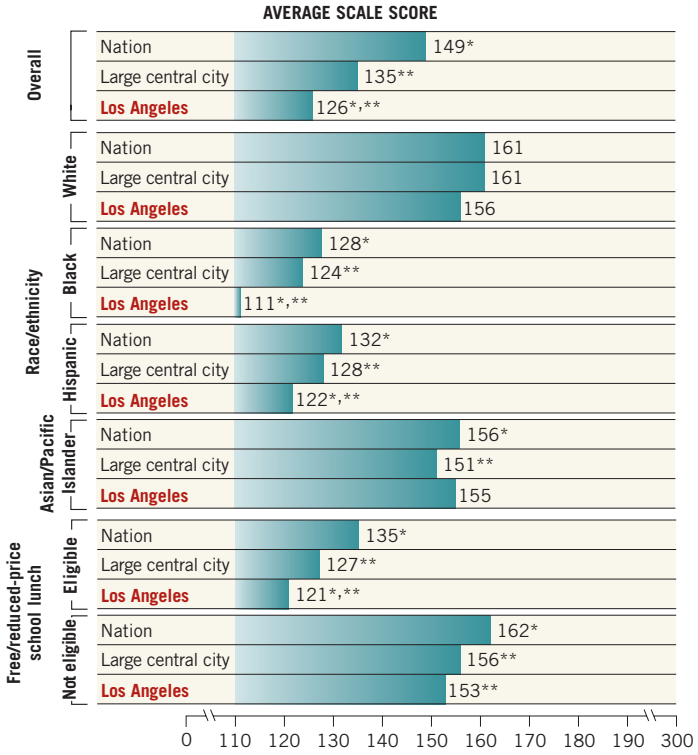
Average fourth-grade NAEP science scores in 2005, by jurisdiction and selected student groups



* Significantly different ($p < .05$) from large central city public schools.
** Significantly different ($p < .05$) from nation (public schools).

Percentage of fourth-grade student responses rated correct or "Complete" on selected NAEP science questions in 2005, by jurisdiction

NATION	LARGE CENTRAL CITY	LOS ANGELES	ACHIEVEMENT LEVEL	SCORE LOCATION	QUESTION DESCRIPTION
			300		
30	26	30	*ADVANCED*	**219**	*Interpret readings from rain gauges*
33	27	22	205	**208**	*Interpret data to conclude conditions needed for seed germination*
36	29	28	*PROFICIENT*	**203**	Explain what can be learned from fossils
44	32	24		**185**	Relate air (oxygen) supply to burning time
65	62	63	170	**174**	*Interpret melting point data to determine which item melts first*
66	57	53	*BASIC*	**165**	*Use data table to determine which day has the most daylight*
62	53	46		**159**	Predict and explain water displacement by two objects
76	71	64	138	**139**	*Identify function of a human structure*
75	68	67		**136**	*Identify process fish use to obtain oxygen*
87	78	61	0	**103**	*Compare weather data to tell which city has warmer temperatures*

For Los Angeles Fourth-Graders,

…the overall score was lower than it was in large central cities and the nation.

…the percentages at or above *Basic* and at or above *Proficient* were lower than they were in large central cities.

Compared with their peers…

…White and Asian/Pacific Islander students had average scores that were not significantly different from those in large central cities and the nation.

…Black and Hispanic students scored lower than those in large central cities and the nation.

The gap between…

…White and Black students was 45 points—which was not significantly different from the gap in large central cities, but wider than the gap in the nation.

…White and Hispanic students was 35 points—which was not significantly different from the gaps in large central cities and the nation.

…higher- and lower-income students was 32 points—which was not significantly different from the gaps in large central cities and the nation.

NOTE: Groups not shown are included in overall. Results are not shown for students whose race/ethnicity was American Indian/Alaska Native or "unclassified" because of small sample sizes. Race categories exclude Hispanic origin. "Score location" is described in the footnote on page 25. Multiple-choice questions are shown in *italic* type. Score gaps mentioned in the report are calculated based on differences between unrounded average scores. Cross-jurisdiction significance results are calculated using a multiple-comparison procedure based on all participating districts. Results may vary from those obtained using single-district comparisons, such as those in the single-district snapshot reports.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Science Assessment.

For Los Angeles Eighth-Graders,

…the overall score was lower than it was in large central cities and the nation.

…the percentages at or above *Basic* and at or above *Proficient* were lower than they were in large central cities.

Compared with their peers…

…White, Black, and Asian/Pacific Islander students had average scores that were not significantly different from those in large central cities and the nation.

…Hispanic students scored lower than those in large central cities and the nation.

