

State Indicators

S-8 Eighth Grade Science Proficiency

Description

This indicator represents the proportion of a state's eighth grade public school students that has 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 "basic," as well as "proficient" and "advanced" 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.

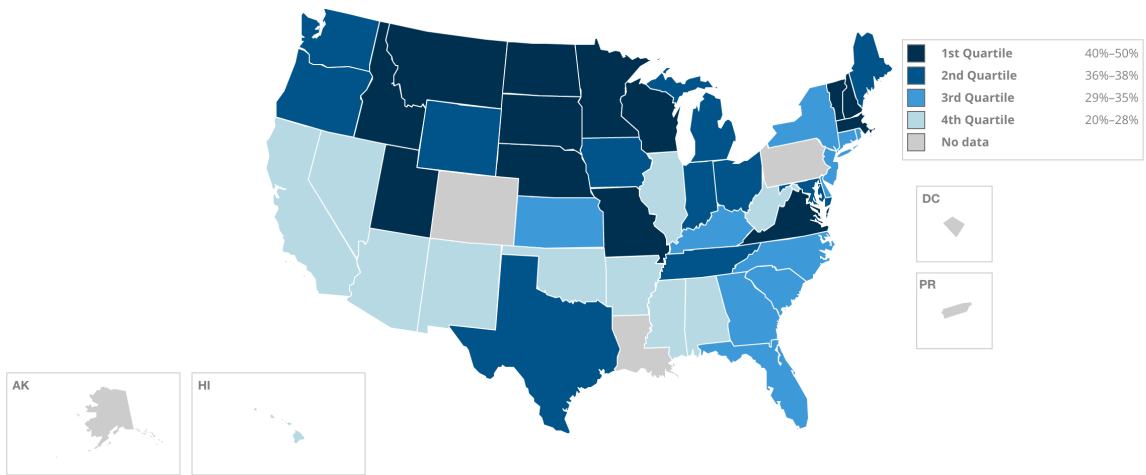
Not all students participate in NAEP assessments; a sample of schools and students is selected to represent each participating state. Hundreds of thousands of students from several thousand schools across the nation typically participate in the NAEP science assessment. The results from the assessed students are combined to provide accurate estimates of the overall performance of students in the nation and in individual states and other jurisdictions. 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.

Data source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

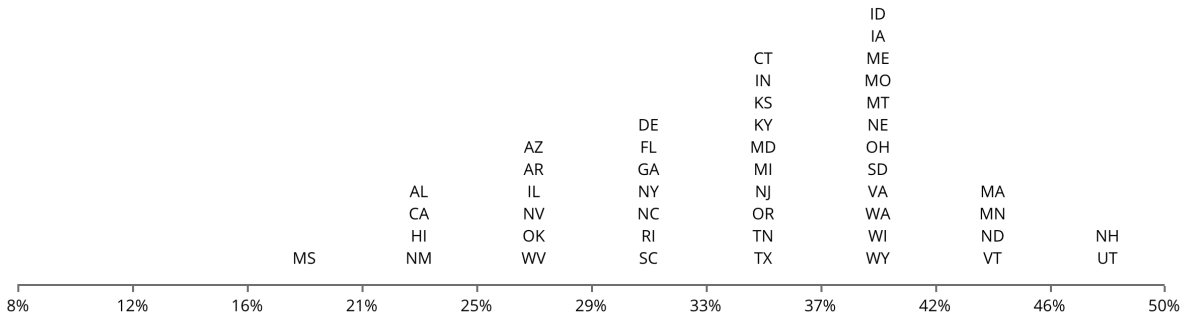
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2015



Distribution of states across indicator values, 2015



Histograms do not display states with extreme values. Please consult the data tables for exact indicator values for each state. State positions on the histogram are based on unrounded values of the indicator and may not always match the rounded values displayed in the table.

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(Percent)

State	2009	2011	2015
United States	29	31	33
Alabama	19	19	21
Alaska	NA	34	NA
Arizona	22	23	25
Arkansas	24	26	28
California	20	22	24
Colorado	36	42	NA
Connecticut	35	35	35
Delaware	25	28	29
District of Columbia	NA	8	NA
Florida	25	28	33
Georgia	27	30	31
Hawaii	17	22	23
Idaho	37	38	40
Illinois	28	26	28
Indiana	32	33	36
Iowa	35	35	38
Kansas	NA	35	34
Kentucky	34	34	35
Louisiana	20	22	NA
Maine	35	37	38
Maryland	28	32	36
Massachusetts	41	44	44

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State	2009	2011	2015
Michigan	35	38	36
Minnesota	40	42	45
Mississippi	15	19	20
Missouri	36	36	40
Montana	43	44	41
Nebraska	NA	38	41
Nevada	20	23	27
New Hampshire	39	42	46
New Jersey	34	34	35
New Mexico	21	22	21
New York	31	29	30
North Carolina	24	26	31
North Dakota	42	45	42
Ohio	37	38	38
Oklahoma	25	26	28
Oregon	35	35	36
Pennsylvania	35	33	NA
Rhode Island	26	31	32
South Carolina	23	28	31
South Dakota	40	42	40
Tennessee	28	31	37
Texas	29	32	37
Utah	39	43	50
Vermont	NA	43	44
Virginia	36	40	40
Washington	34	35	38

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State	2009	2011	2015
West Virginia	22	24	27
Wisconsin	38	40	40
Wyoming	36	38	38
Puerto Rico	NA	NA	NA

NA = not available

Note(s):
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 and does not include territories.

Source(s):
U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (various years), data as of January 2017.

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