State Indicators

S-2 Fourth Grade Mathematics Proficiency

Description

This indicator represents the proportion of a state's fourth grade public school students that met or exceeded the proficiency standard in mathematics. 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 214–248) denotes partial mastery of knowledge and skills that are prerequisite for proficient work. The proficient level (249–281) represents solid academic performance and demonstrates competency over challenging subject-matter knowledge. The advanced level (282–500) 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.

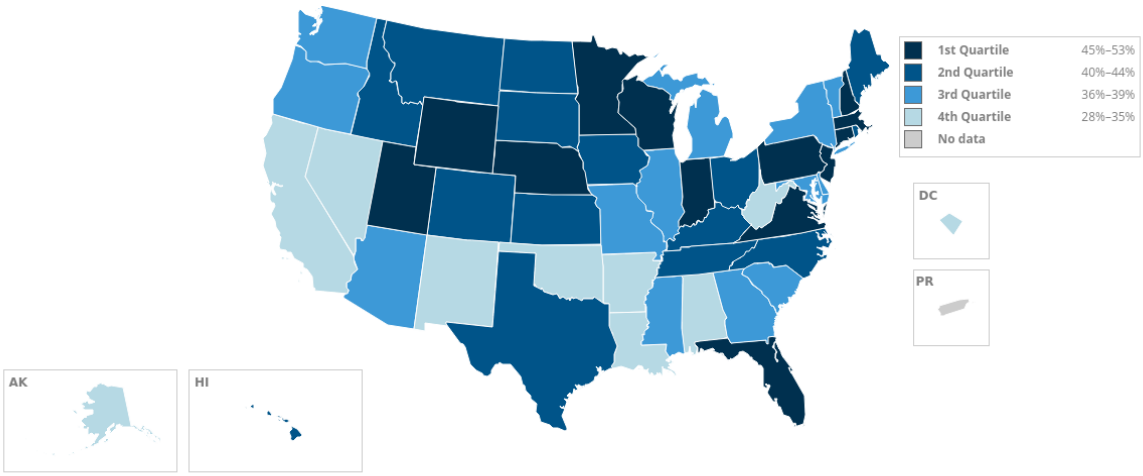
Not all students participate in NAEP assessments; a sample of schools and students is selected to represent each participating state. Hundreds of thousands of students from several thousand schools across the nation typically participate in the NAEP mathematics assessment. The results from the assessed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

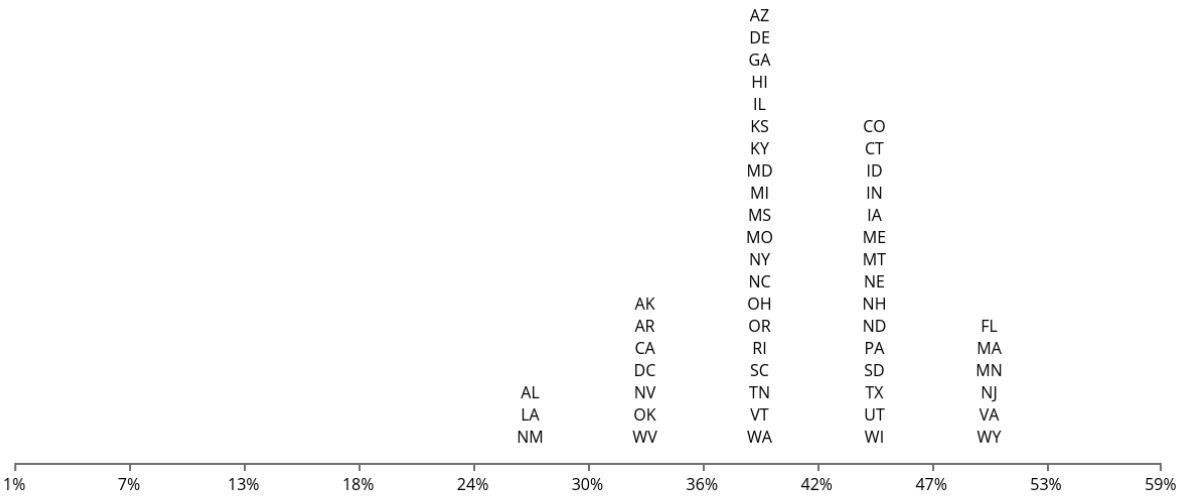
State Indicators

S-2 Fourth Grade Mathematics Proficiency

2019



Distribution of states across indicator values, 2019



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 Mathematics Proficiency

(Percent)

