

South Carolina

Grade 4 and 8 Public Schools State Science 2015

This report provides selected results for South Carolina's public school students at grades 4 and 8 from the National Assessment of Educational Progress (NAEP) assessment in science. Results are reported by average scale scores and by achievement levels (*Basic*, *Proficient*, and *Advanced*).

Forty-six states and the Department of Defense Education Activity schools (DoDEA) participated in the 2015 science assessment at grades 4 and 8.

For more information about the assessment, visit the NAEP website at <http://nces.ed.gov/nationsreportcard/> which contains

- *The Nation's Report Card™, Science 2015*
- The full set of national and state results in an interactive database
- Released test questions, scoring guides, and question-level performance data

NAEP is a project of the National Center for Education Statistics (NCES), reporting on the academic achievement of elementary and secondary students in the United States.

KEY FINDINGS FOR 2015

Grade 4:

- In 2015, the average science score for fourth-grade students in South Carolina was 155. This was higher than that for the nation's public schools (153).
- The average score for students in South Carolina in 2015 (155) was higher than that in 2009 (149).
- In 2015, the percentage of students in South Carolina who performed at or above *Proficient* was 40 percent. This was greater than that for the nation's public schools (37 percent).
- The percentage of students in South Carolina who performed at or above *Proficient* in 2015 (40 percent) was greater than that in 2009 (33 percent).
- In 2015, the percentage of students in South Carolina who performed at or above *Basic* was 76 percent. This was not significantly different from that for the nation's public schools (75 percent).
- The percentage of students in South Carolina who performed at or above *Basic* in 2015 (76 percent) was greater than that in 2009 (72 percent).

Grade 8:

- In 2015, the average science score for eighth-grade students in South Carolina was 151. This was not significantly different from that for the nation's public schools (153).
- The average score for students in South Carolina in 2015 (151) was higher than that in 2009 (143) and was not significantly different from that in 2011 (149).
- In 2015, the percentage of students in South Carolina who performed at or above *Proficient* was 31 percent. This was not significantly different from that for the nation's public schools (33 percent).
- The percentage of students in South Carolina who performed at or above *Proficient* in 2015 (31 percent) was greater than that in 2009 (23 percent) and was not significantly different from that in 2011 (28 percent).
- In 2015, the percentage of students in South Carolina who performed at or above *Basic* was 65 percent. This was not significantly different from that for the nation's public schools (67 percent).
- The percentage of students in South Carolina who performed at or above *Basic* in 2015 (65 percent) was greater than that in 2009 (55 percent) and was not significantly different from that in 2011 (61 percent).

The U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, and National Assessment of Educational Progress (NAEP) have provided software that generated user-selectable data, statistical significance test result statements, and technical descriptions of the NAEP assessments for this report. Content may be added or edited by states or other jurisdictions. This document, therefore, is not an official publication of the National Center for Education Statistics.

Introduction

What Was Assessed?

The content for each NAEP assessment is determined by the National Assessment Governing Board. The framework for each assessment documents the content and process areas to be measured and sets guidelines for the types of questions to be used. The development process for the science framework required the active participation of teachers, curriculum specialists, subject-matter specialists, local school administrators, parents, and other members of the general public. The current framework is available at the Governing Board's website at <https://www.nagb.org/content/nagb/assets/documents/publications/frameworks/science/2015-science-framework.pdf>.

The 2009 NAEP science framework approved by the Governing Board replaced the framework used for the 1996, 2000, and 2005 science assessments. A variety of factors made it necessary to create a new framework to guide the assessment of science in 2009 and beyond: the publication of *National Standards* for science literacy, advances in both science and cognitive research, the growth in national and international science assessments, advances in innovative assessment approaches, and the need to fairly assess the widest possible range of students. The framework is unchanged for 2015.

Assessment Criteria

Each question in the 2015 science assessment was classified based on two criteria: *science content* and *science practices*. By considering these two criteria for each question, the framework ensures that NAEP assesses an appropriate balance of content along with a variety of ways of knowing and doing science.

SCIENCE CONTENT

The science content for the 2015 NAEP is defined by a series of statements that describe key facts, concepts, principles, laws, and theories in three broad areas:

- physical science
- life science
- Earth and space sciences

Physical Science deals with matter, energy, and motion; life science with structures and functions of living systems and changes in living systems; and Earth and space sciences with Earth in space and time, Earth structures, and Earth systems.

SCIENCE PRACTICES

The second aspect of the framework is defined by four science practices, which focus on what students should know and be able to do in science:

- Identifying science principles
- Using science principles
- Using scientific inquiry
- Using technological design

Assessment Design

The assessment design allowed for broad coverage of the three science content areas and four science

practices, while minimizing the time burden for any one student. Each student in the assessment was asked to complete two 25-minute sections. Each section contained between 14 and 18 questions depending on the balance between multiple-choice and constructed-response questions. Released NAEP science questions, along with student performance data by state, are available on the NAEP website at <http://nces.ed.gov/nationsreportcard/itmrlsx/>.

Who Was Assessed?

Forty-six states and the Department of Defense Education Activity schools (DoDEA) participated in the 2015 science assessment at grades 4 and 8. The overall participation rates for schools and students must meet guidelines established by the National Center for Education Statistics (NCES) and the National Assessment Governing Board for assessment results to be reported publicly. A participation rate of at least 85 percent for schools was required. Participation rates for the 2015 science assessment are available on the NAEP website at http://www.nationsreportcard.gov/science_2015/#science/about#participation.

The schools and students participating in NAEP assessments are selected to be representative both nationally and for public schools at the state level. The comparisons between national and state results in this report present the performance of public school students only. In NAEP reports, the category "nation (public)" does not include private, DoDEA, or Bureau of Indian Education schools.

How Is Student Science Performance Reported?

The 2015 state results are compared to results from the nation at grades 4 and 8.

Average Scores: Student performance is reported as an average score based on the NAEP science scale, which ranges from 0 to 300. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects or across content areas within the same subject. Results are also reported at five percentiles (10th, 25th, 50th, 75th, and 90th) to show trends in performance for lower-, middle-, and higher-performing students.

Achievement Levels: Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject area and grade. Achievement levels are performance standards indicating what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported in terms of three achievement levels—*Basic*, *Proficient*, and *Advanced*—and are expressed in terms of the percentage of students who attained each level. The three achievement levels are defined as follows:

- *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- *Proficient* represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and appropriate analytical skills.
- *Advanced* represents superior performance.

The achievement levels are cumulative; therefore, students performing at the *Proficient* level also display the competencies associated with the *Basic* level, and students at the *Advanced* level also demonstrate the competencies associated with both the *Basic* and the *Proficient* levels.

As provided by law, NCES, upon review of congressionally mandated evaluations of NAEP, has determined that achievement levels are to be used on a trial basis and should be interpreted with caution. The NAEP achievement levels have been widely used by national and state officials. The science achievement-level descriptions are summarized in [[Figure 1]].

**Figure
1-A**

The Nation's Report Card 2015 State Assessment

Descriptions of fourth-grade achievement levels for 2015 NAEP science assessment

Basic Level (131) Students performing at the *Basic* level should be able to describe, measure, and classify familiar objects in the world around them, as well as explain and make predictions about familiar processes. These processes include changes of states of matter, movements of objects, basic needs and life cycles of plants and animals, changes in shadows during the day, and changes in weather. They should be able to critique simple observational studies, communicating observations and basic measurements of familiar systems and processes, and look for patterns in their observations. With regard to scientific constraints, they should also be able to propose and critique alternative solutions to problems involving familiar systems and processes.

Science Practices: Students performing at the *Basic* level should be able to describe, measure, and classify familiar objects in the world around them, as well as explain and make predictions about familiar processes, using evidence to support their observations and conclusions. They should be able to critique simple observational studies, communicate observations and basic measurements of familiar systems and processes, and look for patterns in their observations. They should also be able to propose and recognize alternative solutions to problems involving familiar systems and processes.

In the physical sciences, students performing at the *Basic* level should be able to describe the properties of the states of matter, describe how to change matter from one state to another, describe different forms of energy, predict the electrical energy transfers that will take place in a simple circuit, critique alternative explanations for changes in a moving object's position, and design an investigation to show how exerting a force on an object changes the object's motion.

In the life sciences, students performing at the *Basic* level should be able to identify the stages in the life cycles of familiar organisms, describe how familiar animals meet their basic needs for food, air, water, and shelter, observe and describe the changes in plants and animals during their life cycles, and describe how environments meet the survival needs of familiar plants and animals.

In the Earth and space sciences, students performing at the *Basic* level should be able to predict changes in the length and position of shadows cast by the sun, describe how slow Earth processes (e.g., erosion) and fast Earth processes (e.g., volcanic eruption) can change Earth's surface, distinguish between natural and man-made materials, choose and use a tool to monitor how weather conditions change, and identify Earth resources that are limited.

Proficient Level (167) Students performing at the *Proficient* level should be able to demonstrate relationships among closely related science concepts, as well as analyze alternative explanations or predictions. They should be able to explain how changes in temperature cause changes of state, how forces can change motion, how adaptations help plants and animals meet their basic needs, how environmental changes can affect their growth and survival, how land formations can result from Earth processes, and how recycling can help conserve limited resources. They should be able to identify patterns in data and/or explain these patterns. They should also be able to identify and critique alternative responses to design problems.

Science Practices: Students performing at the *Proficient* level should be able to demonstrate relationships among closely related science concepts and familiar phenomena around them, as well as analyze alternative explanations or predictions, using evidence to support their explanations and predictions, critique observational studies and simple investigations, identify patterns in data and/or explain those patterns in data, and apply scientific ideas to identify and critique alternative designs to problems that personally affect them.

In the physical sciences, students performing at the *Proficient* level should be able to demonstrate the

relationship between temperature change and changes in the physical properties of matter, explain how energy in one form can be changed into another form, design an investigation that measures how temperature changes when energy is added to a substance, propose a design for a container that will maintain the temperature of an object that is above or below room temperature, and measure changes in position of an object in motion as different forces are applied.

In the life sciences, students performing at the *Proficient* level should be able to describe needs of familiar plants and animals at different stages of their life cycles, explain adaptations of familiar plants and animals to their environments, predict effects of environmental changes on plant or animal growth and survival, and apply information about an animal's basic needs to propose a supportive environment.

In the Earth and space sciences, students performing at the *Proficient* level should be able to explain how the Sun's changing position in the sky during the day affects shadows, interpret land formations as resulting from either slow (e.g., erosion) or rapid (e.g., volcanic eruption) Earth processes, explain how natural materials can help sustain the lives of familiar plants and animals, identify how patterns of weather conditions change from season to season, and explain how the practices of recycling, reusing, and reducing help to conserve limited resources.

Advanced Level (224) Students performing at the *Advanced* level should be able to demonstrate relationships among different representations of science principles, as well as propose alternative explanations or predictions of phenomena. They should be able to use numbers, drawings, and graphs to describe and explain motions of objects, analyze how environmental conditions affect growth and survival of plants and animals, describe changes in the Sun's path through the sky at different times of year, and describe how human uses of Earth materials affect the environment. They should be able to design studies that use sampling strategies to obtain evidence. They should also be able to propose and critique alternative individual and local community responses to design problems.

Science Practices: Students performing at the *Advanced* level should be able to demonstrate relationships among different representations of principles, as well as propose alternative explanations or predictions of familiar phenomena, using evidence to support their explanations and predictions, design observational studies or simple investigations to validate or criticize explanations or predictions and use sampling strategies to obtain evidence, and propose and critique alternative individual and local community responses to design problems.

