

Table 17

NAEP 2009 Grade 8 Science - Female Students

Average scale scores and percentages at or above each achievement level

Jurisdiction	Average scale score	Below basic	At or above basic	At or above proficient
DoDEA	159	24	76	36
Montana	159	24	76	38
North Dakota	159	23	77	37
Massachusetts	158	26	74	38
South Dakota	157	25	75	35
Minnesota	157	26	74	36
New Hampshire	157	25	75	33
Maine	156	28	72	33
Utah	156	28	72	36
Virginia	155	30	70	33
Idaho	155	29	71	33
Wisconsin	155	29	71	33
Ohio	154	29	71	32
Missouri	154	31	69	33
Kentucky	154	31	69	30
Iowa	154	30	70	31
Wyoming	154	29	71	30
Colorado	153	32	68	32
New Jersey	153	32	68	31
Connecticut	153	32	68	32
Washington	153	32	68	30
Oregon	152	34	66	32
Michigan	152	35	65	31
Pennsylvania	151	35	65	31
Indiana	150	35	65	28
Texas	148	39	61	26
New York	147	40	60	27
National Public	147	40	60	26
Maryland	146	41	59	25
Delaware	146	41	59	21
Tennessee	146	42	58	24
Illinois	146	42	58	25
Oklahoma	144	43	57	22
Florida	144	44	56	21
Georgia	144	45	55	24
North Carolina	143	45	55	22
Rhode Island	143	45	55	22
South Carolina	142	46	54	22
West Virginia	142	46	54	18
Arkansas	142	44	56	20
Nevada	140	48	52	19
New Mexico	140	50	50	18
Arizona	139	49	51	18
Louisiana	138	51	49	18
Hawaii	137	52	48	15
Alabama	136	52	48	15
California	135	53	47	17
Mississippi	130	61	39	13

NOTE: The NAEP Science scale ranges from 0 to 300. Some apparent differences between estimates *may not be statistically significant*. Ninety-two percent of the 2600 New Hampshire Grade 8 students sampled for the NAEP Science Assessment were identified as White, Non-Hispanic; 2% were Black; 3% were Hispanic; 2% were Asian/Pacific Islander. Twenty percent of Grade 8 students sampled were Eligible for Free or Reduced School Lunch; 77% were not eligible. Eighteen percent of Grade 8 students assessed were identified as students with disabilities; 1% were identified as English Language Learners.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Science Assessment.