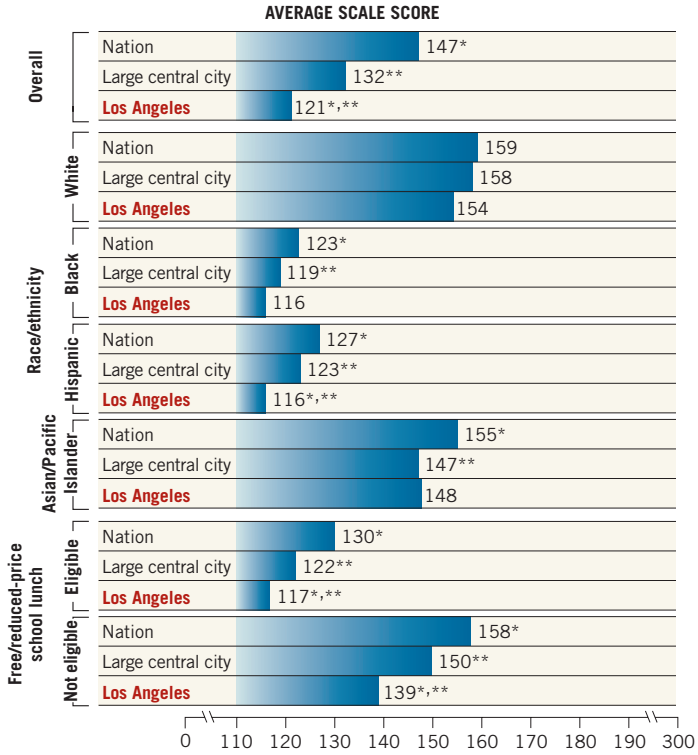
The score gap between…

…White and Black students was 38 points—which was not significantly different from the gaps in large central cities and the nation.

…White and Hispanic students was 38 points—which was not significantly different from the gaps in large central cities and the nation.

…higher- and lower-income students was 22 points—which was not significantly different from the gaps in large central cities and the nation.

Average eighth-grade NAEP science scores in 2005, by jurisdiction and selected student groups



* Significantly different ($p < .05$) from large central city public schools.
** Significantly different ($p < .05$) from nation (public schools).

Percentage of eighth-grade student responses rated correct or "Complete" on selected NAEP science questions in 2005, by jurisdiction

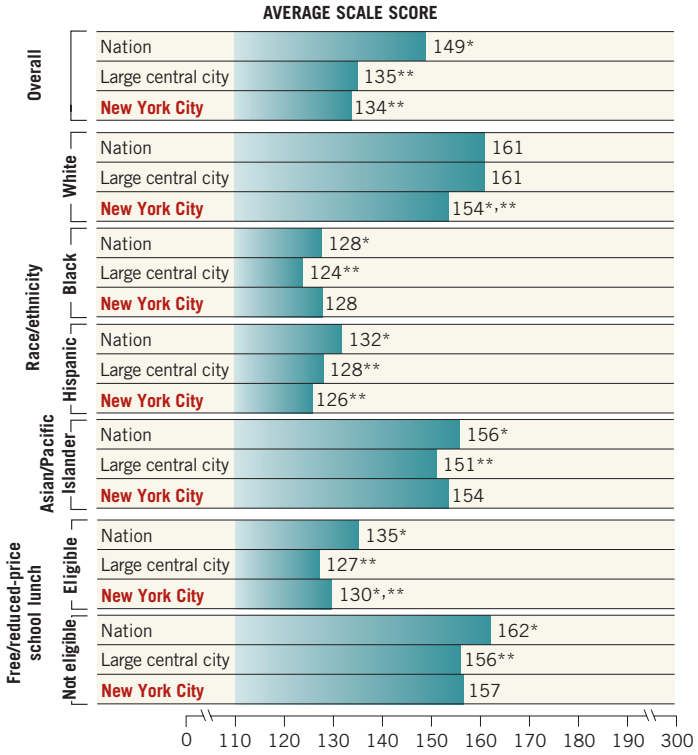
NATION	LARGE CENTRAL CITY	LOS ANGELES	ACHIEVEMENT LEVEL	SCORE LOCATION	QUESTION DESCRIPTION
			300 ADVANCED		
22	16	13		230	Explain how to find out if a glass contains salt water
16	9	3	208	218	Describe means by which plants prevent erosion
52	44	52	PROFICIENT	198	*Identify location of cell's genetic material*
51	42	31		188	*Identify zone on a map with a temperate climate*
43	32	28	170	178	Describe experiment to measure the volume of an object
53	43	40	BASIC	162	Explain relative motion of two vehicles
54	44	34		160	Describe effect of pollutant on food web
72	64	59	143	147	*Identify an action to reduce carbon dioxide in the atmosphere*
77	71	63		136	*Identify relationship between rainfall and seed production*
80	73	68	0	111	List three uses for human-made satellites[1]

[1] Percentages for this question combine "Partial" and "Complete" responses to locate its position on the score scale.