In the physical sciences, students at the *Advanced* level should be able to demonstrate the relationship between the quantity of energy needed to change the state of a sample of a substance and the weight of the sample, demonstrate how different representations (i.e., verbal, numerical, graphical) can be used to show the motion of an object, suggest an example of how the motion of an object can be changed without touching it, and design an investigation that demonstrates how long it takes different forms of energy to change the temperature of matter.

In the life sciences, students at the *Advanced* level should be able to evaluate relationships between changing environmental conditions and organisms' growth, survival, and reproduction, analyze environments for how they may have different effects on the growth and survival of plants or animals of the same kind, and investigate the relationship between light and plant growth.

In the Earth and space sciences, students at the *Advanced* level should be able to relate changes in the Sun's daily path through the sky to different times of year, suggest examples of Earth materials that can be modified to meet human needs, explain how erosion is caused by daily/seasonal weather events, propose methods of reducing the amount of erosion, describe how humans can change environments that can be either detrimental or beneficial for themselves and other organisms, and describe how the use of Earth materials by humans impacts the environment.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0–300 scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2014). *Science Framework for the 2015 National Assessment of Educational Progress*. Washington, DC.

**Figure
1-B**

The Nation's Report Card 2015 State Assessment

Descriptions of eighth-grade achievement levels for 2015 NAEP science assessment

Basic Level (141) Students performing at the *Basic* level should be able to state or recognize correct science principles. They should be able to explain and predict observations of natural phenomena at multiple scales, from microscopic to global. They should be able to describe properties and common physical and chemical changes in materials, describe changes in potential and kinetic energy of moving objects, describe levels of organization of living systems—cells, multicellular organisms, and ecosystems, identify related organisms based on hereditary traits, describe a model of the solar system, and describe the processes of the water cycle. They should be able to design observational and experimental investigations employing appropriate tools for measuring variables. They should be able to propose and critique the scientific validity of alternative individual and local community responses to design problems.

Science Practices: Students performing at the *Basic* level should be able to state or recognize correct science principles, explain and predict observations of natural phenomena at multiple scales, from microscopic to global, using evidence to support their explanations and predictions, design investigations employing appropriate tools for measuring variables, and propose and critique the scientific validity of alternative individual and local community responses to design problems.

In the physical sciences, students at the *Basic* level should be able to recognize a class of chemical compounds by its properties, design an investigation to show changes in properties of reactants and products in a chemical process such as burning or rusting, describe the changes in kinetic and potential energy of an object such as a swinging pendulum, describe and compare the motions of two objects moving at different speeds from a table of their position and time data, describe the direction of all forces acting on an object, and suggest an example of a system in which forces are acting on an object but the motion of the object does not change.

In the life sciences, students at the *Basic* level should be able to identify levels of organization within cells, multicellular organisms, and ecosystems, describe how changes in an environment relate to an organism's survival, describe types of interdependence in ecosystems, identify related organisms based on hereditary traits, discuss the needs of animals and plants to support growth and metabolism, and analyze and display data showing simple patterns in population growth.

In the Earth and space sciences, students at the *Basic* level should be able to describe a Sun-centered model of the solar system that illustrates how gravity keeps the objects in regular motion, describe how fossils and rock formations can be used as evidence to infer events in Earth's history, relate major geologic events, such as earthquakes, volcanoes, and mountain building to the movement of lithospheric plates, use weather data to identify major weather events, and describe the processes of the water cycle including changes in the physical state of water.

Proficient Level (170) Students performing at the *Proficient* level should be able to demonstrate relationships among closely related science principles. They should be able to identify evidence of chemical changes, explain and predict motions of objects using position-time graphs, explain metabolism, growth, and reproduction in cells, organisms, and ecosystems, use observations of the Sun, Earth, and Moon to explain visible motions in the sky, and predict surface and groundwater movements in different regions of the world. They should be able to explain and predict observations of phenomena at multiple scales, from microscopic to macroscopic and local to global, and to suggest examples of observations that illustrate a science principle. They should be able to use evidence from investigations in arguments that accept, revise, or reject scientific models. They should be able to use scientific criteria to propose and critique alternative individual and local community responses to design problems.

Science Practices: Students performing at the *Proficient* level should be able to demonstrate relationships among closely related science principles, explain and predict observations of phenomena at multiple scales, from microscopic to macroscopic and local to global, and suggest examples of observations that illustrate a science principle, design investigations requiring control of variables to test a simple model, employing appropriate sampling techniques and data quality review processes, and use the evidence to communicate an argument that accepts, revises, or rejects the model, and propose and critique solutions and predict the scientific validity of alternative individual and local community responses to design problems.

In the physical sciences, students at the *Proficient* level should be able to demonstrate the relationship between the properties of chemical elements and their position on the periodic table, use empirical evidence to demonstrate that a chemical change has occurred, demonstrate the relationship of the motion of an object that experiences multiple forces with the representation of the motion on a position-time graph, predict the position of a moving object based on the position-time data presented in a table, and suggest examples of systems in which potential energy is converted into other forms of energy.

In the life sciences, students at the *Proficient* level should be able to explain metabolism, growth, and reproduction at multiple levels of living systems: cells, multicellular organisms, and ecosystems, predict the effects of heredity and environment on an organism's characteristics and survival, use sampling strategies to estimate population sizes in ecosystems, and suggest examples of sustainable systems for multiple organisms.

In the Earth and space sciences, students at the *Proficient* level should be able to explain how gravity accounts for the visible patterns of motion of the Earth, Sun, and Moon, explain how fossils and rock formations are used for relative dating, use models of Earth's interior to explain lithospheric plate movement, explain the formation of Earth's materials using the properties of rocks and soils, identify recurring patterns of weather phenomena, and predict surface and groundwater movement in different regions of the world.

Advanced Level (215) Students performing at the *Advanced* level should be able to develop alternative representations of science principles and explanations of observations. They should be able to use information from the periodic table to compare families of elements, explain changes of state in terms of energy flow, trace matter and energy through living systems at multiple scales, predict changes in populations through natural selection and reproduction, use lithospheric plate movement to explain geological phenomena, and identify relationships among regional weather and atmospheric and ocean circulation patterns. They should be able to design and critique investigations involving sampling processes, data quality review processes, and control of variables. They should be able to propose and critique alternative solutions that reflect science-based trade-offs for addressing local and regional problems.

Science Practices: Students performing at the *Advanced* level should be able to demonstrate relationships among different representations of science principles. They should be able to explain and predict observations of phenomena at multiple scales, from microscopic to macroscopic and local to global, and develop alternative explanations of observations, using evidence to support their thinking. They should be able to design control of variable investigations employing appropriate sampling techniques and data quality review processes that strengthen the evidence used to argue for one alternate model over another. They should be able to propose and critique alternative solutions that reflect science-based trade-offs for addressing local and regional problems.

In the physical sciences, students at the *Advanced* level should be able to interpret diagrams, graphs, and data to demonstrate the relationship between the particulate nature of matter and state changes (for instance, melting and freezing), demonstrate relationships between position on the periodic table and the characteristics of families of the chemical elements, explain changes of state in terms of energy flow in and out of a system, identify possible scientific trade-offs in making decisions on the design of an electrical energy power plant, suggest examples of systems in which objects are undergoing transitional, vibrational, and rotational motion, and suggest examples of systems in which forces are acting both through contact and at a distance.

In the life sciences, students at the *Advanced* level should be able to explain movement and transformations of matter and energy in living systems at cellular, organismal, and ecosystem levels, predict changes in populations through natural selection and reproduction, and describe an ecosystem's populations and propose an analysis for changes based on energy flow through the system.

In the Earth and space sciences, students at the *Advanced* level should be able to explain the seasons, Moon phases, and lunar and solar eclipses, illustrate how fossils and rock formations can provide evidence of changes in environmental conditions over time, use lithospheric plate movement to explain geological phenomena, identify relationships among regional weather and atmospheric and ocean circulation patterns, and use the water cycle to propose and critique ways for obtaining drinkable water.

NOTE: The scores in parentheses in the shaded boxes indicate the lowest point on the 0–300 scale at which the achievement-level range begins.

SOURCE: National Assessment Governing Board. (2014). *Science Framework for the 2015 National Assessment of Educational Progress*. Washington, DC.

Assessing Students With Disabilities and/or English Language Learners

Testing accommodations, such as extra testing time or individual (rather than group) administration, are provided for students with disabilities (SD) and English language learners (ELL) who could not fairly and accurately demonstrate their abilities without modified test administration procedures. However, even with the availability of accommodations, some students may still be excluded from the NAEP assessment. Due to differences in policies and practices regarding the identification and inclusion of SD and ELL students, variations in exclusion and accommodation rates should be considered when comparing students' performance across states. The types of accommodations used in the 2015 NAEP science assessment are available on the NAEP website at http://www.nationsreportcard.gov/science_2015/#science/about#inclusion.

Interpreting Results

The scores and percentages in this report are estimates based on samples of students rather than on entire populations. In addition, the collection of questions used is only a sample of the many questions that could have been asked to assess the skills and abilities described in the NAEP framework. Comparisons between groups are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are margins of error, and estimates based on smaller groups are likely to have larger margins of error. The size of the standard errors may also be influenced by other factors such as how representative the assessed students are of the entire population. Statistical tests that factor in these standard errors are used to determine whether the differences between average scores or percentages are significant. All differences were tested for statistical significance at the .05 level using unrounded numbers.

Differences between scores or between percentages are discussed in this report only when they are significant from a statistical perspective. Significant differences are marked with a notation (*) in the tables. Any differences in scores that are mentioned in the text as "higher," "lower," "greater," or "smaller" are statistically significant.

Score or percentage differences or gaps cited in this report are calculated based on differences between unrounded numbers. Therefore, the reader may find that the score or percentage difference cited in the text or tables may not be identical to the difference obtained from subtracting the rounded values shown in the accompanying tables or figures.

The reader is cautioned against making simple causal inferences between student performance and the other variables (e.g., race/ethnicity, gender, and type of school location) discussed in this report. A statistically significant relationship between a variable and measures of student performance does not imply that the variable causes differences in how well students perform. The relationship may be influenced by a number of other variables not accounted for in this report, such as family income, parental involvement, or student attitudes.

NAEP 2015 Science Overall Average Score and Achievement-Level Results for Public School Students

Overall science results for public school students from South Carolina are reported in this section, as well as regional and national results. The regions defined by the U.S. Census Bureau are Northeast, South, Midwest, and West (<http://nces.ed.gov/nationsreportcard/hsts/tabulations/regions.asp>).

Overall Average Score Results

Student performance is reported as an average score based on the NAEP science scale, which ranges from 0 to 300.

Tables 1-A and 1-B show the overall performance results of grades 4 and 8 public school students in South Carolina, the nation (public), and the region in which the jurisdiction is located. The first column of results presents the average score on the NAEP science scale. The remaining columns show the scores at selected percentiles. A percentile is a score point at or below which a certain percentage of students fall. For example, the 25th percentile demarks the cut point for the lowest 25 percent of students within the distribution of scale scores.

Grade 4 Scale Score Results

- In 2015, the average scale score for students in South Carolina was 155. This was higher than that for students across the nation (153).
- In South Carolina, the average scale score for students in 2015 was higher than that in 2009 (149). Similarly, the average scale score for students in public schools across the nation in 2015 was higher than that in 2009 (149).

Grade 8 Scale Score Results

- In 2015, the average scale score for students in South Carolina was 151. This was not significantly different from that for students across the nation (153).
- In South Carolina, the average scale score for students in 2015 was not significantly different from that in 2011 (149). However, the average scale score for students in public schools across the nation in 2015 was higher than that in 2011 (151).
- In South Carolina, the average scale score for students in 2015 was higher than the score in 2009. However, it was not significantly different from the score in 2011.

