The Nation's Report Card

Science 2009
State Snapshot Report

Maryland
Grade 8
Public Schools

NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

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.

Compare the Average Score in 2009 to Other States/Jurisdictions
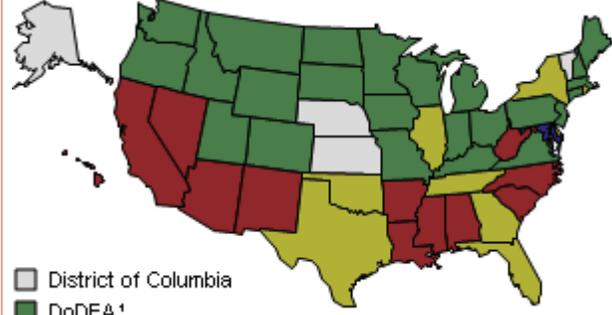
- District of Columbia
- DoDEA¹

¹ Department of Defense Education Activity (overseas and domestic schools).

In 2009, the average score in **Maryland** was
- lower than those in 25 states/jurisdictions
- higher than those in 12 states/jurisdictions
- not significantly different from those in 9 states/jurisdictions
- 5 states/jurisdictions did not participate

Overall Results

- In 2009, the average score of eighth-grade students in Maryland was 148. This was not significantly different from the average score of 149 for public school students in the nation.
- The percentage of students in Maryland who performed at or above the NAEP *Proficient* level was 28 percent in 2009. This percentage was not significantly different from the nation (29 percent).
- The percentage of students in Maryland who performed at or above the NAEP *Basic* level was 60 percent in 2009. This percentage was not significantly different from the nation (62 percent).

Achievement-Level Percentages and Average Score Results
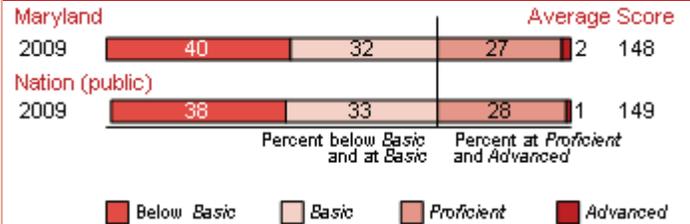
NOTE: Detail may not sum to totals because of rounding.

Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg. score	Percentages at or above Basic	Percentages at or above Proficient	Percent at Advanced
Gender					
Male	51	150	62	32	2
Female	49	146	59	25	1
Race/Ethnicity					
White	47	164	80	44	2
Black	36	127	34	8	#
Hispanic	10	136	46	12	1
Asian/Pacific Islander	6	169	86	51	5
American Indian/Alaska Native	#	‡	‡	‡	‡
National School Lunch Program					
Eligible	32	129	37	9	#
Not eligible	68	157	71	37	2

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 Maryland had an average score that was higher than female students.
- In 2009, Black students had an average score that was 38 points lower than White students. This performance gap was not significantly different from the nation (36 points).
- In 2009, Hispanic students had an average score that was 28 points lower than White students. This performance gap was not significantly different from the nation (30 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 29 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from the nation (28 points).

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