NOTE: Groups not shown are included in overall. Results are not shown for students whose race/ethnicity was American Indian/Alaska Native or "unclassified" because of small sample sizes. Race categories exclude Hispanic origin. "Score location" is described in the footnote on page 25. Multiple-choice questions are shown in *italic* type. Score gaps mentioned in the report are calculated based on differences between unrounded average scores. Cross-jurisdiction significance results are calculated using a multiple-comparison procedure based on all participating districts. Results may vary from those obtained using single-district comparisons, such as those in the single-district snapshot reports.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Science Assessment.

Average fourth-grade NAEP science scores in 2005, by jurisdiction and selected student groups



* Significantly different ($p < .05$) from large central city public schools.
** Significantly different ($p < .05$) from nation (public schools).

Percentage of fourth-grade student responses rated correct or "Complete" on selected NAEP science questions in 2005, by jurisdiction

NATION	LARGE CENTRAL CITY	NEW YORK CITY	ACHIEVEMENT LEVEL	SCORE LOCATION	QUESTION DESCRIPTION
			300 ADVANCED		
30	26	17		219	*Interpret readings from rain gauges*
33	27	22	205	208	*Interpret data to conclude conditions needed for seed germination*
36	29	27	PROFICIENT	203	Explain what can be learned from fossils
44	32	28		185	Relate air (oxygen) supply to burning time
65	62	58	170	174	*Interpret melting point data to determine which item melts first*
66	57	55	BASIC	165	*Use data table to determine which day has the most daylight*
62	53	54		159	Predict and explain water displacement by two objects
76	71	71	138	139	*Identify function of a human structure*
75	68	68		136	*Identify process fish use to obtain oxygen*
87	78	84	0	103	*Compare weather data to tell which city has warmer temperatures*

For New York City Fourth-Graders,

…the overall score was not significantly different from that in large central cities, but lower than it was in the nation.

…the percentages at or above *Basic* and at or above *Proficient* were not significantly different than they were in large central cities.

Compared with their peers…

…White students scored lower than those in large central cities and the nation.

…Black and Asian/Pacific Islander students had average scores that were not significantly different from those in large central cities and the nation.

…Hispanic students had an average score that was not significantly different from the score in large central cities, but was lower than the score in the nation.

The score gap between…

…White and Black students was 26 points—which was narrower than the gap in large central cities, but not significantly different from the gap in the nation.

…White and Hispanic students was 28 points—which was not significantly different from the gaps in large central cities and the nation.

…higher- and lower-income students was 27 points—which was not significantly different from the gaps in large central cities and the nation.

NOTE: Groups not shown are included in overall. Results are not shown for students whose race/ethnicity was American Indian/Alaska Native or "unclassified" because of small sample sizes. Race categories exclude Hispanic origin. "Score location" is described in the footnote on page 25. Multiple-choice questions are shown in *italic* type. Score gaps mentioned in the report are calculated based on differences between unrounded average scores. Cross-jurisdiction significance results are calculated using a multiple-comparison procedure based on all participating districts. Results may vary from those obtained using single-district comparisons, such as those in the single-district snapshot reports.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Science Assessment.

For New York City Eighth-Graders,

…the overall score was not significantly different from that in large central cities, but lower than it was in the nation.

…the percentages at or above *Basic* and at or above *Proficient* were not significantly different than they were in large central cities.

Compared with their peers…

…White students scored lower than those in large central cities and the nation.

…Black, Hispanic, and Asian/Pacific Islander students had average scores that were not significantly different from those in large central cities and the nation.

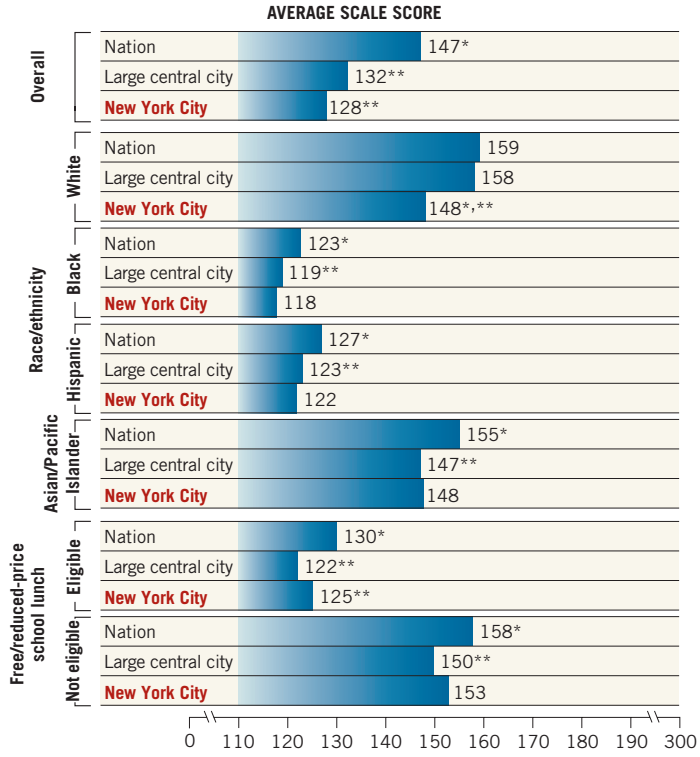
The score gap between…

…White and Black students was 31 points—which was not significantly different from the gaps in large central cities and the nation.