**Table
1-A**
The Nation's Report Card 2015 State Assessment

Average scale scores and selected percentile scores in NAEP science for fourth-grade public school students, by year and jurisdiction: 2009 and 2015

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2009	Nation (public)	149*	102*	126*	152*	174*	192*
	South ¹	148*	104*	126*	150*	173*	191*
	South Carolina	149*	103*	127*	152*	175*	192
2015	Nation (public)	153	107	131	156	177	195
	South ¹	155	109	133	157	179	197
	South Carolina	155	108	133	158	180	198

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2015.

¹ Region in which jurisdiction is located.

NOTE: The NAEP grade 4 science scale ranges from 0 to 300. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2015 Science Assessments.

Table
1-B

The Nation's Report Card 2015 State Assessment

Average scale scores and selected percentile scores in NAEP science for eighth-grade public school students, by year and jurisdiction: 2009, 2011, and 2015

Year and jurisdiction		Average scale score	10th percentile	25th percentile	50th percentile	75th percentile	90th percentile
2009	Nation (public)	149*	102*	127*	152*	174*	191*
	South ¹	147*	101*	125*	150*	172*	190*
	South Carolina	143*	97*	121*	146*	168*	187*
2011	Nation (public)	151*	105*	129*	154*	175*	192*
	South ¹	150*	105*	129*	153*	174*	191*
	South Carolina	149	104	127	151	173	191
2015	Nation (public)	153	107	132	156	177	194
	South ¹	153	108	132	156	177	194
	South Carolina	151	107	130	154	176	192

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2015.¹ Region in which jurisdiction is located.

NOTE: The NAEP grade 8 science scale ranges from 0 to 300. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments.

Overall Achievement-Level Results

Student results are reported as the percentages of students performing relative to performance standards set by the National Assessment Governing Board. These performance standards for what students should know and be able to do were based on the recommendations of broadly representative panels of educators and members of the public.

Tables 2-A and 2-B show the percentage of students at grades 4 and 8 who performed below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced*. Because the percentages are cumulative from *Basic* to *Proficient* to *Advanced*, they will sum to more than 100 percent. Only the percentage of students performing at or above *Basic* (which includes the students at *Proficient* and *Advanced*) plus the students below *Basic* will sum to 100 percent.

Grade 4 Achievement-Level Results

- In 2015, the percentage of South Carolina's students who performed at or above *Proficient* was 40 percent. This was greater than the percentage of the nation's public school students who performed at or above *Proficient* (37 percent).
- In South Carolina, the percentage of students who performed at or above *Proficient* in 2015 was greater than the percentage in 2009 (33 percent). Similarly, the percentage of students who performed at or above *Proficient* in the nation in 2015 was greater than the percentage in 2009 (32 percent).
- In 2015, the percentage of South Carolina's students who performed at or above *Basic* was 76 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Basic* (75 percent).
- In South Carolina, the percentage of students who performed at or above *Basic* in 2015 was greater than the percentage in 2009 (72 percent). Similarly, the percentage of students who performed at or above *Basic* in the nation in 2015 was greater than the percentage in 2009 (71 percent).

Grade 8 Achievement-Level Results

- In 2015, the percentage of South Carolina's students who performed at or above *Proficient* was 31 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Proficient* (33 percent).
- In South Carolina, the percentage of students who performed at or above *Proficient* in 2015 was greater than the percentage in 2009, but was not significantly different from the percentage in 2011.
- In 2015, the percentage of South Carolina's students who performed at or above *Basic* was 65 percent. This was not significantly different from the percentage of the nation's public school students who performed at or above *Basic* (67 percent).
- In South Carolina, the percentage of students who performed at or above *Basic* in 2015 was greater than the percentage in 2009, but was not significantly different from the percentage in 2011.

Table
2-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students at or above NAEP science achievement levels, by year and jurisdiction: 2009 and 2015

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
2009	Nation (public)	29*	71*	32*	1*
	South ¹	29*	71*	31*	1*
	South Carolina	28*	72*	33*	1*
2015	Nation (public)	25	75	37	1
	South ¹	24	76	38	1
	South Carolina	24	76	40	1

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2015.¹ Region in which jurisdiction is located.NOTE: The NAEP grade 4 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 130 or lower; *Basic*, 131–166; *Proficient*, 167–223; and *Advanced*, 224 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2015 Science Assessments.

Table
2-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students at or above NAEP science achievement levels, by year and jurisdiction: 2009, 2011, and 2015

Year and jurisdiction		Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
2009	Nation (public)	38*	62*	29*	1*
	South ¹	40*	60*	27*	1*
	South Carolina	45*	55*	23*	1
2011	Nation (public)	36*	64*	31*	2*
	South ¹	36*	64*	29*	1
	South Carolina	39	61	28	1
2015	Nation (public)	33	67	33	2
	South ¹	34	66	33	2
	South Carolina	35	65	31	1

* Value is significantly different ($p < .05$) from the value for the same jurisdiction in 2015.¹ Region in which jurisdiction is located.NOTE: The NAEP grade 8 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 140 or lower; *Basic*, 141–169; *Proficient*, 170–214; and *Advanced*, 215 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments.

Comparisons Between South Carolina, the Nation, and Participating States and Jurisdictions

Forty-six states and the Department of Defense Schools participated in the 2015 science assessment at grades 4 and 8. References to "jurisdictions" in the results statements may include states, the District of Columbia, and/or Department of Defense Schools.

Comparisons by Average Scores

Figures 2-A and 2-B compare South Carolina's 2015 overall science average scores at grades 4 and 8 with those of public schools in the nation and all other participating states and jurisdictions. The different shadings indicate whether the average score of the nation (public), a state, or a jurisdiction was found to be higher than, not significantly different from, or lower than that of South Carolina in the NAEP 2015 science assessment.

Grade 4 Scale Score Comparison Results

- The average score for students in South Carolina was higher than 13 jurisdictions, not significantly different from 21 jurisdictions, and lower than 12 jurisdictions.

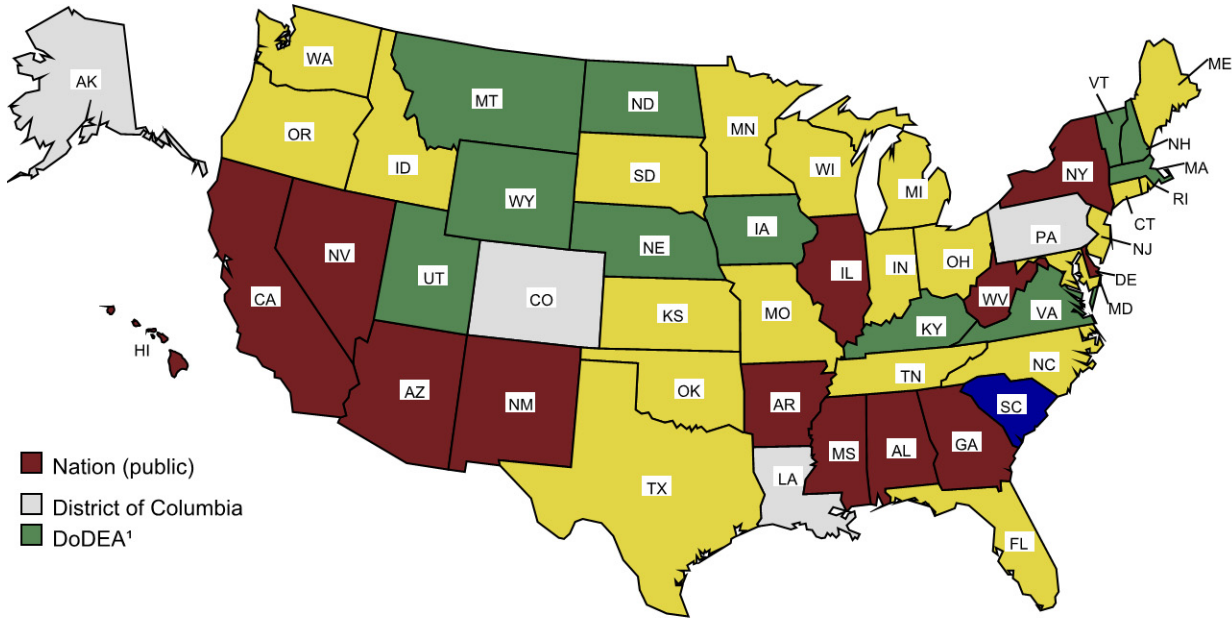
Grade 8 Scale Score Comparison Results

- The average score for students in South Carolina was higher than 6 jurisdictions, not significantly different from 11 jurisdictions, and lower than 29 jurisdictions.

Figure 2-A

The Nation's Report Card 2015 State Assessment

South Carolina's average scale score in NAEP science for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2015



- ☆ Focal state/jurisdiction (South Carolina)
- Higher average scale score than South Carolina (12 jurisdictions)
- Not significantly different from South Carolina (21 jurisdictions)
- Lower average scale score than South Carolina (nation and 13 jurisdictions)
- 5 states/jurisdictions did not participate

¹ Department of Defense Education Activity (overseas and domestic schools).

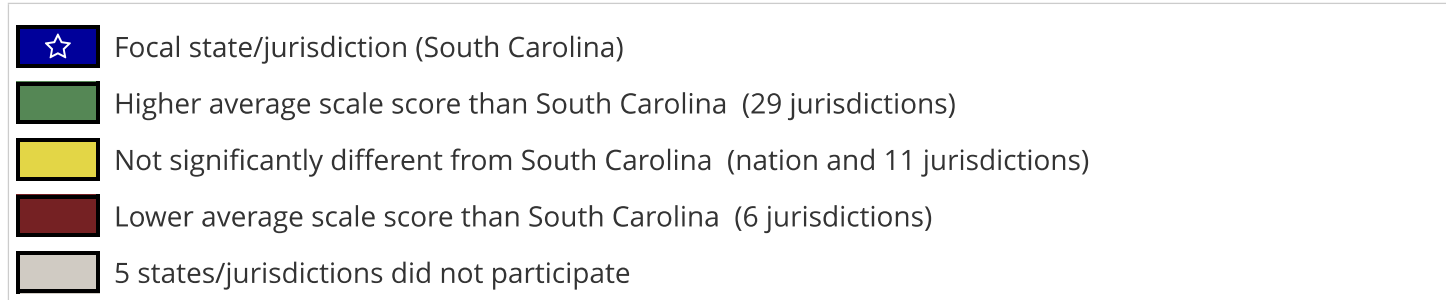
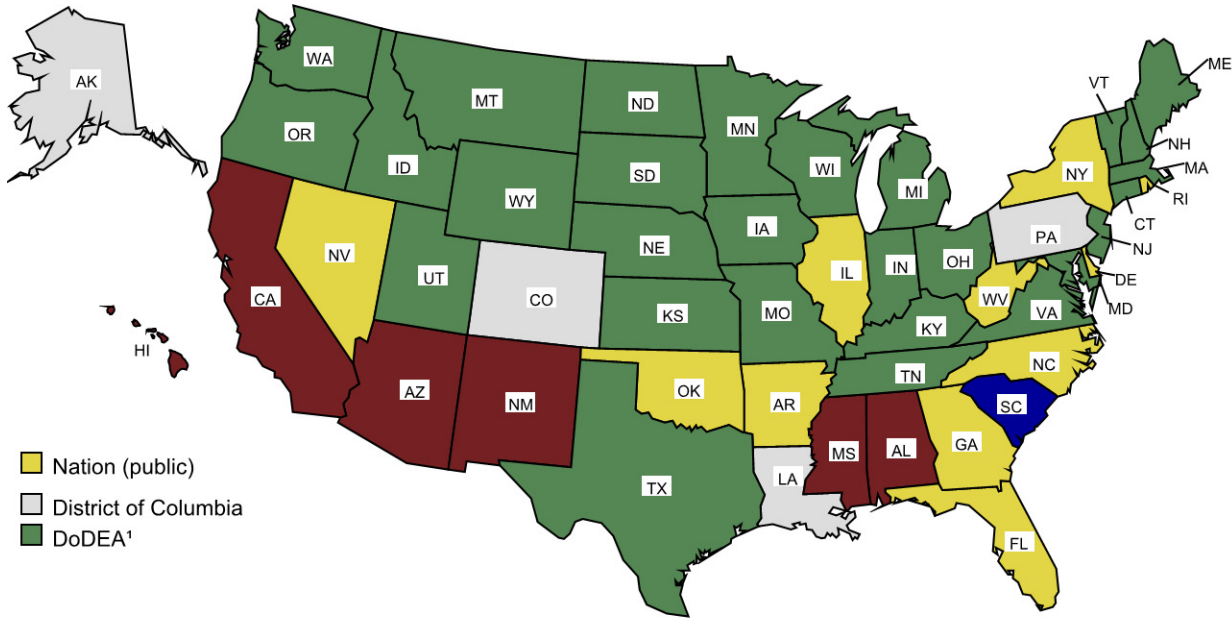
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Science Assessment.

