

State Indicators

S-4 Fourth Grade Science Proficiency

Description

This indicator represents the proportion of a state's fourth grade public school students 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 "basic," as well as "proficient" and "advanced" accomplishment. For the fourth grade, the basic level (scores 131–166) denotes partial mastery of knowledge and skills that are prerequisite for proficient work. The proficient level (167–223) represents solid academic performance and demonstrates competency over challenging subject-matter knowledge. The advanced level (224–300) signifies superior performance.

The National Center for Education Statistics has determined that achievement levels were 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.

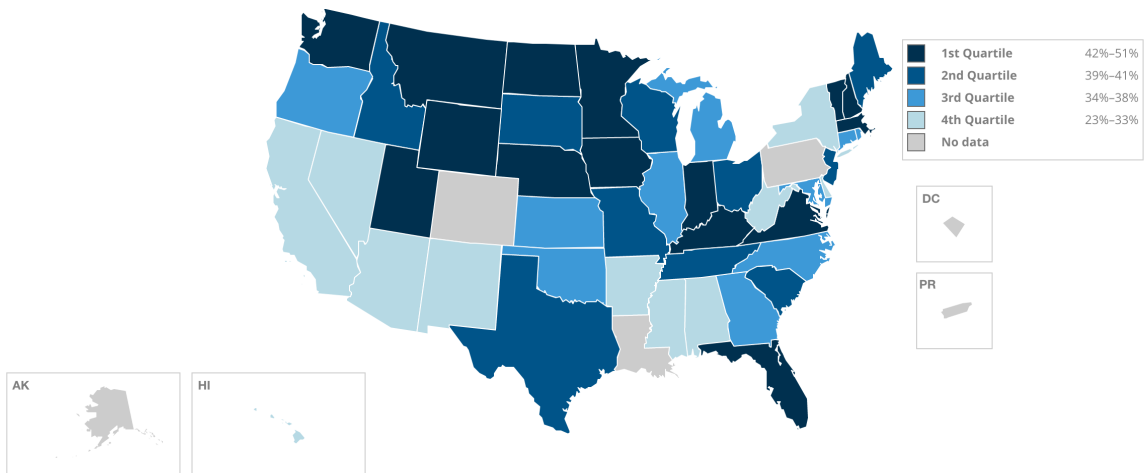
Not all students participate in NAEP assessments; a sample of schools and students is selected to represent each participating state. Participation in the NAEP science assessment typically includes hundreds of thousands of students from several thousand schools across the nation. The results from the assessed students are combined to provide accurate estimates of the overall performance of students in the nation and in individual states and other jurisdictions. Students with disabilities or limited English language proficiency are 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.

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

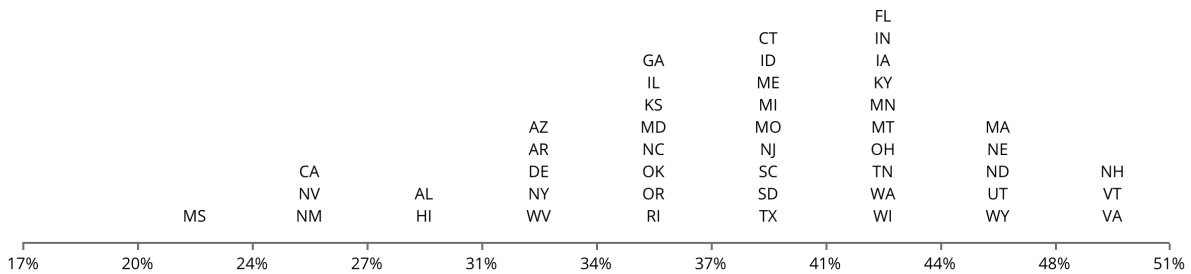
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2015



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.

State Indicators

Fourth Grade Science Proficiency

(Percent)

State	2009	2015
United States	32	37
Alabama	27	28
Alaska	NA	NA
Arizona	22	33
Arkansas	29	33
California	22	24
Colorado	39	NA
Connecticut	40	38
Delaware	34	33
District of Columbia	NA	NA
Florida	32	42
Georgia	27	35
Hawaii	25	30
Idaho	35	39
Illinois	32	35
Indiana	35	42
Iowa	41	42
Kansas	NA	37
Kentucky	45	44
Louisiana	25	NA
Maine	42	39
Maryland	33	37
Massachusetts	45	47

State Indicators

State	2009	2015
Michigan	34	38
Minnesota	43	43
Mississippi	17	23
Missouri	40	39
Montana	43	43
Nebraska	NA	47
Nevada	23	24
New Hampshire	47	51
New Jersey	39	39
New Mexico	24	25
New York	30	33
North Carolina	30	36
North Dakota	45	45
Ohio	41	41
Oklahoma	28	34
Oregon	34	37
Pennsylvania	38	NA
Rhode Island	34	36
South Carolina	33	40
South Dakota	40	40
Tennessee	33	41
Texas	29	39
Utah	38	45
Vermont	NA	48
Virginia	46	50
Washington	35	42

State Indicators

State	2009	2015
West Virginia	28	31
Wisconsin	41	41
Wyoming	37	45
Puerto Rico	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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