…White and Hispanic students was 27 points—which was not significantly different from the gaps in large central cities and the nation.

…higher- and lower-income students was 28 points—which was not significantly different from the gaps in large central cities and the nation.

Average eighth-grade NAEP science scores in 2005, by jurisdiction and selected student groups



* Significantly different ($p < .05$) from large central city public schools.
** Significantly different ($p < .05$) from nation (public schools).

Percentage of eighth-grade student responses rated correct or "Complete" on selected NAEP science questions in 2005, by jurisdiction

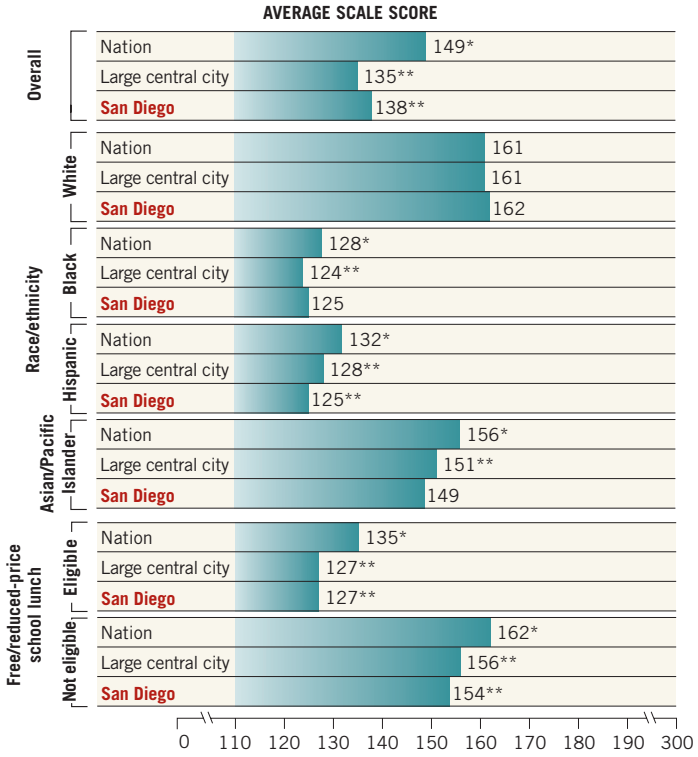
NATION	LARGE CENTRAL CITY	NEW YORK CITY	ACHIEVEMENT LEVEL	SCORE LOCATION	QUESTION DESCRIPTION
			300 ADVANCED		
22	16	13		230	Explain how to find out if a glass contains salt water
16	9	8	208	218	Describe means by which plants prevent erosion
52	44	40	PROFICIENT	198	*Identify location of cell's genetic material*
51	42	50		188	*Identify zone on a map with a temperate climate*
43	32	35	170	178	Describe experiment to measure the volume of an object
53	43	42	BASIC	162	Explain relative motion of two vehicles
54	44	45		160	Describe effect of pollutant on food web
72	64	62	143	147	*Identify an action to reduce carbon dioxide in the atmosphere*
77	71	75		136	*Identify relationship between rainfall and seed production*
80	73	69	0	111	List three uses for human-made satellites[1]

[1] Percentages for this question combine "Partial" and "Complete" responses to locate its position on the score scale.

NOTE: Groups not shown are included in overall. Results are not shown for students whose race/ethnicity was American Indian/Alaska Native or "unclassified" because of small sample sizes. Race categories exclude Hispanic origin. "Score location" is described in the footnote on page 25. Multiple-choice questions are shown in *italic* type. Score gaps mentioned in the report are calculated based on differences between unrounded average scores. Cross-jurisdiction significance results are calculated using a multiple-comparison procedure based on all participating districts. Results may vary from those obtained using single-district comparisons, such as those in the single-district snapshot reports.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Science Assessment.

Average fourth-grade NAEP science scores in 2005, by jurisdiction and selected student groups



* Significantly different ($p < .05$) from large central city public schools.
** Significantly different ($p < .05$) from nation (public schools).