Figure 2-B

The Nation's Report Card 2015 State Assessment

South Carolina's average scale score in NAEP science for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2015



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Science Assessment.

Comparisons by Achievement Levels

Figures 3-A and 3-B permit comparisons of all jurisdictions (and the nation) participating in the NAEP 2015 science assessment in terms of percentages of grades 4 and 8 students performing at or above *Proficient*. The participating states and jurisdictions are grouped into categories reflecting whether the percentage of their students performing at or above *Proficient* (including *Advanced*) was found to be higher than, not significantly different from, or lower than the percentage in South Carolina .

Note that the selected state is listed first in its category, and the other states and jurisdictions within each category are listed alphabetically; statistical comparisons among jurisdictions in each of the three categories are not included in this report. However, statistical comparisons among states by achievement level can be calculated online by using the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata/>.

Grade 4 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in South Carolina was greater than the percentage in 15 jurisdictions, not significantly different from those in 22 jurisdictions, and smaller than those in 9 jurisdictions.
- The percentage of students performing at or above the *Basic* level in South Carolina was greater than the percentage in 8 jurisdictions, not significantly different from those in 20 jurisdictions, and smaller than those in 18 jurisdictions (data not shown).

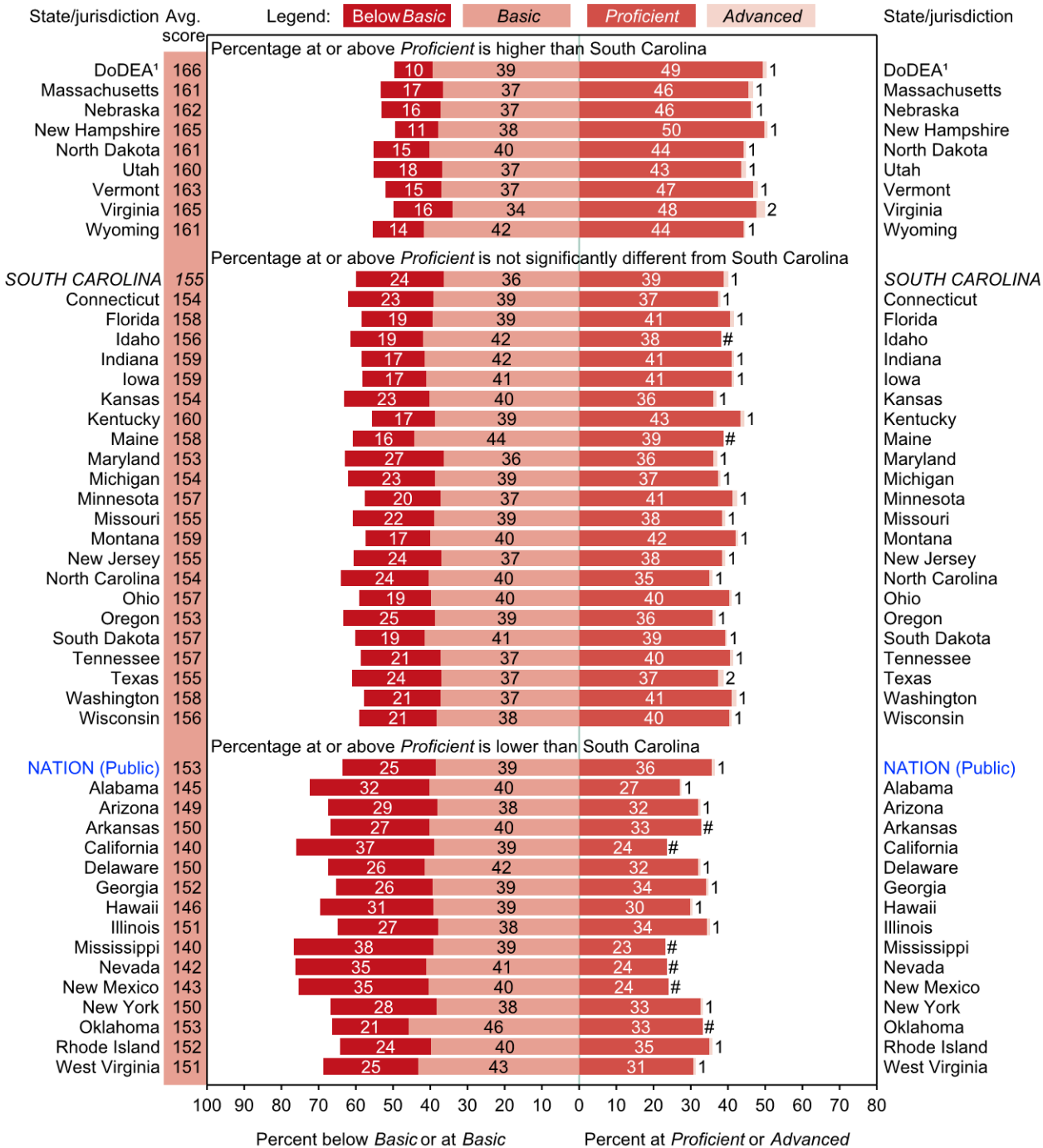
Grade 8 Achievement-Level Comparison Results

- The percentage of students performing at or above the *Proficient* level in South Carolina was greater than the percentage in 8 jurisdictions, not significantly different from those in 15 jurisdictions, and smaller than those in 23 jurisdictions.
- The percentage of students performing at or above the *Basic* level in South Carolina was greater than the percentage in 5 jurisdictions, not significantly different from those in 14 jurisdictions, and smaller than those in 27 jurisdictions (data not shown).

Figure 3-A

The Nation's Report Card 2015 State Assessment

Average scale scores in NAEP science for fourth-grade public school students, percentage within each achievement level, and South Carolina's percentage at or above *Proficient* compared with the nation and other participating jurisdictions: 2015



Rounds to zero.

¹ Department of Defense Education Activity (overseas and domestic schools).

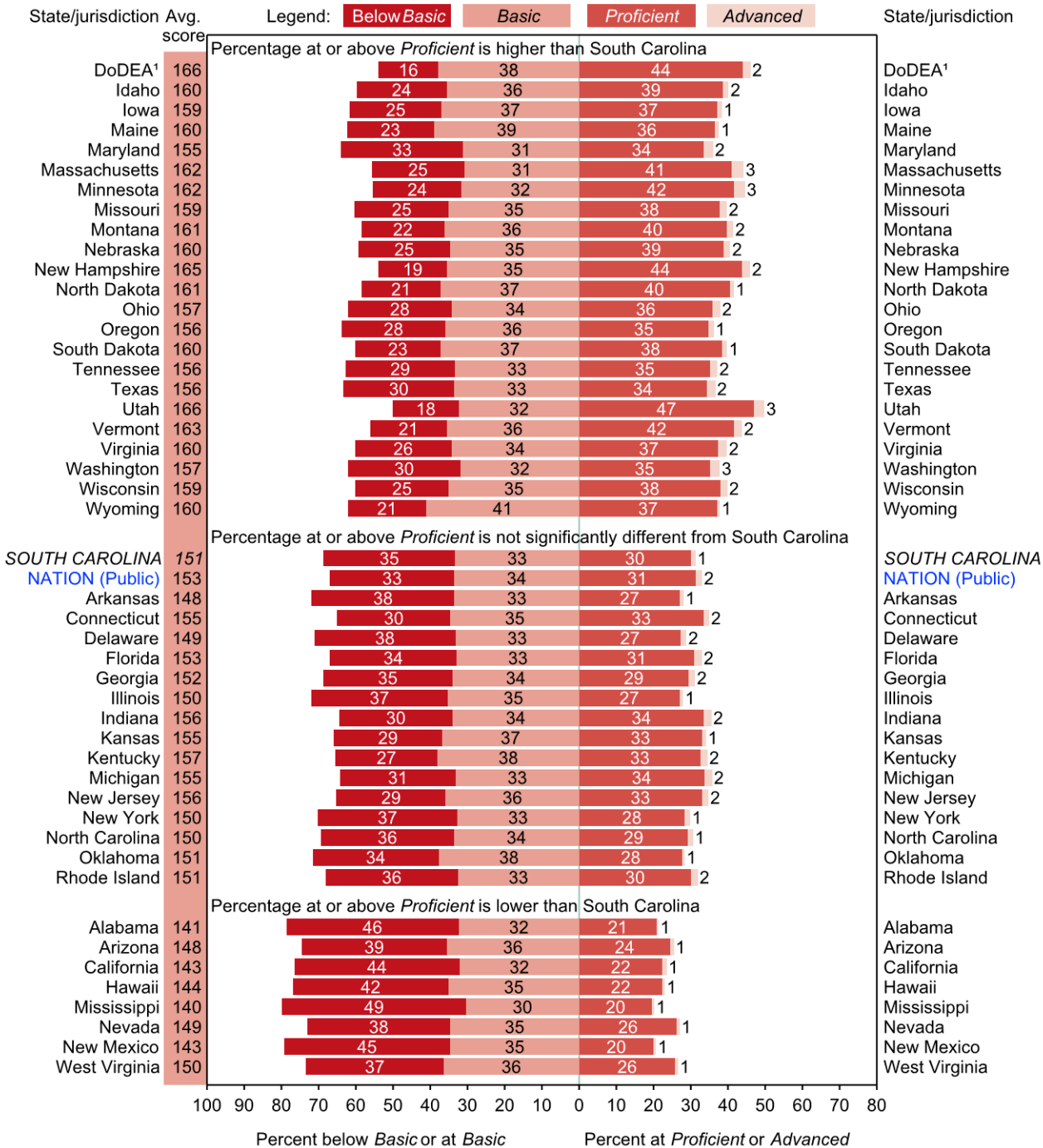
NOTE: The bars above contain percentages of students in each NAEP science achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Science Assessment.

Figure 3-B

The Nation's Report Card 2015 State Assessment

Average scale scores in NAEP science for eighth-grade public school students, percentage within each achievement level, and South Carolina's percentage at or above *Proficient* compared with the nation and other participating jurisdictions: 2015



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The bars above contain percentages of students in each NAEP science achievement level. Achievement levels corresponding to each population of students are aligned at the point where the *Proficient* category begins, so that they may be compared at *Proficient* and above. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers. The shaded bars are graphed using unrounded numbers. Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Science Assessment.

Science Performance of Selected Student Groups

This section of the report presents trend results for public school students in South Carolina and the nation by demographic characteristics. Student performance data are reported for

- race/ethnicity
- gender
- student eligibility for the National School Lunch Program
- type of location
- parents' highest level of education

Results for each of the variables are reported in tables that include the percentage of students in each group in the first column and the average scale score in the second column. The columns to the right show the percentage of students below *Basic* and at or above each achievement level.

