ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences
The Nation's Report Card

Science 2009

Trial Urban District Snapshot Report

Detroit Public Schools
Grade 4
Public Schools

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.

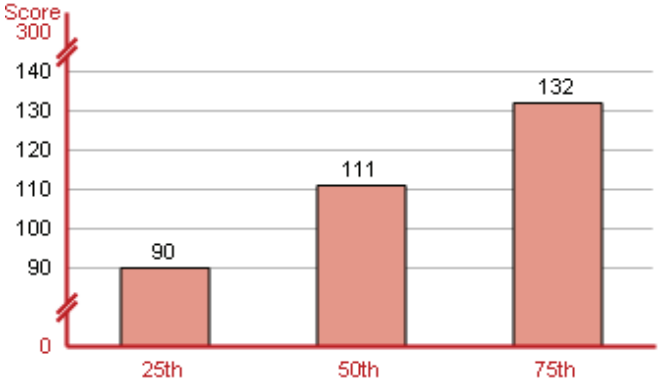
Physical science includes concepts related to properties and changes of matter, forms of energy, energy transfer and conservation, position and motion of objects, and forces affecting motion.

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

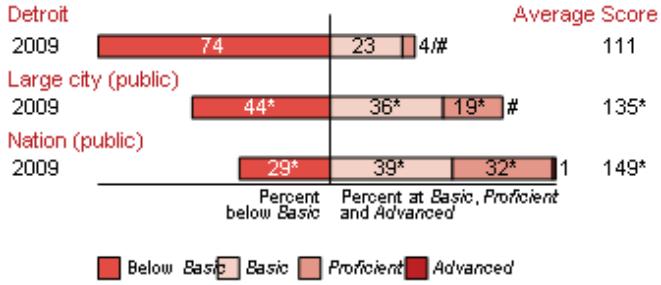


NOTE: Scores at selected percentiles on the NAEP science scale indicate how well students at lower, middle, and higher levels performed.

Overall Results

- In 2009, the average score of fourth-grade students in Detroit was 111. This was lower than the average score of 135 for public school students in large cities.
- The percentage of students in Detroit who performed at or above the NAEP *Proficient* level was 4 percent in 2009. This percentage was smaller than large cities (20 percent).
- The percentage of students in Detroit who performed at or above the NAEP *Basic* level was 26 percent in 2009. This percentage was smaller than large cities (56 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from Detroit. Significance tests were performed using unrounded numbers.
# Rounds to zero.

NOTE: 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	Avg. score	Percentages at or above *Basic*	Percentages at or above *Proficient*	Percent at *Advanced*
Gender					
Male	50	111	27	3	#
Female	50	111	26	4	#
Race/Ethnicity					
White	3	‡	‡	‡	‡
Black	85	109	24	3	#
Hispanic	11	122	38	8	#
Asian/Pacific Islander	1	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡
National School Lunch Program					
Eligible	81	108	23	3	#
Not eligible	19	122	39	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, female students in Detroit had an average score that was not significantly different from male students.
- Data are not reported for White students in Detroit, because reporting standards were not met.
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- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 13 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was narrower than large cities (30 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.