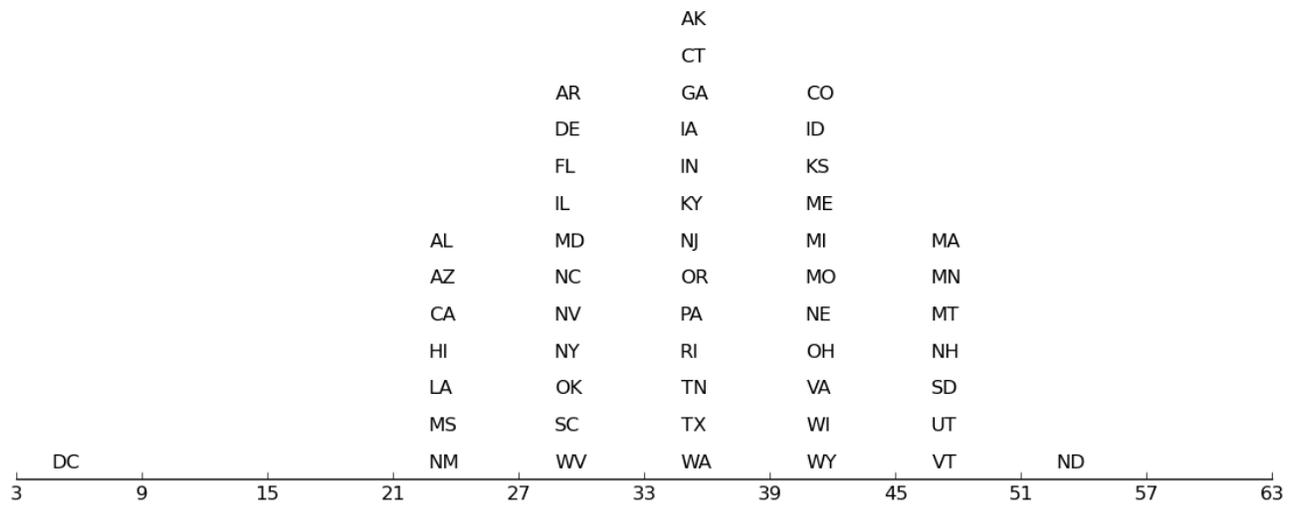
Year: 2011



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Distribution of states across indicator values



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Table 8-8F Eighth Grade Science Proficiency, Male Students

State	8th grade science proficiency, male students (Percent)	
	2009	2011
United States	32	34
Alabama	24	22
Alaska	NA	35
Arizona	26	26
Arkansas	28	30
California	22	25
Colorado	39	44
Connecticut	38	38
Delaware	29	29
District of Columbia	NA	8
Florida	28	31
Georgia	30	34
Hawaii	19	23
Idaho	42	42
Illinois	32	30
Indiana	35	38
Iowa	38	38
Kansas	NA	41
Kentucky	37	37
Louisiana	22	25
Maine	38	40
Maryland	32	32
Massachusetts	44	47
Michigan	38	42
Minnesota	43	46

State	8th grade science proficiency, male students (Percent)	
	2009	2011
Mississippi	17	22
Missouri	38	39
Montana	47	49
Nebraska	NA	40
Nevada	21	28
New Hampshire	44	46
New Jersey	37	38
New Mexico	24	25
New York	34	31
North Carolina	25	30
North Dakota	47	51
Ohio	41	43
Oklahoma	28	30
Oregon	37	38
Pennsylvania	39	38
Rhode Island	30	34
South Carolina	24	32
South Dakota	45	47
Tennessee	32	36
Texas	32	35
Utah	43	47
Vermont	NA	47
Virginia	39	43
Washington	38	38
West Virginia	26	30
Wisconsin	43	44
Wyoming	42	42
Puerto Rico	NA	NA



8th grade science proficiency, male students (Percent)

State

2009

2011

NA = not available.

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.

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

Science and Engineering Indicators 2016