Results by students' race/ethnicity and gender include statements about score point differences between student groups (e.g., between White and Black or White and Hispanic students, or between male and female students) in 2015 and in the first assessment year. Because these differences are calculated using unrounded values, they may differ slightly from what would be obtained by subtracting the rounded values that appear in the tables. Statements indicating a narrowing or widening of the gap in students' scores are only made if the change in the gap from the first assessment year to 2015 was found to be statistically significant.

The reader is cautioned against making causal inferences about group differences, as a complex mix of educational and socioeconomic factors may affect student performance. NAEP collects information on many additional variables, including school and home factors related to achievement. This information is in an interactive database available on the NAEP website at <http://nces.ed.gov/nationsreportcard/naepdata/>.

Race/Ethnicity

Prior to 2011, student race/ethnicity was obtained from school records and reported for the six mutually exclusive categories shown below:

- White
- Black
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Unclassified (not shown in tables)

Students who identified with more than one of the other five categories were classified as "Other" and were included as part of the "Unclassified" category along with students who had a background other than the ones listed or whose race/ethnicity could not be determined.

In compliance with new standards from the U.S. Office of Management and Budget for collecting and reporting data on race/ethnicity, additional information was collected in 2011 so that results could be reported separately for Asian students, Native Hawaiian/Other Pacific Islander students, and students identifying with two or more races. Beginning in 2011, all of the students participating in NAEP were identified as one of the seven racial/ethnic categories listed below:

- White
- Black or African American
- Hispanic
- Asian
- American Indian/Alaska Native
- Native Hawaiian/Other Pacific Islander
- Two or More Races

As in earlier years, students identified as Hispanic were classified as Hispanic in 2011 even if they were also identified with another racial/ethnic group. Students who identified with two or more of the other racial/ethnic groups (e.g., White and Black) would have been classified as "Other" and reported as part of the "Unclassified" category prior to 2011, and classified as "Two or More Races" in 2011.

When comparing the results for racial/ethnic groups prior to 2011, data for Asian and Native Hawaiian/Other Pacific Islander students were combined into a single Asian/Pacific Islander category.

Tables 3-A and 3-B show average scale scores and percentage of students by achievement-level data for public school students at grades 4 and 8 in South Carolina and the nation, by race/ethnicity.

Grade 4 Scale Score Results by Race/Ethnicity

- In 2015, White students in South Carolina had an average scale score that was higher than the average scores of Black and Hispanic students.
- In 2015, the average scale scores of White and Black students in South Carolina were higher than their respective score in 2009.
- In 2015, the average scale score of Hispanic students in South Carolina was not significantly different from their respective score in 2009.
- In 2015, Black students in South Carolina had an average score that was lower than that of White students by 34 points. In 2009, the average score for Black students was lower than that of White students by 35 points.
- In 2015, Hispanic students in South Carolina had an average score that was lower than that of White students by 21 points. In 2009, the average score for Hispanic students was lower than that of White students by 24 points.

Grade 4 Achievement-Level Results by Race/Ethnicity

- In 2015 in South Carolina, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students.
- In 2015, the percentages of White and Hispanic students in South Carolina performing at or above *Proficient* were not significantly different from the percentage in 2009.
- In 2015, the percentage of Black students in South Carolina performing at or above *Proficient* was greater than the percentage in 2009.

**Table
3-A****The Nation's Report Card 2015 State Assessment**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP science, by race/ethnicity, year, and jurisdiction: 2009 and 2015

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
White							
2009	Nation (public)	54*	162*	14*	86*	46*	1*
	South Carolina	55	163*	13	87	49	1
2015	Nation (public)	49	165	12	88	50	1
	South Carolina	54	168	11	89	55	2
Black							
2009	Nation (public)	16*	127*	54*	46*	10*	#
	South Carolina	35	128*	53	47	10*	#
2015	Nation (public)	15	132	47	53	14	#
	South Carolina	32	135	45	55	17	#
Hispanic							
2009	Nation (public)	22*	130*	48*	52*	13*	#
	South Carolina	6*	140	35	65	23	#
2015	Nation (public)	26	138	39	61	20	#
	South Carolina	9	148	30	70	30	1

See notes at end of table.

Table
3-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP science, by race/ethnicity, year, and jurisdiction: 2009 and 2015—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
Asian/Pacific Islander							
2009	Nation (public)	5	160*	20*	80*	45*	2
	South Carolina	1	‡	‡	‡	‡	‡
2015	Nation (public)	5	166	15	85	52	3
	South Carolina	2	‡	‡	‡	‡	‡
American Indian/Alaska Native							
2009	Nation (public)	1	137	40	60	19	#
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	141	36	64	22	#
	South Carolina	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.NOTE: The NAEP grade 4 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 130 or lower; *Basic*, 131–166; *Proficient*, 167–223; and *Advanced*, 224 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2015 Science Assessments.

Grade 8 Scale Score Results by Race/Ethnicity

- In 2015, White students in South Carolina had an average scale score that was higher than the average scores of Black and Hispanic students.
- In 2015, the average scale scores of White, Black, and Hispanic students in South Carolina were higher than their respective score in 2009, but not significantly different from their respective score in 2011.
- In 2015, Black students in South Carolina had an average score that was lower than that of White students by 32 points. In 2009, the average score for Black students was lower than that of White students by 34 points.
- In 2015, Hispanic students in South Carolina had an average score that was lower than that of White students by 21 points. In 2009, the average score for Hispanic students was lower than that of White students by 29 points.

Grade 8 Achievement-Level Results by Race/Ethnicity

- In 2015 in South Carolina, the percentage of White students performing at or above *Proficient* was greater than the corresponding percentages of Black and Hispanic students.
- In 2015, the percentages of White and Black students in South Carolina performing at or above *Proficient* were greater than the percentage in 2009, but not significantly different from the percentage in 2011.
- In 2015, the percentage of Hispanic students in South Carolina performing at or above *Proficient* was not significantly different from the percentages of their respective peers in 2009 and 2011.

**Table
3-B****The Nation's Report Card 2015 State Assessment**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP science, by race/ethnicity, year, and jurisdiction: 2009, 2011, and 2015

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
White							
2009	Nation (public)	56*	161*	23*	77*	41*	2*
	South Carolina	54	158*	26*	74*	35*	2
2011	Nation (public)	54*	163*	21*	79*	43*	2
	South Carolina	55	163	22	78	42	2
2015	Nation (public)	51	165	19	81	46	3
	South Carolina	56	164	20	80	45	2
Black							
2009	Nation (public)	16	125*	68*	32*	8*	#
	South Carolina	39	124*	70*	30*	6*	#
2011	Nation (public)	16	128*	64*	36*	9*	#
	South Carolina	36	128	64	36	8	#
2015	Nation (public)	15	131	60	40	11	#
	South Carolina	34	131	60	40	11	#
Hispanic							
2009	Nation (public)	21*	131*	59*	41*	12*	#
	South Carolina	5	129*	58	42	13	#
2011	Nation (public)	22*	136*	52*	48*	16	#
	South Carolina	5	139	50	50	16	#
2015	Nation (public)	25	139	49	51	18	1
	South Carolina	6	143	46	54	18	1

See notes at end of table.

Table
3-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP science, by race/ethnicity, year, and jurisdiction: 2009, 2011, and 2015—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
Asian/Pacific Islander							
2009	Nation (public)	5	159*	28*	72*	40*	3
	South Carolina	1	‡	‡	‡	‡	‡
2011	Nation (public)	5	159*	26	74	41	3
	South Carolina	1	‡	‡	‡	‡	‡
2015	Nation (public)	6	163	22	78	46	4
	South Carolina	2	‡	‡	‡	‡	‡
American Indian/Alaska Native							
2009	Nation (public)	1	138	51	49	18	#
	South Carolina	#	‡	‡	‡	‡	‡
2011	Nation (public)	1	141	48	52	19	1
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	140	47	53	17	#
	South Carolina	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.NOTE: The NAEP grade 8 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 140 or lower; *Basic*, 141–169; *Proficient*, 170–214; and *Advanced*, 215 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments.

Tables 4-A and 4-B show average scale scores and percentage of students by achievement-level data for the seven racial/ethnic categories used in 2011 and 2015: White, Black, Hispanic, Asian, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and Two or More Races at grades 4 and 8 in South Carolina and the nation.

**Table
4-A****The Nation's Report Card 2015 State Assessment**

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP science, by race/ethnicity, year, and jurisdiction: 2015

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
White							
2015	Nation (public)	49*	165*	12	88	50*	1
	South Carolina	54	168	11	89	55	2
Black							
2015	Nation (public)	15*	132	47	53	14	#
	South Carolina	32	135	45	55	17	#
Hispanic							
2015	Nation (public)	26*	138*	39	61	20*	#
	South Carolina	9	148	30	70	30	1
Asian							
2015	Nation (public)	5*	168	13	87	54	3
	South Carolina	2	‡	‡	‡	‡	‡

See notes at end of table.

Table
4-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP science, by race/ethnicity, year, and jurisdiction: 2015—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
American Indian/Alaska Native						
2015 Nation (public)	1*	141	36	64	22	#
South Carolina	#	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander						
2015 Nation (public)	#*	142	36	64	25	#
South Carolina	#	‡	‡	‡	‡	‡
Two or More Races						
2015 Nation (public)	3*	158	20	80	41	2
South Carolina	4	159	19	81	40	2

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same group in South Carolina.NOTE: The NAEP grade 4 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 130 or lower; *Basic*, 131–166; *Proficient*, 167–223; and *Advanced*, 224 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Science Assessment.

**Table
4-B****The Nation's Report Card 2015 State Assessment**

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP science, by race/ethnicity, year, and jurisdiction: 2011 and 2015

Race/ethnicity, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
White							
2011	Nation (public)	54*	163*	21*	79*	43*	2
	South Carolina	55	163	22	78	42	2
2015	Nation (public)	51	165	19	81	46	3
	South Carolina	56	164	20	80	45	2
Black							
2011	Nation (public)	16	128*	64*	36*	9*	#
	South Carolina	36	128	64	36	8	#
2015	Nation (public)	15	131	60	40	11	#
	South Carolina	34	131	60	40	11	#
Hispanic							
2011	Nation (public)	22*	136*	52*	48*	16	#
	South Carolina	5	139	50	50	16	#
2015	Nation (public)	25	139	49	51	18	1
	South Carolina	6	143	46	54	18	1
Asian							
2011	Nation (public)	5	160*	25*	75*	42*	3
	South Carolina	1	‡	‡	‡	‡	‡
2015	Nation (public)	5	165	20	80	48	4
	South Carolina	1	‡	‡	‡	‡	‡

See notes at end of table.

Table
4-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP science, by race/ethnicity, year, and jurisdiction: 2011 and 2015—Continued

Race/ethnicity, year, and jurisdiction	Percentage of students	Average scale score	Percent			
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
American Indian/Alaska Native						
2011 Nation (public)	1	141	48	52	19	1
South Carolina	#	‡	‡	‡	‡	‡
2015 Nation (public)	1	140	47	53	17	#
South Carolina	#	‡	‡	‡	‡	‡
Native Hawaiian/Other Pacific Islander						
2011 Nation (public)	#	138	49	51	17	#
South Carolina	#	‡	‡	‡	‡	‡
2015 Nation (public)	#	137	53	47	17	1
South Carolina	#	‡	‡	‡	‡	‡
Two or More Races						
2011 Nation (public)	2*	155	31	69	34	3
South Carolina	2*	‡	‡	‡	‡	‡
2015 Nation (public)	2	158	28	72	37	3
South Carolina	3	151	37	63	32	2

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.NOTE: The NAEP grade 8 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 140 or lower; *Basic*, 141–169; *Proficient*, 170–214; and *Advanced*, 215 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 and 2015 Science Assessments.

