

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.

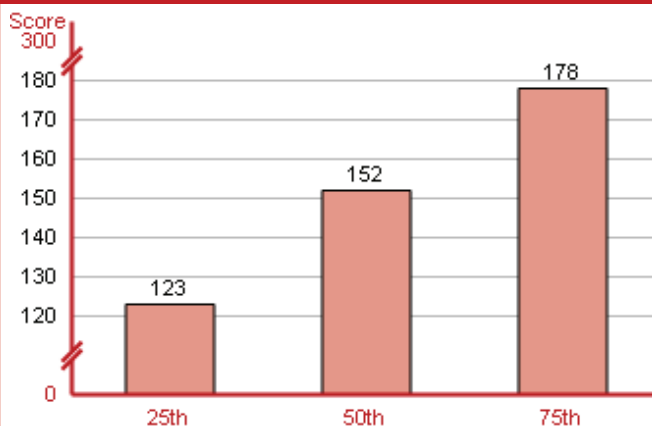
Physical science includes concepts related to properties and changes of matter, forms of energy, energy transfer and conservation, position and motion of objects, and forces affecting motion.

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

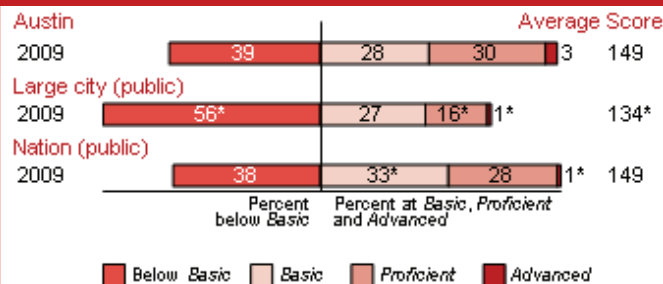


NOTE: Scores at selected percentiles on the NAEP science scale indicate how well students at lower, middle, and higher levels performed.

Overall Results

- In 2009, the average score of eighth-grade students in Austin was 149. This was higher than the average score of 134 for public school students in large cities.
- The percentage of students in Austin who performed at or above the NAEP *Proficient* level was 33 percent in 2009. This percentage was greater than large cities (17 percent).
- The percentage of students in Austin who performed at or above the NAEP *Basic* level was 61 percent in 2009. This percentage was greater than large cities (44 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from Austin. Significance tests were performed using unrounded numbers.

NOTE: The percentage at *Advanced* was lower in large cities (0.68) than in Austin (3.01). 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		Percentages at or above		Percent at Advanced
	Avg. score	Avg. score	Basic	Proficient	
Gender					
Male	50	151	63	35	3
Female	50	147	59	31	3
Race/Ethnicity					
White	31	178	90	65	8
Black	11	138	47	16	#
Hispanic	55	134	46	16	1
Asian/Pacific Islander	3	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡
National School Lunch Program					
Eligible	55	130	41	11	#
Not eligible	45	173	86	59	6

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, male students in Austin had an average score that was not significantly different from female students.
- In 2009, Black students had an average score that was 40 points lower than White students. This performance gap was not significantly different from large cities (39 points).
- In 2009, Hispanic students had an average score that was 43 points lower than White students. This performance gap was wider than large cities (33 points).
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 43 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was wider than large cities (27 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

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