Percentage of fourth-grade student responses rated correct or "Complete" on selected NAEP science questions in 2005, by jurisdiction

NATION	LARGE CENTRAL CITY	SAN DIEGO	ACHIEVEMENT LEVEL	SCORE LOCATION	QUESTION DESCRIPTION
			300 ADVANCED		
30	26	33		219	*Interpret readings from rain gauges*
33	27	29	205	208	*Interpret data to conclude conditions needed for seed germination*
36	29	35	PROFICIENT	203	Explain what can be learned from fossils
44	32	34		185	Relate air (oxygen) supply to burning time
65	62	63	170	174	*Interpret melting point data to determine which item melts first*
66	57	57	BASIC	165	*Use data table to determine which day has the most daylight*
62	53	59		159	Predict and explain water displacement by two objects
76	71	75	138	139	*Identify function of a human structure*
75	68	81		136	*Identify process fish use to obtain oxygen*
87	78	72	0	103	*Compare weather data to tell which city has warmer temperatures*

For San Diego Fourth-Graders,

…the overall score was not significantly different from that in large central cities, but lower than it was in the nation.

…the percentages at or above *Basic* and at or above *Proficient* were not significantly different than they were in large central cities.

Compared with their peers…

…White, Black, and Asian/Pacific Islander students had average scores that were not significantly different from those in large central cities and the nation.

…Hispanic students had an average score that was not significantly different than the score in large central cities, but was lower than the score in the nation.

The score gap between…

…White and Black students was 37 points—which was not significantly different from the gaps in large central cities and the nation.

…White and Hispanic students was 37 points—which was not significantly different from the gap in large central cities, but wider than the gap in the nation.

…higher- and lower-income students was 27 points—which was not significantly different from the gaps in large central cities and the nation.

NOTE: Groups not shown are included in overall. Results are not shown for students whose race/ethnicity was American Indian/Alaska Native or "unclassified" because of small sample sizes. Race categories exclude Hispanic origin. "Score location" is described in the footnote on page 25. Multiple-choice questions are shown in *italic* type. Score gaps mentioned in the report are calculated based on differences between unrounded average scores. Cross-jurisdiction significance results are calculated using a multiple-comparison procedure based on all participating districts. Results may vary from those obtained using single-district comparisons, such as those in the single-district snapshot reports.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Science Assessment.

For San Diego Eighth-Graders,

…the overall score was higher than that in large central cities, but lower than it was in the nation.

…the percentages at or above *Basic* and at or above *Proficient* were higher than they were in large central cities.

Compared with their peers…

…White and Black students had average scores that were not significantly different from those in large central cities and the nation.

…Hispanic and Asian/Pacific Islander students had average scores that were not significantly different from those in large central cities, but were lower than those in the nation.

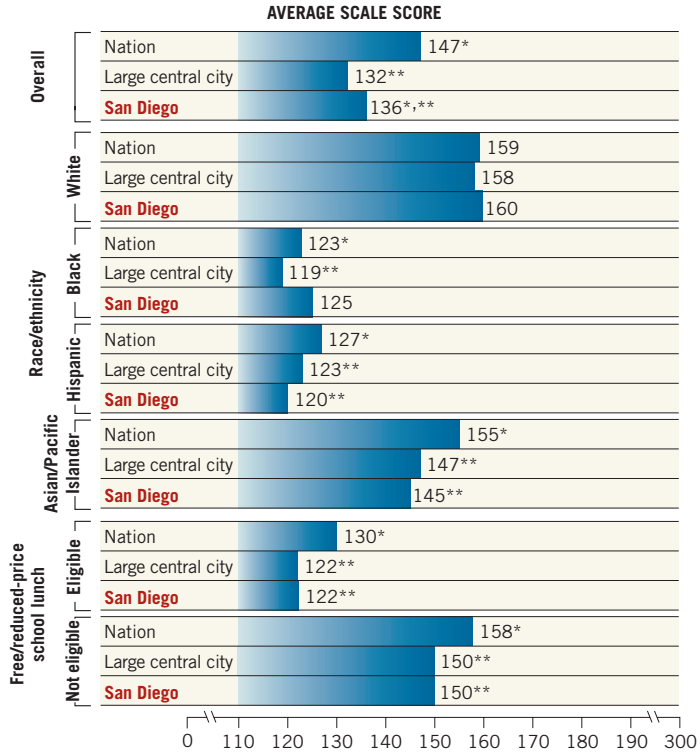
The score gap between…

…White and Black students was 35 points—which was not significantly different from the gaps in large central cities and the nation.

…White and Hispanic students was 40 points—which was not significantly different from the gap in large central cities, but wider than the gap in the nation.

…higher- and lower-income students was 28 points—which was not significantly different from the gaps in large central cities and the nation.

Average eighth-grade NAEP science scores in 2005, by jurisdiction and selected student groups



* Significantly different ($p < .05$) from large central city public schools.
** Significantly different ($p < .05$) from nation (public schools).