Gender

Information on student gender is reported by the student's school when rosters of the students eligible to be assessed are submitted to NAEP.

Tables 5-A and 5-B show average scores and achievement-level data for public school students at grades 4 and 8 in South Carolina and the nation, by gender.

Grade 4 Scale Score Results by Gender

- In 2015, male students in South Carolina had an average score in science (155) that was not significantly different from that of female students (157). In 2009, male students in South Carolina had an average score in science (150) that was not significantly different from that of female students (149).
- In 2015, male students in South Carolina had an average scale score in science (155) that was not significantly different from that of male students in public schools across the nation (153). However, female students in South Carolina had an average scale score (157) that was higher than that of female students across the nation (153).
- In South Carolina, the average scale score of male students in 2015 was higher than the score of male students in 2009.
- In South Carolina, the average scale score of female students in 2015 was higher than the score of female students in 2009.

Grade 4 Achievement-Level Results by Gender

- In the 2015 assessment, 39 percent of male students and 41 percent of female students performed at or above *Proficient* in South Carolina. The difference between these percentages was not statistically significant.
- The percentage of male students in South Carolina's public schools who were at or above *Proficient* in 2015 (39 percent) was not significantly different from that of male students in the nation (38 percent).
- The percentage of female students in South Carolina's public schools who were at or above *Proficient* in 2015 (41 percent) was greater than that of female students in the nation (36 percent).
- In South Carolina, the percentage of male students performing at or above *Proficient* in 2015 was greater than the percentage of students in 2009.
- In South Carolina, the percentage of female students performing at or above *Proficient* in 2015 was greater than the percentage of students in 2009.

Table
5-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP science, by gender, year, and jurisdiction: 2009 and 2015

Gender, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
Male							
2009	Nation (public)	51	149*	29*	71*	34*	1*
	South Carolina	51	150*	28	72	34*	1
2015	Nation (public)	51	153	25	75	38	1
	South Carolina	51	155	25	75	39	1
Female							
2009	Nation (public)	49	148*	29*	71*	31*	#*
	South Carolina	49	149*	29*	71*	33*	#
2015	Nation (public)	49	153	25	75	36	1
	South Carolina	49	157	22	78	41	1

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.NOTE: The NAEP grade 4 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 130 or lower; *Basic*, 131–166; *Proficient*, 167–223; and *Advanced*, 224 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2015 Science Assessments.

Grade 8 Scale Score Results by Gender

- In 2015, male students in South Carolina had an average score in science (152) that was not significantly different from that of female students (150). In 2009, male students in South Carolina had an average score in science (144) that was not significantly different from that of female students (142).
- In 2015, male students in South Carolina had an average scale score in science (152) that was not significantly different from that of male students in public schools across the nation (154). Similarly, female students in South Carolina had an average scale score (150) that was not significantly different from that of female students across the nation (151).
- In South Carolina, the average scale score of male students in 2015 was higher than the score of male students in 2009, but not significantly different from the score of male students in 2011.
- In South Carolina, the average scale score of female students in 2015 was higher than the score of female students in 2009, but not significantly different from the score of female students in 2011.

Grade 8 Achievement-Level Results by Gender

- In the 2015 assessment, 34 percent of male students and 29 percent of female students performed at or above *Proficient* in South Carolina. The difference between these percentages was statistically significant.
- The percentage of male students in South Carolina's public schools who were at or above *Proficient* in 2015 (34 percent) was not significantly different from that of male students in the nation (36 percent).
- The percentage of female students in South Carolina's public schools who were at or above *Proficient* in 2015 (29 percent) was not significantly different from that of female students in the nation (31 percent).
- In South Carolina, the percentage of male students performing at or above *Proficient* in 2015 was greater than the percentage of students in 2009, but not significantly different from the percentage of students in 2011.
- In South Carolina, the percentage of female students performing at or above *Proficient* in 2015 was greater than the percentage of students in 2009, but not significantly different from the percentage of students in 2011.

Table
5-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP science, by gender, year, and jurisdiction: 2009, 2011, and 2015

Gender, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
Male							
2009	Nation (public)	51	151*	36*	64*	32*	2*
	South Carolina	50	144*	44*	56*	24*	1
2011	Nation (public)	51	153*	34*	66*	34*	2
	South Carolina	51	150	38	62	32	2
2015	Nation (public)	51	154	32	68	36	2
	South Carolina	50	152	35	65	34	2
Female							
2009	Nation (public)	49	147*	40*	60*	26*	1*
	South Carolina	50	142*	46*	54*	22*	1
2011	Nation (public)	49	148*	38*	62*	27*	1*
	South Carolina	49	147	39	61	24	1
2015	Nation (public)	49	151	35	65	31	1
	South Carolina	50	150	36	64	29	1

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.NOTE: The NAEP grade 8 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 140 or lower; *Basic*, 141–169; *Proficient*, 170–214; and *Advanced*, 215 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments.

Student Eligibility for the National School Lunch Program

NAEP collects data on eligibility for the federal program providing free or reduced-price school lunches. The free/reduced-price lunch component of the National School Lunch Program (NSLP) offered through the U.S. Department of Agriculture (USDA) is designed to ensure that children near or below the poverty line receive nourishing meals. Eligibility is determined through the USDA's Income Eligibility Guidelines, and results for this category of students are included as an indicator of lower family income.

Tables 6-A and 6-B show average scores and achievement-level data for public school students at grades 4 and 8 in South Carolina and the nation by student eligibility for the NSLP.

Grade 4 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2015, students in South Carolina eligible for free/reduced-price lunch had an average science scale score of 145. This was lower than that of students in South Carolina not eligible for this program (173).
- In 2015, students in South Carolina who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 29 points. In 2009, the average score for students in South Carolina who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 29 points.
- Students in South Carolina eligible for free/reduced-price lunch had an average scale score (145) in 2015 that was higher than that of students in the nation who were eligible (140).
- In South Carolina, students eligible for free/reduced-price lunch had an average science scale score in 2015 that was higher than that of eligible students in 2009.

Grade 4 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In South Carolina, 27 percent of students who were eligible for free/reduced-price lunch and 63 percent of those who were not eligible for this program performed at or above *Proficient* in 2015. These percentages were significantly different from one another.
- For students in South Carolina in 2015 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (27 percent) was greater than the corresponding percentage for their counterparts around the nation (22 percent).
- In South Carolina, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2015 was greater than the percentage in 2009.

Table
6-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP science, by National School Lunch Program eligibility status, year, and jurisdiction: 2009 and 2015

Eligibility status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
Eligible							
2009	Nation (public)	48*	134*	44*	56*	16*	#*
	South Carolina	56*	137*	41*	59*	19*	#
2015	Nation (public)	55	140	37	63	22	#
	South Carolina	63	145	33	67	27	1
Not eligible							
2009	Nation (public)	51*	163*	14*	86*	48*	1*
	South Carolina	44*	165*	12*	88*	52*	1
2015	Nation (public)	44	169	10	90	55	2
	South Carolina	37	173	8	92	63	2
Information not available							
2009	Nation (public)	1	143*	36	64	27	#
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	156	24	76	41	1
	South Carolina	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 4 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 130 or lower; *Basic*, 131–166; *Proficient*, 167–223; and *Advanced*, 224 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2015 Science Assessments.

Grade 8 Scale Score Results by Free/Reduced-Price School Lunch Eligibility

- In 2015, students in South Carolina eligible for free/reduced-price lunch had an average science scale score of 139. This was lower than that of students in South Carolina not eligible for this program (167).
- In 2015, students in South Carolina who were eligible for free/reduced-price school lunch had an average score that was lower than that of students who were not eligible by 27 points. In 2009, the average score for students in South Carolina who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 29 points.
- Students in South Carolina eligible for free/reduced-price lunch had an average scale score (139) in 2015 that was not significantly different from that of students in the nation who were eligible (140).
- In South Carolina, students eligible for free/reduced-price lunch had an average science scale score in 2015 that was higher than that of eligible students in 2009, but not significantly different from that of eligible students in 2011.

Grade 8 Achievement-Level Results by Free/Reduced-Price School Lunch Eligibility

- In South Carolina, 17 percent of students who were eligible for free/reduced-price lunch and 50 percent of those who were not eligible for this program performed at or above *Proficient* in 2015. These percentages were significantly different from one another.
- For students in South Carolina in 2015 who were eligible for free/reduced-price lunch, the percentage at or above *Proficient* (17 percent) was not significantly different from the corresponding percentage for their counterparts around the nation (18 percent).
- In South Carolina, the percentage of students eligible for free/reduced-price lunch who performed at or above *Proficient* in 2015 was greater than the percentage in 2009, but not significantly different from the percentage in 2011.

Table
6-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP science, by National School Lunch Program eligibility status, year, and jurisdiction: 2009, 2011, and 2015

Eligibility status, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Eligible							
2009	Nation (public)	43*	133*	57*	43*	14*	#*
	South Carolina	52*	129*	62*	38*	11*	#
2011	Nation (public)	48*	137*	52*	48*	16*	#
	South Carolina	52*	137	53	47	15	#
2015	Nation (public)	51	140	48	52	18	#
	South Carolina	57	139	49	51	17	#
Not eligible							
2009	Nation (public)	56*	161*	24*	76*	41*	2*
	South Carolina	48*	158*	27*	73*	36*	2
2011	Nation (public)	52*	164*	20*	80*	44*	3*
	South Carolina	48*	162*	23	77	42	3
2015	Nation (public)	47	167	17	83	49	3
	South Carolina	43	167	18	82	50	3
Information not available							
2009	Nation (public)	1	150	36	64	32	1
	South Carolina	#	‡	‡	‡	‡	‡
2011	Nation (public)	#*	143*	46*	54*	22*	1
	South Carolina	#	‡	‡	‡	‡	‡
2015	Nation (public)	1	158	28	72	40	2
	South Carolina	#	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 8 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 140 or lower; *Basic*, 141–169; *Proficient*, 170–214; and *Advanced*, 215 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments.

Type of Location

Schools that participated in the assessment were classified as being located in four mutually exclusive types of communities: city, suburb, town, and rural. These categories indicate the geographic locations of schools.

"City" is a geographical term meaning the principal city of a U.S. Census Bureau-defined Core-Based Statistical Area and is not synonymous with "inner city." More detail on the classification of type of location is available at http://nces.ed.gov/ccd/Rural_Locales.asp.

Tables 7-A and 7-B show average scores and achievement-level data for public school students at grades 4 and 8 in South Carolina and the nation, by type of location.

Grade 4 Scale Score Results by Type of Location

- In 2015, the average scale score of students in South Carolina attending public schools in city locations was lower than the score of students in suburban schools, but was not significantly different from the scores of students in town and rural schools.
- In 2015, students attending public schools in city and town locations in South Carolina had average scale scores that were not significantly different from the average scale scores of students in city and town locations in the nation.
- In 2015, students attending public schools in suburban locations in South Carolina had an average scale score that was higher than the average scale score of students in suburban locations in the nation.
- In 2015, students attending public schools in rural locations in South Carolina had an average scale score that was lower than the average scale score of students in rural locations in the nation.
- In 2015, students attending public schools in city and rural locations in South Carolina had average scale scores that were not significantly different from the average scale scores of students in city and rural locations in 2009 in South Carolina.
- In 2015, students attending public schools in suburban and town locations in South Carolina had average scale scores that were higher than the average scale scores of students in suburban and town locations in 2009 in South Carolina.

