

### 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.

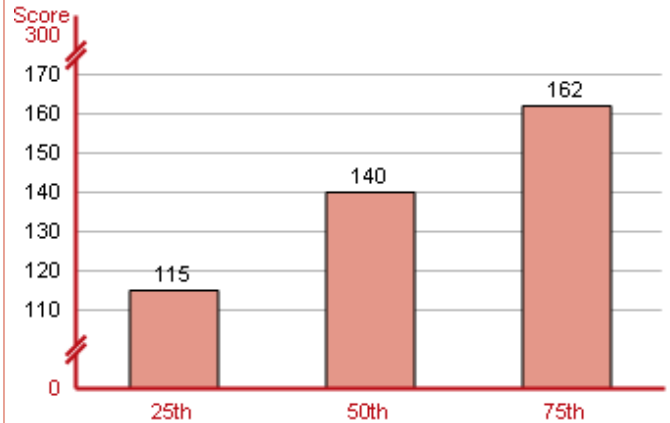
**Physical science** includes concepts related to properties and changes of matter, forms of energy, energy transfer and conservation, position and motion of objects, and forces affecting motion.

**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

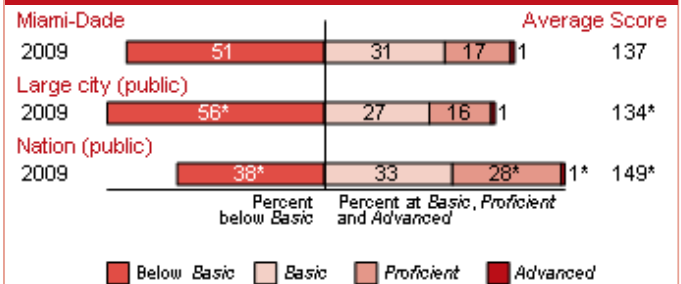


NOTE: Scores at selected percentiles on the NAEP science scale indicate how well students at lower, middle, and higher levels performed.

### Overall Results

- In 2009, the average score of eighth-grade students in Miami-Dade was 137. This was higher than the average score of 134 for public school students in large cities.
- The percentage of students in Miami-Dade who performed at or above the NAEP *Proficient* level was 18 percent in 2009. This percentage was not significantly different from large cities (17 percent).
- The percentage of students in Miami-Dade who performed at or above the NAEP *Basic* level was 49 percent in 2009. This percentage was greater than large cities (44 percent).

### Achievement-Level Percentages and Average Score Results



\* Significantly different ( $p < .05$ ) from Miami-Dade. Significance tests were performed using unrounded numbers.

NOTE: The percentage at *Advanced* was higher in the Nation (0.68) than in Miami-Dade (0.55). 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
	score	Avg.	Basic	Proficient	
Gender					
Male	50	140	53	19	1
Female	50	135	45	16	#
Race/Ethnicity					
White	10	159	73	38	1
Black	23	123	30	6	#
Hispanic	65	138	50	18	1
Asian/Pacific Islander	1	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡
National School Lunch Program					
Eligible	63	130	40	11	#
Not eligible	37	150	63	29	1

# 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 Miami-Dade had an average score that was higher than female students.
- In 2009, Black students had an average score that was 36 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 21 points lower than White students. This performance gap was narrower 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 20 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was narrower than large cities (27 points).