Percentage of eighth-grade student responses rated correct or "Complete" on selected NAEP science questions in 2005, by jurisdiction

NATION	LARGE CENTRAL CITY	SAN DIEGO	ACHIEVEMENT LEVEL	SCORE LOCATION	QUESTION DESCRIPTION
			300		
22	16	23	*ADVANCED*	230	Explain how to find out if a glass contains salt water
16	9	13	208	218	Describe means by which plants prevent erosion
52	44	53	*PROFICIENT*	198	*Identify location of cell's genetic material*
51	42	36		188	*Identify zone on a map with a temperate climate*
43	32	25	170	178	Describe experiment to measure the volume of an object
53	43	43	*BASIC*	162	Explain relative motion of two vehicles
54	44	47		160	Describe effect of pollutant on food web
72	64	63	143	147	*Identify an action to reduce carbon dioxide in the atmosphere*
77	71	72		136	*Identify relationship between rainfall and seed production*
80	73	74	0	111	List three uses for human-made satellites[1]

[1] Percentages for this question combine "Partial" and "Complete" responses to locate its position on the score scale.

NOTE: Groups not shown are included in overall. Results are not shown for students whose race/ethnicity was American Indian/Alaska Native or "unclassified" because of small sample sizes. Race categories exclude Hispanic origin. "Score location" is described in the footnote on page 25. Multiple-choice questions are shown in *italic* type. Score gaps mentioned in the report are calculated based on differences between unrounded average scores. Cross-jurisdiction significance results are calculated using a multiple-comparison procedure based on all participating districts. Results may vary from those obtained using single-district comparisons, such as those in the single-district snapshot reports.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Science Assessment.

Technical Notes and Data Appendix

Participating Districts

In 2005, ten urban public school districts participated in the Trial Urban District Assessment in science at grades 4 and 8. The school district names, as listed in the NCES Common Core of Data, are

- Atlanta City School District
- Austin Independent School District
- Boston School District
- Charlotte-Mecklenburg Schools
- City of Chicago School District 299
- Cleveland Municipal School District
- Houston Independent School District
- Los Angeles Unified School District
- New York City Public Schools
- San Diego Unified School District

The results for these districts are for public school students only. The District of Columbia, which participated in the reading and mathematics TUDAs, was unable to participate in the 2005 science assessment because the samples for the mandatory reading and mathematics assessments took up most of their student population. Only a few schools in the District of Columbia participated in the science assessment at each grade in order to provide data for the national sample in science.

NAEP Sampling and Weighting Procedures

The sample of students in the participating TUDA school districts represents an augmentation of the sample of students who would usually be selected by NAEP as part of state and national samples. These augmented samples allow reliable reporting of student groups within these districts. Students in the TUDA samples are also included in state and national samples. For example, data from students tested in the Los Angeles sample were used to report results for Los Angeles, for California, and for the nation.

In the same way that schools and students participating in national NAEP assessments are chosen to be nationally representative, samples of schools and students in the urban districts were selected to be representative of their districts. The results from the assessed students are combined to provide accurate estimates of overall district performance. Results are weighted to take into account the fact that schools within districts represent different proportions of the overall district population. Table A-1 displays the school and student participation information for the urban districts for the 2005 science assessment.

Table A-1.

School and student participation rates in science for public school students at grades 4 and 8, by urban district in 2005

District	School participation		Student participation rate
	Percentage of schools	Number of schools	
Grade 4			
Atlanta	100	60	94
Austin	100	60	93
Boston	99	80	93
Charlotte	100	60	93
Chicago	100	100	95
Cleveland	100	70	87
Houston	100	90	94
Los Angeles	100	80	93
New York City	100	80	90
San Diego	100	60	93
Grade 8			
Atlanta	100	20	89
Austin	100	20	91
Boston	99	30	90
Charlotte	100	30	89
Chicago	100	100	92
Cleveland	100	40	76
Houston	100	40	88
Los Angeles	99	70	89
New York City	100	80	83
San Diego	100	30	90

NOTE: The number of schools is rounded to the nearest 10.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Science Assessment.

Accommodations

It is important to assess all selected students from the target population, including students with disabilities (SD) and students classified by their schools as English language learners (ELL). To accomplish this goal, students who receive accommodations in their state's assessments, such as extra testing time or individual rather than group administration, are offered most of the same accommodations in NAEP. A table that includes accommodation rates by type and district is available at http://nces.ed.gov/nationsreportcard/science/acctype.asp.

Exclusion Rates

Some students identified as SD or ELL who are sampled for NAEP participation may be excluded from the assessment according to carefully defined criteria. School personnel, guided by the student's Individualized Education Program (IEP), as well as by section 504 eligibility, make decisions regarding inclusion in the assessment of students with disabilities. Based on NAEP's guidelines, they also make the decision whether to exclude students identified as ELL. The process includes evaluating the student's capability to participate in the assessment in English, as well as taking into consideration the number of years the student has been receiving instruction in English. The percentages of students excluded from NAEP may vary considerably across districts. Comparisons of achievement results across districts should be interpreted with caution if the exclusion rates vary widely. See table A-2 for the science assessment exclusion rates for the urban districts in 2005.