Grade 4 Achievement-Level Results by Type of Location

- In 2015, the percentage of students in South Carolina's public schools in city locations who performed at or above *Proficient* was not significantly different from the corresponding percentages of students in suburban, town, and rural schools.
- The percentages of students in South Carolina's public schools in city, suburban, town, and rural locations who performed at or above *Proficient* in 2015 were not significantly different from those of students in city, suburban, town, and rural locations in the nation.
- The percentages of students in South Carolina's public schools in city, suburban, and rural locations who performed at or above *Proficient* in 2015 were not significantly different from those of students in city, suburban, and rural locations in 2009 in South Carolina.
- The percentage of students in South Carolina's public schools in town locations who performed at or above *Proficient* in 2015 was greater than that of students in town locations in 2009 in South Carolina.

Table
7-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP science, by type of location, year, and jurisdiction: 2009 and 2015

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
City							
2009	Nation (public)	30	140*	39*	61*	24*	1*
	South Carolina	13	150	30	70	33	1
2015	Nation (public)	31	146	33	67	30	1
	South Carolina	16	152	28	72	38	1
Suburb							
2009	Nation (public)	36*	153*	25*	75*	36*	1
	South Carolina	32	153*	25	75	39	1
2015	Nation (public)	40	156	21	79	41	1
	South Carolina	37	161	18	82	46	2
Town							
2009	Nation (public)	12	149*	27*	73*	32*	#
	South Carolina	18*	138*	39	61	23*	#
2015	Nation (public)	11	152	24	76	35	1
	South Carolina	12	154	25	75	39	1
Rural							
2009	Nation (public)	22*	154*	22*	78*	36*	#
	South Carolina	37	151	26	74	34	1
2015	Nation (public)	18	157	20	80	40	1
	South Carolina	35	152	27	73	35	1

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.NOTE: The NAEP grade 4 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 130 or lower; *Basic*, 131–166; *Proficient*, 167–223; and *Advanced*, 224 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2015 Science Assessments.

Grade 8 Scale Score Results by Type of Location

- In 2015, the average scale score of students in South Carolina attending public schools in city locations was lower than the score of students in suburban schools, but was not significantly different from the scores of students in town and rural schools.
- In 2015, students attending public schools in city and suburban locations in South Carolina had average scale scores that were not significantly different from the average scale scores of students in city and suburban locations in the nation.
- In 2015, students attending public schools in town and rural locations in South Carolina had average scale scores that were lower than the average scale scores of students in town and rural locations in the nation.
- In 2015, students attending public schools in city, town, and rural locations in South Carolina had average scale scores that were not significantly different from the average scale scores of students in city, town, and rural locations in 2009 and 2011 in South Carolina.
- In 2015, students attending public schools in suburban locations in South Carolina had an average scale score that was higher than the average scale score of students in suburban locations in 2009 and 2011 in South Carolina.

Grade 8 Achievement-Level Results by Type of Location

- In 2015, the percentage of students in South Carolina's public schools in city locations who performed at or above *Proficient* was smaller than the percentage of students in suburban schools, but was not significantly different from the corresponding percentages of students in town and rural schools.
- The percentages of students in South Carolina's public schools in city and suburban locations who performed at or above *Proficient* in 2015 were not significantly different from those of students in city and suburban locations in the nation.
- The percentages of students in South Carolina's public schools in town and rural locations who performed at or above *Proficient* in 2015 were smaller than those of students in town and rural locations in the nation.
- The percentages of students in South Carolina's public schools in city, town, and rural locations who performed at or above *Proficient* in 2015 were not significantly different from those of students in city, town, and rural locations in 2009 and 2011 in South Carolina.
- The percentage of students in South Carolina's public schools in suburban locations who performed at or above *Proficient* in 2015 was greater than that of students in suburban locations in 2009 and 2011 in South Carolina.

Table
7-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP science, by type of location, year, and jurisdiction: 2009, 2011, and 2015

Type of location, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
City							
2009	Nation (public)	27*	139*	50*	50*	21*	1
	South Carolina	11*	143	46	54	25	1
2011	Nation (public)	29	142*	47*	53*	23*	1
	South Carolina	15	149	41	59	29	2
2015	Nation (public)	29	145	42	58	26	2
	South Carolina	18	149	39	61	27	1
Suburb							
2009	Nation (public)	37*	152*	34*	66*	33*	2
	South Carolina	32	150*	36*	64*	29*	2
2011	Nation (public)	36*	155*	31*	69*	35*	2
	South Carolina	25*	150*	36*	64*	30*	2
2015	Nation (public)	41	157	29	71	37	2
	South Carolina	35	159	27	73	41	2
Town							
2009	Nation (public)	14*	149*	37*	63*	28*	1
	South Carolina	20*	130	60	40	14	#
2011	Nation (public)	13*	152	34	66	30	1
	South Carolina	20*	144	44	56	24	1
2015	Nation (public)	12	153	32	68	32	1
	South Carolina	11	141	46	54	20	1
Rural							
2009	Nation (public)	23*	154*	31*	69*	33*	1
	South Carolina	37	144	44	56	23	1
2011	Nation (public)	23*	156	29	71	35	1
	South Carolina	40	151	36	64	29	1
2015	Nation (public)	19	156	29	71	35	1
	South Carolina	35	148	39	61	27	1

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.NOTE: The NAEP grade 8 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 140 or lower; *Basic*, 141–169; *Proficient*, 170–214; and *Advanced*, 215 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments.

Parents' Highest Level of Education

Eighth-grade students who participated in the 2015 NAEP assessment were asked to indicate the highest level of education they thought their father and their mother had completed. Five response options—did not finish high school, graduated from high school, some education after high school, graduated from college, and "I don't know"—were offered. The highest level of education reported for either parent was used in the analysis. Fourth-graders were not asked about their parents' education level because their responses in previous NAEP assessments were not reliable, and a large percentage of them chose the "I don't know" option.

The results by highest level of parental education are shown in Table 8.

Grade 8 Scale Score Results by Parents' Highest Level of Education

- In 2015, students in South Carolina who reported that a parent had graduated from college had an average scale score that was higher than the average scores of students with a parent in any of the following education categories: graduated from high school and did not finish high school, but was not significantly different from the average score of students with a parent in any of the following education categories: some education after high school.
- In 2015, the average scale scores for students in South Carolina who reported that a parent had graduated from college or had graduated from high school were lower than the corresponding scores of students in the nation.
- In 2015, the average scale scores for students in South Carolina who reported that a parent had some education after high school or had not finished high school were not significantly different from the corresponding scores of students in the nation.
- In 2015, the average scale scores for students in South Carolina who reported that a parent had graduated from college, had some education after high school, or had not finished high school were higher than the corresponding scores of students in 2009, but not significantly different from the corresponding scores of students in 2011.
- In 2015, the average scale score for students in South Carolina who reported that a parent had graduated from high school was not significantly different from the score of students in 2009 and 2011.

Grade 8 Achievement-Level Results by Parents' Highest Level of Education

- In 2015, the percentage of students performing at or above *Proficient* in South Carolina who reported that a parent had graduated from college was greater than the percentage for students whose parents' highest level of education was in any of the following education categories: graduated from high school and did not finish high school, but was not significantly different from the percentage for students whose parents' highest level of education was in any of the following education categories: some education after high school.
- In 2015, the percentage of students in South Carolina reporting that a parent had graduated from college and who performed at or above *Proficient* was smaller than the percentage of students in the nation.
- In 2015, the percentages of students in South Carolina reporting that a parent had some education after high school, had graduated from high school, or had not finished high school and who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in the nation.
- In 2015 in South Carolina, the respective percentages of students reporting that a parent had graduated from college or had some education after high school and who performed at or above *Proficient* were greater than the corresponding percentages of students in 2009, but were not significantly different from the corresponding percentages of students in 2011.
- In 2015 in South Carolina, the respective percentages of students reporting that a parent had graduated from high school or had not finished high school and who performed at or above *Proficient* were not significantly different from the corresponding percentages of students in 2009 and 2011.

Table
8

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP science, by highest parental education level, year, and jurisdiction: 2009, 2011, and 2015

Highest parental education level, year, and jurisdiction		Percentage of students	Average scale score	Percent			
				Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>
Did not finish high school							
2009	Nation (public)	8	131*	59*	41*	11*	#
	South Carolina	6	131*	59	41	9	#
2011	Nation (public)	8	133*	57*	43*	12	#
	South Carolina	7	137	54	46	12	#
2015	Nation (public)	8	137	52	48	15	#
	South Carolina	6	141	49	51	16	1
Graduated from high school							
2009	Nation (public)	17*	139*	50*	50*	17	#
	South Carolina	22*	132	59	41	12	#
2011	Nation (public)	17*	140*	48	52	18	#
	South Carolina	17	136	55	45	16	#
2015	Nation (public)	16	141	46	54	18	#
	South Carolina	19	137	52	48	16	#
Some education after high school							
2009	Nation (public)	17*	151*	34*	66*	29*	1
	South Carolina	17	148*	40*	60*	25*	1
2011	Nation (public)	16*	153	31	69	30	1
	South Carolina	18	154	32	68	31	1
2015	Nation (public)	15	154	30	70	31	1
	South Carolina	15	157	28	72	35	1
Graduated from college							
2009	Nation (public)	47*	160*	26*	74*	41*	3
	South Carolina	45*	152*	34*	66*	33*	2
2011	Nation (public)	48*	162*	23*	77*	43*	3
	South Carolina	48	156	31	69	36	2
2015	Nation (public)	49	164	21	79	46	3
	South Carolina	51	159	27	73	41	2
Unknown							
2009	Nation (public)	11	129*	61*	39*	12*	#
	South Carolina	10	128	62	38	11	#
2011	Nation (public)	11	132	58	42	14	#
	South Carolina	9	137	51	49	17	1
2015	Nation (public)	12	134	55	45	15	#
	South Carolina	8	135	53	47	14	1

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.NOTE: The NAEP grade 8 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 140 or lower; *Basic*, 141–169; *Proficient*, 170–214; and *Advanced*, 215 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments.

A More Inclusive NAEP: Students With Disabilities and English Language Learners

To ensure that the samples are representative, NAEP has established policies and procedures to maximize the inclusion of all students in its assessments. Every effort is made to ensure that all selected students who are capable of participating meaningfully in an assessment are assessed. While some students with disabilities (SD) and/or English language learners (ELL) can be assessed without any special procedures, others require accommodations to participate in NAEP. Still other SD and/or ELL students selected by NAEP may not be able to participate. Providing appropriate testing accommodations (e.g., providing extended time for some SD and/or ELL students to take the assessment) removes barriers that would otherwise prevent them from demonstrating their knowledge and skills. Local school staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

In March 2010, the Governing Board adopted a new policy: NAEP Testing and Reporting on Students with Disabilities and English Language Learners. The policy defines specific inclusion goals for NAEP samples. At the national, state, and district levels, the goal is to include 95 percent of all students selected for the NAEP samples, and 85 percent of those in the NAEP sample who are identified as SD or ELL. See the National Assessment Governing Board's policy on NAEP Testing and Reporting on Students with Disabilities and English Language Learners at http://www.nagb.org/policies/PoliciesPDFs/Reporting and Dissemination/naep_testandreport_studentswithdisabilities.pdf.

Tables 9-A and 9-B display data for grades 4 and 8 students in South Carolina who were identified as SD and/or ELL, by whether they were excluded, assessed with accommodations, or assessed under standard conditions, as a percent of all grades 4 and 8 students in the state.

Tables 10-A and 10-B show the percentages of students assessed in South Carolina by disability status and their performance on the NAEP assessment in terms of average scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8

Tables 11-A and 11-B present the percentages of students assessed in South Carolina by ELL status, their average scores, and their performance in terms of the percentages below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grades 4 and 8

Tables 12-A and 12-B present the total number of grades 4 and 8 students assessed in each of the participating states and the percentage of students sampled who were excluded.

