

Table 26

NAEP 2009 Grade 8 Science - Non-ELL 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
Montana	164	19	81	44
North Dakota	163	20	80	43
DoDEA	163	21	79	41
Minnesota	161	23	77	42
Massachusetts	161	25	75	42
South Dakota	161	22	78	41
New Hampshire	161	22	78	39
Utah	160	25	75	41
Idaho	159	26	74	39
Colorado	159	26	74	38
Wyoming	159	25	75	36
Wisconsin	159	25	75	39
Maine	159	26	74	36
Ohio	158	26	74	37
Oregon	158	28	72	37
Virginia	157	29	71	37
Iowa	157	27	73	35
Kentucky	157	28	72	34
Connecticut	157	29	71	36
Missouri	157	29	71	36
Washington	156	29	71	35
New Jersey	156	29	71	35
Pennsylvania	155	31	69	36
Michigan	154	33	67	35
Texas	153	33	67	31
Indiana	153	32	68	33
National Public	151	35	65	31
New York	151	36	64	32
Maryland	149	39	61	29
Illinois	149	38	62	29
Delaware	149	37	63	26
Tennessee	148	39	61	28
Oklahoma	148	39	61	26
Georgia	148	41	59	28
Florida	148	41	59	26
New Mexico	147	40	60	23
Rhode Island	147	40	60	26
California	146	43	57	24
Nevada	145	42	58	22
North Carolina	145	43	57	25
West Virginia	145	42	58	22
Arizona	145	43	57	23
Arkansas	144	41	59	25
South Carolina	144	44	56	24
Hawaii	141	47	53	18
Louisiana	139	49	51	20
Alabama	139	49	51	20
Mississippi	132	58	42	15

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.