School Participation Rates

In order to ensure reportable samples, NCES and the Governing Board established participation rate standards that states and jurisdictions are required to meet in order for their results to be reported. The same standards were applied to the urban districts. Participation rates for the original sample needed to be at least 85 percent for schools in each subject and grade. Results are not reported in any instances in which participation rates did not meet the established standards for jurisdictions. In the 2005 science assessment, all states, jurisdictions, and participating urban districts met NAEP participation rate standards at both grades 4 and 8. See table A-1 for participation rates for the urban districts.

Interpreting Statistical Significance

Comparisons between groups in this report are based on statistical tests that consider both the size of the differences and the standard errors of the two statistics being compared. Standard errors are measures of the margin of error in samples. Estimates based on smaller samples are likely to have larger margins of error than estimates based on large samples. The size of the standard errors may also be influenced by other factors, such as how representative the assessed students are of the population as a whole. When an estimate, such as an average score, has a large standard error, a numerical difference that seems large may not be statistically significant. Differences of the same magnitude may or may not be statistically significant, depending upon the size of the standard errors of the statistics. For example, a 5-point difference between male and female students may be statistically significant, while a 6-point difference between White and Asian/Pacific Islander students may not be. Standard errors for the NAEP scores and percentages presented in this report are available on the NAEP website (http://nces.ed.gov/nationsreportcard/nde/).

In the tables and charts of this report, asterisks (*) are used to indicate that a score or percentage is significantly different from the comparable measure in national or large central city results. Any difference between scores or percentages that is identified in the text as higher, lower, larger, or smaller in this report but not marked in tables and charts, meets the requirements for statistical significance. The differences described in this report have been determined to be statistically significant at the .05 level (two-tailed) with appropriate adjustments for multiple comparisons, as well as adjustments for the part-whole relationship when individual districts are compared to results for large central cities.

"Large central city" in this report includes public schools located in large central cities (population of 250,000 or more) throughout the United States within metropolitan statistical areas as defined by the federal Office of Management and Budget. It is not synonymous with "inner city." Some districts (Austin, Charlotte, Cleveland, Houston, and Los Angeles) encompass a small percentage of schools not classified as large central city. In these cases, data from the entire district were used in statistical comparisons to large central city schools. Further comparisons of urban district student group data with large central city data are available from the online data explorer on the NAEP website (http://nces.ed.gov/nationsreportcard/nde/). Selecting the variable "Large central city for urban district comparisons" when making statistical comparisons with selected urban districts will allow comparisons to the appropriate large central city data and will permit the software user to replicate results in this report and to explore additional comparisons. The "Large central city for urban district comparisons" variable includes the data from the small number of schools in the participating TUDA districts in 2005 (and prior years for the reading and mathematics assessments) that fell outside of large central cities.

Table A-2.

Fourth- and eighth-grade public school students identified as students with disabilities and/or English language learners, excluded, and assessed with accommodations in science, as a percentage of all students, by jurisdiction in 2005

Jurisdiction	Grade 4			Grade 8		
	Identified	Excluded	Assessed with accommodations	Identified	Excluded	Assessed with accommodations
SD and/or ELL						
Nation	22	3	10	18	3	9
Large central city	32	5	11	24	4	8
Atlanta	10	2	5	13	2	8
Austin	40	9	17	25	9	5
Boston	33	7	16	26	6	10
Charlotte	21	3	12	18	3	10
Chicago	28	5	9	23	3	12
Cleveland	20	6	11	21	7	12
Houston	45	7	19	24	6	5
Los Angeles	59	6	6	39	3	5
New York City	24	5	16	18	2	14
San Diego	42	5	7	28	4	8
SD						
Nation	14	3	7	13	3	7
Large central city	13	3	7	13	3	6
Atlanta	9	2	5	11	2	7
Austin	17	6	8	13	6	2
Boston	22	5	14	19	5	10
Charlotte	13	2	8	12	2	8
Chicago	13	3	6	17	2	11
Cleveland	16	6	9	19	6	10
Houston	12	5	3	13	4	3
Los Angeles	10	3	5	12	2	4
New York City	14	3	10	10	1	8
San Diego	12	3	5	11	3	4
ELL						
Nation	10	1	3	6	1	1
Large central city	21	3	4	14	2	3
Atlanta	1	#	#	2	#	1
Austin	27	4	11	14	5	4
Boston	15	4	3	9	3	1
Charlotte	9	1	4	7	1	2
Chicago	18	2	4	7	2	2
Cleveland	5	2	2	3	1	2
Houston	36	4	16	14	3	2
Los Angeles	55	5	4	33	2	3
New York City	12	3	8	10	2	7
San Diego	35	4	3	21	2	5

The estimate rounds to zero.