**Table
9-A****The Nation's Report Card 2015 State Assessment**

Percentage of fourth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP science as a percentage of all students, by assessment year and testing status: 2009 and 2015

Year and testing status		SD and/or ELL		SD		ELL	
		South Carolina	Nation (public)	South Carolina	Nation (public)	South Carolina	Nation (public)
2009	Identified	19	23	14	13	5	10
	Excluded	1	2	1	2	#	1
	Assessed without accommodations	8	9	6	3	3	6
	Assessed with accommodations	10	12	8	9	2	4
2015	Identified	21	24	14	15	8	12
	Excluded	1	2	1	1	#	1
	Assessed without accommodations	8	9	4	3	4	6
	Assessed with accommodations	12	14	9	11	3	5

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2015 Science Assessments.

**Table
9-B****The Nation's Report Card 2015 State Assessment**

Percentage of eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP science as a percentage of all students, by assessment year and testing status: 2009, 2011, and 2015

Year and testing status		SD and/or ELL		SD		ELL	
		South Carolina	Nation (public)	South Carolina	Nation (public)	South Carolina	Nation (public)
2009	Identified	16	18	14	13	3	6
	Excluded	2	2	2	2	#	1
	Assessed without accommodations	5	5	4	2	1	3
	Assessed with accommodations	9	10	8	9	2	2
2011	Identified	15	18	11	13	5	6
	Excluded	1	2	1	2	#	#
	Assessed without accommodations	5	5	2	2	2	3
	Assessed with accommodations	9	11	8	9	2	2
2015	Identified	17	19	12	13	5	7
	Excluded	1	2	1	1	#	1
	Assessed without accommodations	6	5	3	2	3	3
	Assessed with accommodations	9	12	9	10	1	3

Rounds to zero.

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments.

Table
10-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP science, by students with disabilities (SD) status, year, and jurisdiction: 2009 and 2015

SD status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
SD							
2009	Nation (public)	12*	129*	50*	50*	16	#
	South Carolina	13	125*	54	46	15	#
2015	Nation (public)	14	131	47	53	18	#
	South Carolina	14	133	47	53	19	1
Not SD							
2009	Nation (public)	88*	151*	26*	74*	35*	1*
	South Carolina	87	153*	25*	75*	36*	1*
2015	Nation (public)	86	156	21	79	39	1
	South Carolina	86	159	20	80	43	1

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 4 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 130 or lower; *Basic*, 131–166; *Proficient*, 167–223; and *Advanced*, 224 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2015 Science Assessments.

Table
10-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP science, by students with disabilities (SD) status, year, and jurisdiction: 2009, 2011, and 2015

SD status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
SD							
2009	Nation (public)	11*	122*	67	33	11	#
	South Carolina	12	113	75	25	7	#
2011	Nation (public)	11*	124	66	34	11	#
	South Carolina	10*	118	70	30	7	#
2015	Nation (public)	12	124	66	34	11	#
	South Carolina	12	118	73	27	8	#
Not SD							
2009	Nation (public)	89*	152*	34*	66*	31*	2*
	South Carolina	88	147*	41*	59*	25*	1
2011	Nation (public)	89*	154*	32*	68*	33*	2*
	South Carolina	90*	152*	35*	65*	31	1
2015	Nation (public)	88	157	29	71	36	2
	South Carolina	88	156	30	70	34	1

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 8 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 140 or lower; *Basic*, 141–169; *Proficient*, 170–214; and *Advanced*, 215 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments.

Table
11-A

The Nation's Report Card 2015 State Assessment

Percentage of fourth-grade public school students, average scale score, and achievement-level results in NAEP science, by English language learner (ELL) status, year, and jurisdiction: 2009 and 2015

ELL status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
ELL							
2009	Nation (public)	10*	114*	67*	33*	5*	#
	South Carolina	5*	139	37	63	24	#
2015	Nation (public)	11	121	59	41	9	#
	South Carolina	8	147	30	70	29	1
Not ELL							
2009	Nation (public)	90*	153*	25*	75*	35*	1*
	South Carolina	95*	150*	28*	72*	34*	1*
2015	Nation (public)	89	157	21	79	40	1
	South Carolina	92	156	23	77	41	1

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 4 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 130 or lower; *Basic*, 131–166; *Proficient*, 167–223; and *Advanced*, 224 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2015 Science Assessments.

Table
11-B

The Nation's Report Card 2015 State Assessment

Percentage of eighth-grade public school students, average scale score, and achievement-level results in NAEP science, by English language learner (ELL) status, year, and jurisdiction: 2009, 2011, and 2015

ELL status, year, and jurisdiction	Percentage of students	Average scale score	Percent				
			Below <i>Basic</i>	At or above <i>Basic</i>	At or above <i>Proficient</i>	At <i>Advanced</i>	
ELL							
2009	Nation (public)	5*	103*	86*	14*	2	#
	South Carolina	3*	114*	73	27	5	#
2011	Nation (public)	6	106*	83	17	2	#
	South Carolina	5	133	59	41	10	#
2015	Nation (public)	6	110	82	18	3	#
	South Carolina	5	136	56	44	11	1
Not ELL							
2009	Nation (public)	95*	151*	35*	65*	31*	1*
	South Carolina	97*	144*	44*	56*	24*	1
2011	Nation (public)	94	153*	33*	67*	33*	2*
	South Carolina	95	150	38	62	29	1
2015	Nation (public)	94	156	30	70	35	2
	South Carolina	95	152	34	66	32	1

Rounds to zero.

* Value is significantly different ($p < .05$) from the value for the same jurisdiction and student group in 2015.

NOTE: The NAEP grade 8 science scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP science scales: below *Basic*, 140 or lower; *Basic*, 141–169; *Proficient*, 170–214; and *Advanced*, 215 or above. At or above *Basic* includes *Basic*, *Proficient*, and *Advanced*. At or above *Proficient* includes *Proficient* and *Advanced*. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes. Detail may not sum to totals because of rounding. All differences were calculated and tested using unrounded numbers.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2011, and 2015 Science Assessments.

Table
12-A

The Nation's Report Card 2015 State Assessment

Number of fourth-grade public school students assessed in NAEP science and weighted percentage excluded, by state/jurisdiction: 2015

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	110,800	2
Alabama	2,100	1
Arizona	2,400	2
Arkansas	2,200	1
California	2,700	1
Connecticut	2,400	2
Delaware	2,300	2
Florida	2,300	2
Georgia	2,300	2
Hawaii	2,300	2
Idaho	2,400	2
Illinois	3,500	2
Indiana	2,200	1
Iowa	2,400	2
Kansas	2,200	1
Kentucky	2,100	2
Maine	2,300	2
Maryland	2,200	1
Massachusetts	2,200	2
Michigan	2,200	2
Minnesota	2,500	2
Mississippi	2,300	1
Missouri	2,200	1
Montana	2,400	1
Nebraska	2,400	1
Nevada	2,200	2
New Hampshire	2,200	1
New Jersey	2,100	2
New Mexico	2,700	2
New York	3,000	1
North Carolina	2,500	2
North Dakota	2,400	1
Ohio	2,100	2
Oklahoma	2,300	2
Oregon	2,400	2
Rhode Island	2,400	2
South Carolina	2,300	1
South Dakota	2,400	2
Tennessee	2,200	1
Texas	2,600	2
Utah	2,300	1
Vermont	1,900	1
Virginia	2,300	1
Washington	2,500	2
West Virginia	2,300	1
Wisconsin	2,500	1
Wyoming	2,200	1
Other jurisdictions		
DoDEA ¹	1,900	2

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Science Assessment.

**Table
12-B****The Nation's Report Card 2015 State Assessment**

Number of eighth-grade public school students assessed in NAEP science and weighted percentage excluded, by state/jurisdiction: 2015

State/jurisdiction	Number assessed	Weighted percentage excluded
Nation (public)	107,200	2
Alabama	2,100	1
Arizona	2,300	1
Arkansas	2,300	2
California	2,700	1
Connecticut	2,300	1
Delaware	2,200	1
Florida	2,300	3
Georgia	2,300	1
Hawaii	2,200	2
Idaho	2,300	1
Illinois	3,300	1
Indiana	2,100	1
Iowa	2,300	1
Kansas	2,300	2
Kentucky	2,100	1
Maine	2,200	2
Maryland	2,100	3
Massachusetts	2,200	2
Michigan	2,100	2
Minnesota	2,400	2
Mississippi	2,200	1
Missouri	2,100	1
Montana	2,300	1
Nebraska	2,300	2
Nevada	2,300	1
New Hampshire	2,300	1
New Jersey	2,000	2
New Mexico	2,600	1
New York	2,700	1
North Carolina	2,400	2
North Dakota	2,300	2
Ohio	2,100	2
Oklahoma	2,100	1
Oregon	2,200	2
Rhode Island	2,300	2
South Carolina	2,200	1
South Dakota	2,300	2
Tennessee	2,100	1
Texas	2,600	2
Utah	2,400	1
Vermont	1,800	1
Virginia	2,300	2
Washington	2,500	2
West Virginia	2,100	2
Wisconsin	2,300	1
Wyoming	2,000	2
Other jurisdictions		
DoDEA ¹	1,400	1

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: The number of students assessed is rounded to the nearest hundred.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Science Assessment.

Where to Find More Information

The NAEP Science Assessment

The latest news about the NAEP 2015 science assessment and the national results can be found on the NAEP website at <http://nces.ed.gov/nationsreportcard/science>. The individual snapshot reports for each participating state and other jurisdictions are also available in the state results section of the website at <http://nces.ed.gov/nationsreportcard/states/>.

The *Science Framework for the 2015 National Assessment of Educational Progress*, on which this assessment is based, is available at the National Assessment Governing Board website at <https://www.nagb.org/content/nagb/assets/documents/publications/frameworks/science/2015-science-framework.pdf>.

The NAEP Data Explorer (NDE)

The interactive database at <http://nces.ed.gov/nationsreportcard/naepdata/> includes student, teacher, and school variables for all participating states and other jurisdictions, the nation, and the other four regions. Data tables are also available for each jurisdiction, with all background questions cross-tabulated with the major demographic variables. Users can design and create tables and can perform tests of statistical significance at this website.

Technical Documentation on the Web (TDW)

The technical documentation section of the NAEP website <http://nces.ed.gov/nationsreportcard/tdw/> contains information about the technical procedures and methods of NAEP. The TDW site is organized by topic (from Item Development through Analysis and Scaling) with subtopics, including information specific to a particular assessment. The content is written for researchers and assumes knowledge of educational measurement and testing.

Publications on the inclusion of students with disabilities and English language learners

References for a variety of research publications related to the assessment of students with special needs may be found at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>.

To order publications

Recent NAEP publications related to science are listed on the science page of the NAEP website and are available electronically. Publications can also be ordered from

Education Publications Center (ED Pubs)
U.S. Department of Education
P.O. Box 22207
Alexandria, VA 22304

Call toll free: 1-877-4ED-Pubs (1-877-433-7827)

TTY/TDD: 1-877-576-7734

FAX: 1-301-470-1244

Order online at: <http://www.edpubs.gov>.

The NAEP State Report Generator was developed for the NAEP 2015 reports by Phillip Leung, Bobby Rampey, Rick Hasney, and Ming Kuang.

What is the Nation's Report Card™?

The Nation's Report Card™ informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of the National Assessment of Educational Progress (NAEP), a continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports information on student performance at the national, state, and local levels, making the assessment an integral part of our nation's evaluation of the condition and progress of education. Only academic achievement data and related background information are collected. The privacy of individual students and their families is protected.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible for carrying out the NAEP project. The National Assessment Governing Board oversees and sets policy for NAEP.

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