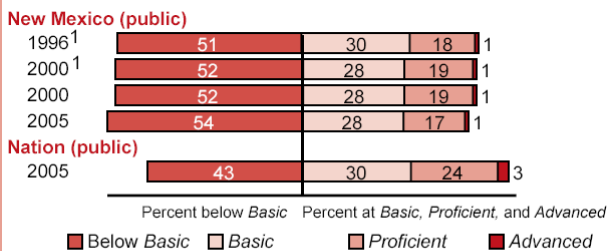


The National Assessment of Educational Progress (NAEP) assesses science in two major dimensions: Fields of Science (Earth, Physical, and Life) and Knowing and Doing Science (Conceptual Understanding, Scientific Investigation, and Practical Reasoning). The NAEP science scale ranges from 0 to 300. Scales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

Overall Science Results for New Mexico

- In 2005, the average scale score for eighth-grade students in New Mexico was 138. This was not significantly different from their average score in 2000 (139), and was lower than their average score in 1996 (141).¹
- New Mexico's average score (138) in 2005 was lower than 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 New Mexico was higher than that in 1 jurisdiction, not significantly different from those in 7 jurisdictions, and lower than those in 36 jurisdictions.²
- The percentage of students in New Mexico who performed at or above the NAEP *Proficient* level was 18 percent in 2005. This percentage was not significantly different from that in 2000 (20 percent), and was not significantly different from that in 1996 (19 percent).
- The percentage of students in New Mexico who performed at or above the NAEP *Basic* level was 46 percent in 2005. This percentage was not significantly different from that in 2000 (48 percent), and was not significantly different from that in 1996 (49 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.

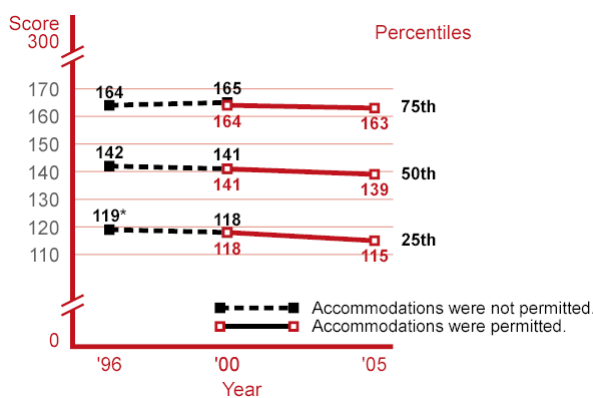
Performance of NAEP Reporting Groups in New Mexico: 2005

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent Proficient	Percent Advanced
Male	51	141	50	50	21	2
Female	49	135	58	42	15	1
White	34	157	30	70	36	3
Black	3	129	63	37	14	3
Hispanic	51	129	65	35	9	#
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	12	124	73	27	7	#
Eligible for free/reduced-price school lunch	60 [†]	129	66	34	10	#
Not eligible for free/reduced-price school lunch	35	153	34	66	31	2

Average Score Gaps Between Selected Groups

- In 2005, male students in New Mexico had an average score that was higher than that of female students by 6 points. In 1996, 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 28 points. Data are not reported for Black students in 1996, because reporting standards were not met. Therefore, the performance gap results are not reported.
- In 2005, Hispanic students had an average score that was lower than that of White students by 29 points. In 1996, the average score for Hispanic students was lower than that of White students by 28 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 25 points. In 1996, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 21 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 47 points. In 1996, the score gap between students at the 75th percentile and students at the 25th percentile was 45 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 New Mexico were 2 percent and 2 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), 1996, 2000, and 2005 Science Assessments.