NOTE: SD = students with disabilities. ELL = English language learners. Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Trial Urban District Science Assessment.

U.S. DEPARTMENT OF EDUCATION

The National Assessment of Educational Progress is a congressionally mandated project sponsored by the U.S. Department of Education. The National Center for Education Statistics, a department within the Institute of Education Sciences, administers NAEP. The Commissioner of Education Statistics is responsible by law for carrying out the NAEP project.

Margaret Spellings
Secretary
U.S. Department of Education

Grover J. Whitehurst
Director
Institute of Education Sciences

Mark Schneider
Commissioner
National Center for Education Statistics

Peggy Carr
Associate Commissioner
National Center for Education Statistics

THE NATIONAL ASSESSMENT GOVERNING BOARD

In 1988, Congress created the National Assessment Governing Board to set policy for the National Assessment of Educational Progress, commonly known as The Nation's Report Card™. The Board is an independent, bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

Darvin M. Winick, Chair
President
Winick & Associates
Austin, Texas

Amanda P. Avallone, Vice Chair
Assistant Principal & Eighth-Grade Teacher
Summit Middle School
Boulder, Colorado

Francie Alexander
Chief Academic Officer, Scholastic, Inc.
Senior Vice President, Scholastic Education
New York, New York

David J. Alukonis
Chairman
Hudson School Board
Hudson, New Hampshire

Honorable Jeb Bush
Governor of Florida
Tallahassee, Florida

Barbara Byrd-Bennett
Executive Superintendent-in-Residence
Cleveland State University
Cleveland, Ohio

Shirley V. Dickson
Educational Consultant
Aliso Viejo, California

Honorable David P. Driscoll
Commissioner of Education
Massachusetts Department of Education
Malden, Massachusetts

John Q. Easton
Executive Director
Consortium on Chicago School Research
Chicago, Illinois

Alan J. Friedman
Director and CEO
New York Hall of Science
Queens, New York

David W. Gordon
Sacramento County Superintendent of Schools
Sacramento County Office of Education
Sacramento, California

Robin C. Hall
Principal
Beecher Hills Elementary School
Atlanta, Georgia

Kathi M. King
Twelfth-Grade Teacher
Messalonskee High School
Oakland, Maine

Honorable Keith King
Member
Colorado House of Representatives
Colorado Springs, Colorado

Kim Kozbial-Hess
Fourth-Grade Teacher
Hawkins Elementary School
Toledo, Ohio

James S. Lanich
Executive Director
California Business for Education Excellence
Sacramento, California

Honorable Cynthia Nava
Chair, Education Committee
New Mexico State Senate
Las Cruces, New Mexico

Andrew C. Porter
Director
Learning Sciences Institute
Peabody College
Vanderbilt University
Nashville, Tennessee

Luis A. Ramos
Community Relations Manager
PPL Susquehanna
Berwick, Pennsylvania

Mary Frances Taymans, SND
Executive Director
Secondary Schools Division
National Catholic Educational Association
Washington, D.C.

Oscar A. Troncoso
Principal
Socorro High School
El Paso, Texas

Honorable Thomas J. Vilsack
Governor of Iowa
Des Moines, Iowa

Honorable Michael E. Ward
Former State Superintendent of Public Instruction
North Carolina Public Schools
Jackson, Mississippi

Eileen L. Weiser
Member, State Board of Education
Michigan Department of Education
Lansing, Michigan

Grover J. Whitehurst (Ex officio)
Director
Institute of Education Sciences
U.S. Department of Education
Washington, D.C.

Charles E. Smith
Executive Director
National Assessment Governing Board
Washington, D.C.

THE NATION'S REPORT CARD

Trial Urban District Assessment SCIENCE 2005

November 2006

MORE INFORMATION

The report release site is http://nationsreportcard.gov. The NCES web electronic catalog is http://nces.ed.gov/pubsearch/.

For ordering information, write to
U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794-1398

or call toll free 1-877-4ED-Pubs

or order online at http://www.edpubs.org

SUGGESTED CITATION

Lutkus, A.D., Lauko, M., and Brockway, D. (2006). *The Nation's Report Card: Trial Urban District Assessment Science 2005* (NCES 2007-453). U.S. Department of Education, National Center for Education Statistics. Washington, D.C.: U.S. Government Printing Office.

CONTENT CONTACT

William Tirre
202-502-7361
william.tirre@ed.gov

"OUR MISSION IS TO ENSURE EQUAL ACCESS TO EDUCATION AND TO PROMOTE EDUCATIONAL EXCELLENCE THROUGHOUT THE NATION."

www.ed.gov