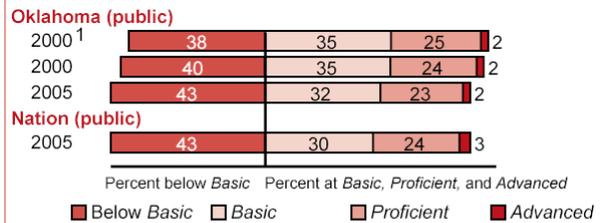


The National Assessment of Educational Progress (NAEP) assesses science in two major dimensions: Fields of Science (Earth, Physical, and Life) and Knowing and Doing Science (Conceptual Understanding, Scientific Investigation, and Practical Reasoning). The NAEP science scale ranges from 0 to 300. Scales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

Overall Science Results for Oklahoma

- In 2005, the average scale score for eighth-grade students in Oklahoma was 147. This was not significantly different from their average score in 2000 (149).¹
- Oklahoma's average score (147) in 2005 was not significantly different from that of the nation's public schools (147).
- Of the 44 states and one jurisdiction that participated in the 2005 eighth-grade assessment, students' average scale score in Oklahoma was higher than those in 10 jurisdictions, not significantly different from those in 10 jurisdictions, and lower than those in 24 jurisdictions.²
- The percentage of students in Oklahoma who performed at or above the NAEP *Proficient* level was 25 percent in 2005. This percentage was not significantly different from that in 2000 (25 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP *Basic* level was 57 percent in 2005. This percentage was not significantly different from that in 2000 (60 percent).

Student Percentages at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 science achievement levels correspond to the following scale points: *Below Basic*, 142 or lower; *Basic*, 143–169; *Proficient*, 170–207; *Advanced*, 208 or above.

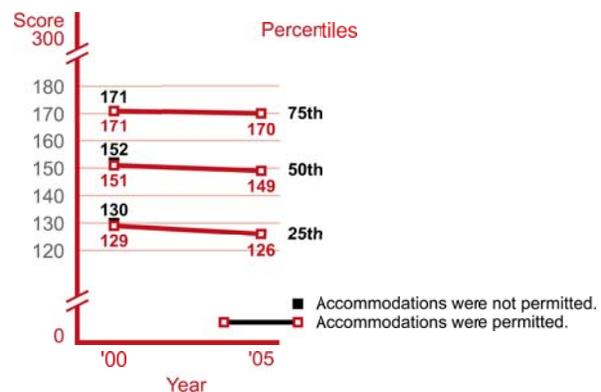
Performance of NAEP Reporting Groups in Oklahoma: 2005

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	51	149	40	60	30	3
Female	49	144	45	55	21	1
White	61 ↓	155	32	68	32	3
Black	11	120	74	26	7	#
Hispanic	8 ↑	132	59	41	16	1
Asian/Pacific Islander	2	‡	‡	‡	‡	‡
American Indian/Alaska Native	18 ↑	139	53	47	17	1
Eligible for free/reduced-price school lunch	50 ↑	137	54	46	16	1
Not eligible for free/reduced-price school lunch	50 ↓	156	31	69	34	3

Average Score Gaps Between Selected Groups

- In 2005, male students in Oklahoma had an average score that was higher than that of female students by 5 points. In 2000, the average score for male students was higher than that of female students by 5 points.
- In 2005, Black students had an average score that was lower than that of White students by 35 points. In 2000, the average score for Black students was lower than that of White students by 29 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 24 points. In 2000, the average score for Hispanic students was lower than that of White students by 25 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 19 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 18 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 45 points. In 2000, the score gap between students at the 75th percentile and students at the 25th percentile was 41 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 Oklahoma were 3 percent and 1 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.