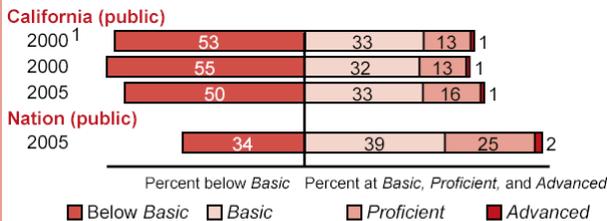


The National Assessment of Educational Progress (NAEP) assesses science in two major dimensions: Fields of Science (Earth, Physical, and Life) and Knowing and Doing Science (Conceptual Understanding, Scientific Investigation, and Practical Reasoning). The NAEP science scale ranges from 0 to 300. Scales are created separately for each grade.

Overall Science Results for California

- In 2005, the average scale score for fourth-grade students in California was 137. This was higher than their average score in 2000 (129).¹
- California's average score (137) in 2005 was lower than that of the nation's public schools (149).
- Of the 44 states and one jurisdiction that participated in the 2005 fourth-grade assessment, students' average scale score in California was higher than that in 1 jurisdiction, not significantly different from that in 1 jurisdiction, and lower than those in 42 jurisdictions.²
- The percentage of students in California who performed at or above the NAEP *Proficient* level was 17 percent in 2005. This percentage was greater than that in 2000 (13 percent).
- The percentage of students in California who performed at or above the NAEP *Basic* level was 50 percent in 2005. This percentage was not significantly different from that in 2000 (45 percent).

Student Percentages at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.
NOTE: The NAEP grade 4 science achievement levels correspond to the following scale points: Below *Basic*, 137 or lower; *Basic*, 138–169; *Proficient*, 170–204; *Advanced*, 205 or above.

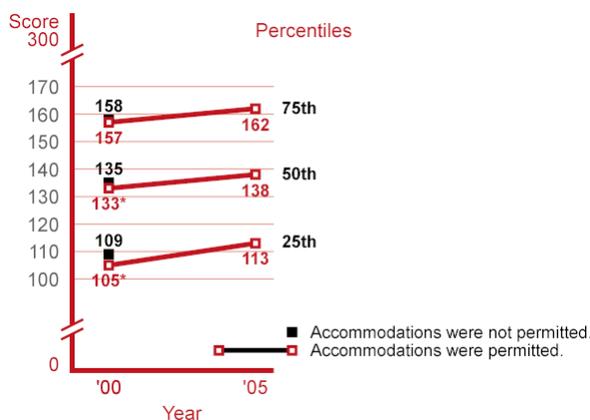
Performance of NAEP Reporting Groups in California: 2005

Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent <i>Proficient</i>	Percent <i>Advanced</i>
Male	50	138	49	51	19	1
Female	50	135	51	49	15	1
White	30	156 [†]	25	75	33 [†]	3
Black	8	122	68	32	6	#
Hispanic	49 [†]	124	67 [‡]	33 [†]	6	#
Asian/Pacific Islander	10	153	31	69	32 [†]	4
American Indian/Alaska Native	1	135	55	45	15	1
Eligible for free/reduced-price school lunch	55	123	67 [‡]	33 [†]	6	#
Not eligible for free/reduced-price school lunch	41	154	28	72	31	3

Average Score Gaps Between Selected Groups

- In 2005, male students in California had an average score that was higher than that of female students by 3 points. In 2000, there was no significant difference between the average score of male and female students.
- In 2005, Black students had an average score that was lower than that of White students by 34 points. In 2000, the average score for Black students was lower than that of White students by 32 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 32 points. In 2000, the average score for Hispanic students was lower than that of White students by 39 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 31 points. In 2000, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 40 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points. In 2000, the score gap between students at the 75th percentile and students at the 25th percentile was 52 points.

Science Scale Scores at Selected Percentiles



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

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

† Significantly higher than 2000. ‡ Significantly lower than 2000.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in California were 2 percent and 3 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Jurisdiction" refers to states and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price school lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments.