

2009 Science Assessment Content

Guided by a new framework, the NAEP science assessment was updated in 2009 to keep the content current with key developments in science, curriculum standards, assessments, and research. The 2009 framework organizes science content into three broad content areas.

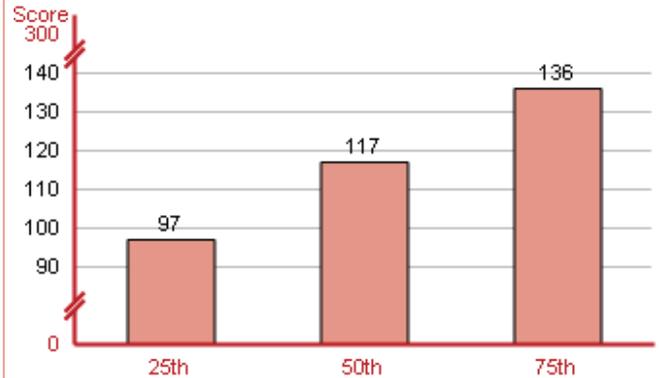
Physical science includes concepts related to properties and changes of matter, forms of energy, energy transfer and conservation, position and motion of objects, and forces affecting motion.

Life science includes concepts related to organization and development, matter and energy transformations, interdependence, heredity and reproduction, and evolution and diversity.

Earth and space sciences includes concepts related to objects in the universe, the history of the Earth, properties of Earth materials, tectonics, energy in Earth systems, climate and weather, and biogeochemical cycles.

The 2009 science assessment was composed of 143 questions at grade 4, 162 at grade 8, and 179 at grade 12. Students responded to only a portion of the questions, which included both multiple-choice questions and questions that required a written response.

Scores at Selected Percentiles

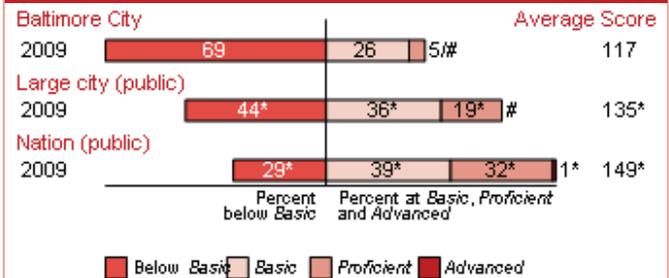


NOTE: Scores at selected percentiles on the NAEP science scale indicate how well students at lower, middle, and higher levels performed.

Overall Results

- In 2009, the average score of fourth-grade students in Baltimore was 117. This was lower than the average score of 135 for public school students in large cities.
- The percentage of students in Baltimore who performed at or above the NAEP *Proficient* level was 6 percent in 2009. This percentage was smaller than large cities (20 percent).
- The percentage of students in Baltimore who performed at or above the NAEP *Basic* level was 31 percent in 2009. This percentage was smaller than large cities (56 percent).

Achievement Level Percentages and Average Score Results



* Significantly different ($p < .05$) from Baltimore City. Significance tests were performed using unrounded numbers.
Rounds to zero.

NOTE: The percentage at *Advanced* was higher in the Nation (0.35) than in Baltimore City (0.09). Detail may not sum to totals because of rounding. Large city (public) includes public schools located in the urbanized areas of cities with populations of 250,000 or more.

Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg. score	Percentages at or above		Percent at <i>Advanced</i>
			<i>Basic</i>	<i>Proficient</i>	
Gender					
Male	50	117	31	5	#
Female	50	118	31	6	#
Race/Ethnicity					
White	8	143	60	26	1
Black	88	115	28	3	#
Hispanic	2	‡	‡	‡	‡
Asian/Pacific Islander	1	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡
National School Lunch Program					
Eligible	85	114	27	3	#
Not eligible	15	136	54	20	1

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

Score Gaps for Student Groups

- In 2009, female students in Baltimore had an average score that was not significantly different from male students.
- In 2009, Black students had an average score that was 29 points lower than White students. This performance gap was narrower than large cities (40 points).
- Data are not reported for Hispanic students in Baltimore, because reporting standards were not met.
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was narrower than large cities (30 points).