

Table 20

NAEP 2009 Grade 8 Science - Students Eligible for Free or Reduced Lunch

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
Montana	151	35	65	28
North Dakota	151	34	66	28
Maine	148	38	62	22
South Dakota	148	38	62	25
Wyoming	147	38	62	23
Kentucky	147	40	60	23
Idaho	146	41	59	23
New Hampshire	144	42	58	21
Iowa	142	45	55	20
Utah	142	45	55	24
Ohio	142	45	55	20
Missouri	142	46	54	19
Virginia	141	48	52	17
Oregon	141	47	53	20
Minnesota	140	47	53	19
Texas	140	48	52	17
Colorado	140	49	51	18
Washington	139	50	50	18
Wisconsin	139	49	51	18
Michigan	138	51	49	20
Oklahoma	137	51	49	17
Massachusetts	137	51	49	17
West Virginia	136	54	46	14
Indiana	136	53	47	17
Delaware	135	55	45	12
Florida	135	56	44	13
New Mexico	134	57	43	13
Tennessee	133	56	44	14
National Public	133	57	43	14
Pennsylvania	133	57	43	14
Georgia	133	60	40	13
New Jersey	132	59	41	12
Arkansas	131	57	43	14
New York	131	60	40	13
Connecticut	130	61	39	12
Nevada	129	61	39	9
South Carolina	129	62	38	11
Louisiana	129	62	38	11
Maryland	129	63	37	9
North Carolina	129	63	37	10
Arizona	127	64	36	10
Illinois	127	65	35	9
Hawaii	127	64	36	9
Rhode Island	127	64	36	9
Alabama	125	65	35	9
California	122	67	33	8
Mississippi	122	71	29	7

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.