

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 Delaware	Student Percentages at NAEP Achievement Levels															
<ul style="list-style-type: none"> <li>In 2005, the average scale score for eighth-grade students in Delaware was 152. This was higher than their average score in 1996 (142).<sup>1</sup></li> <li>Delaware's average score (152) in 2005 was higher than that of the nation's public schools (147).</li> <li>Of the 44 states and one jurisdiction that participated in the 2005 eighth-grade assessment, students' average scale score in Delaware was higher than those in 20 jurisdictions, not significantly different from those in 6 jurisdictions, and lower than those in 18 jurisdictions.<sup>2</sup></li> <li>The percentage of students in Delaware who performed at or above the NAEP <i>Proficient</i> level was 29 percent in 2005. This percentage was greater than that in 1996 (21 percent).</li> <li>The percentage of students in Delaware who performed at or above the NAEP <i>Basic</i> level was 63 percent in 2005. This percentage was greater than that in 1996 (51 percent).</li> </ul>	<p><b>Delaware (public)</b></p> <table border="1"> <tr> <td>1996<sup>1</sup></td> <td>49*</td> <td>30</td> <td>19*</td> <td>1*</td> </tr> <tr> <td>2005</td> <td>37</td> <td>34</td> <td>27</td> <td>3</td> </tr> </table> <p><b>Nation (public)</b></p> <table border="1"> <tr> <td>2005</td> <td>43</td> <td>30</td> <td>24</td> <td>3</td> </tr> </table> <p>Percent below <i>Basic</i>    Percent at <i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i></p> <p>■ Below <i>Basic</i>    □ <i>Basic</i>    ■ <i>Proficient</i>    ■ <i>Advanced</i></p> <p><sup>1</sup> Accommodations were not permitted for this assessment.</p> <p>NOTE: The NAEP grade 8 science achievement levels correspond to the following scale points: <i>Below Basic</i>, 142 or lower; <i>Basic</i>, 143–169; <i>Proficient</i>, 170–207; <i>Advanced</i>, 208 or above.</p>	1996 <sup>1</sup>	49*	30	19*	1*	2005	37	34	27	3	2005	43	30	24	3
1996 <sup>1</sup>	49*	30	19*	1*												
2005	37	34	27	3												
2005	43	30	24	3												

Performance of NAEP Reporting Groups in Delaware: 2005						
Reporting groups	Percent of students	Average score	Percent below <i>Basic</i>	Percent of students at or above <i>Basic</i>	Percent of students at or above <i>Proficient</i>	Percent <i>Advanced</i>
Male	51	154 ↑	35 ↓	65 ↑	32 ↑	3 ↑
Female	49	150 ↑	39 ↓	61 ↑	26 ↑	2
White	58 ↓	162 ↑	23 ↓	77 ↑	40 ↑	4 ↑
Black	32 ↑	134 ↑	59 ↓	41 ↑	10 ↑	#
Hispanic	7 ↑	136	59	41	15	1
Asian/Pacific Islander	3 ↑	165	26	74	47	11
American Indian/Alaska Native	#	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	31 ↑	136 ↑	57 ↓	43 ↑	12 ↑	#
Not eligible for free/reduced-price school lunch	67 ↑	158 ↑	28 ↓	72 ↑	37 ↑	4 ↑

Average Score Gaps Between Selected Groups	Science Scale Scores at Selected Percentiles									
<ul style="list-style-type: none"> <li>In 2005, male students in Delaware had an average score that was higher than that of female students by 4 points. In 1996, there was no significant difference between the average score of male and female students.</li> <li>In 2005, Black students had an average score that was lower than that of White students by 28 points. In 1996, the average score for Black students was lower than that of White students by 30 points.</li> <li>In 2005, Hispanic students had an average score that was lower than that of White students by 26 points. Data are not reported for Hispanic students in 1996, because reporting standards were not met. Therefore, the performance gap results are not reported.</li> <li>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 22 points. This performance gap was narrower than that of 1996 (33 points).</li> <li>In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points. In 1996, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points.</li> </ul>	<p>Score 300</p> <p>Percentiles</p> <table border="1"> <tr> <td>75th</td> <td>165*</td> <td>174</td> </tr> <tr> <td>50th</td> <td>144*</td> <td>154</td> </tr> <tr> <td>25th</td> <td>121*</td> <td>131</td> </tr> </table> <p>Year '96 '05</p> <p>■ Accommodations were not permitted. □ Accommodations were permitted.</p> <p>Scores at selected percentiles on the NAEP science scale indicate how well students at lower, middle, and higher levels performed.</p>	75th	165*	174	50th	144*	154	25th	121*	131
75th	165*	174								
50th	144*	154								
25th	121*	131								

# The estimate rounds to zero.

‡ Reporting standards not met.

\* Significantly different from 2005.

↑ Significantly higher than 1996. ↓ Significantly lower than 1996.

<sup>1</sup> 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 Delaware were 6 percent and 1 percent in 2005, respectively. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

<sup>2</sup> "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), 1996 and 2005 Science Assessments.