State	2000	2003	2005	2007	2009	2011	2013	2015	2017	2019
United States	22	31	35	39	38	40	41	39	40	40
Alabama	13	19	21	26	24	27	30	26	31	28
Alaska	NA	30	34	38	38	37	37	35	32	33
Arizona	16	25	28	31	28	34	40	38	34	37
Arkansas	14	26	34	37	36	37	39	32	33	33
California	13	25	28	30	30	34	33	29	31	34
Colorado	NA	34	39	41	45	47	50	43	42	44
Connecticut	31	41	42	45	46	45	45	41	40	45
Delaware	NA	31	36	40	36	39	42	37	36	39
District of Columbia	5	7	10	14	17	22	28	31	32	34
Florida	NA	31	37	40	40	37	41	42	48	48
Georgia	17	27	30	32	34	37	39	35	35	36
Hawaii	14	23	27	33	37	40	46	38	38	40
Idaho	20	31	40	40	41	39	40	38	40	43
Illinois	20	32	32	36	38	38	39	37	39	38
Indiana	30	35	38	46	42	44	52	50	48	47
Iowa	26	36	37	43	41	43	48	44	46	42
Kansas	29	41	47	51	46	48	48	41	42	40
Kentucky	17	22	26	31	37	39	41	40	40	40
Louisiana	14	21	24	24	23	26	26	30	27	29
Maine	23	34	39	42	45	45	47	41	40	42
Maryland	21	31	38	40	44	48	47	40	42	39
Massachusetts	31	41	49	58	57	58	58	54	53	50

State Indicators

State	2000	2003	2005	2007	2009	2011	2013	2015	2017	2019
Michigan	28	34	38	37	35	35	37	34	36	36
Minnesota	33	42	47	51	54	53	59	53	53	53
Mississippi	9	17	19	21	22	25	26	30	31	39
Missouri	23	30	31	38	41	41	39	38	40	39
Montana	24	31	38	44	45	45	45	41	41	43
Nebraska	24	34	36	38	38	39	45	46	49	45
Nevada	16	23	26	30	32	36	34	32	31	34
New Hampshire	NA	43	47	52	56	57	59	51	48	46
New Jersey	NA	39	45	52	49	51	49	47	50	48
New Mexico	12	17	19	24	26	30	31	27	27	29
New York	21	33	36	43	40	36	40	35	35	37
North Carolina	25	41	40	41	43	44	45	44	42	41
North Dakota	25	34	40	46	45	46	48	45	46	44
Ohio	25	36	43	46	45	45	48	45	41	41
Oklahoma	16	23	29	33	33	33	36	37	35	35
Oregon	23	33	37	35	37	37	40	37	33	37
Pennsylvania	NA	36	41	47	46	48	44	45	44	47
Rhode Island	22	28	31	34	39	43	42	37	39	40
South Carolina	18	32	36	36	34	36	35	36	32	36
South Dakota	NA	34	41	41	42	40	40	40	43	43
Tennessee	18	24	28	29	28	30	40	40	36	40
Texas	25	33	40	40	38	39	41	44	41	44
Utah	23	31	37	39	41	43	44	44	45	46
Vermont	29	42	44	49	51	49	52	43	42	39
Virginia	24	36	39	42	43	46	47	47	50	48
Washington	NA	36	42	44	43	45	48	47	42	39

State Indicators

State	2000	2003	2005	2007	2009	2011	2013	2015	2017	2019
West Virginia	17	24	25	33	28	31	35	33	35	30
Wisconsin	S	35	40	47	45	47	47	45	42	45
Wyoming	25	39	43	44	40	44	48	48	51	48
Puerto Rico	NA	S	S	NA	NA	*	1	*	*	NA

S = data are suppressed because reporting standards were not met
NA = not available
* = rounds to zero

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):
National Center for Education Statistics, National Assessment of Educational Progress (various years), data as of October 2019.

Recommended Citation: National Science Board. "Fourth Grade Mathematics Proficiency." Science and Engineering Indicators: State Indicators. Alexandria, VA: National Science Foundation. https://ncses.nsf.gov/indicators/states/indicator/fourth-grade-math-proficiency. Accessed on [date of user access].

Last updated: April 29, 2020

Science and Engineering Indicators