

**Appendix tables for 2019 science  
report card**

# National Center for Education Statistics

## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

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### Student sample sizes and target populations in NAEP science, by grade: 2019

Grade	Sample size	Target population
<b>Grade 4</b>		
<b>Nation</b>	<b>31,000</b>	<b>3,985,000</b>
Public	28,600	3,694,000
Private	2,400	292,000
<b>Grade 8</b>		
<b>Nation</b>	<b>32,000</b>	<b>3,923,000</b>
Public	29,600	3,606,000
Private	2,400	317,000
<b>Grade 12</b>		
<b>Nation</b>	<b>27,300</b>	<b>3,449,000</b>
Public	25,800	3,179,000
Private	1,500	269,000

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). The sample size is rounded to the nearest hundred. The target population is rounded to the nearest thousand. Data for BIE and DoDEA schools are counted in the overall national totals, but not in the public school totals. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Science Assessment.

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## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

### Public and nonpublic school and student participation rates in NAEP science, by grade: 2019

Grade	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
<b>Grade 4</b>					
<b>Nation</b>	<b>93</b>	<b>81</b>	<b>1,090</b>	<b>94</b>	<b>30,400</b>
Public	97	94	910	93	28,000
Private	50	45	180	95	2,400
<b>Grade 8</b>					
<b>Nation</b>	<b>91</b>	<b>75</b>	<b>1,070</b>	<b>91</b>	<b>31,400</b>
Public	95	94	900	90	29,100
Private	44	45	170	94	2,300
<b>Grade 12</b>					
<b>Nation</b>	<b>84</b>	<b>73</b>	<b>1,760</b>	<b>72</b>	<b>26,400</b>
Public	88	86	1,630	72	24,900
Private	35	33	130	77	1,500

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). However, participation rates in 2019 are from the digitally based assessment only. The national totals for schools include Department of Defense Education Activity (overseas and domestic schools) and Bureau of Indian Education schools, which are not included in either the public or private school totals. The national totals for students include students in these schools. The number of schools is rounded to the nearest ten. The number of students is rounded to the nearest hundred. The school participation rates are student-weighted percentages before substitution. Columns of percentages have different denominators. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Science Assessment.

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## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

### Percentage of fourth-grade students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP science, as a percentage of all students, by SD/EL category: 2009, 2015, and 2019

SD/EL category	2009	2015	2019
<b>SD and/or EL</b>			
Identified	21	23	25
Excluded	2	1	2
Assessed	19	22	24
Without accommodations	8	8	9
With accommodations	11	14	15
<b>SD</b>			
Identified	13	14	15
Excluded	2	1	1
Assessed	11	13	14
Without accommodations	3	3	3
With accommodations	8	10	11
<b>EL</b>			
Identified	10	11	12
Excluded	1	#	1
Assessed	9	10	12
Without accommodations	5	6	6
With accommodations	4	5	6

# Rounds to zero.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2015, and 2019 Science Assessments.

# National Center for Education Statistics

## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

### Percentage of eighth-grade students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP science, as a percentage of all students, by SD/EL category: Various years, 2009–2019

SD/EL category	2009	2011	2015	2019
<b>SD and/or EL</b>				
Identified	17	17	18	20
Excluded	2	2	2	2
Assessed	15	15	16	18
Without accommodations	5	4	5	6
With accommodations	10	11	12	13
<b>SD</b>				
Identified	12	12	13	14
Excluded	2	1	1	1
Assessed	11	11	12	13
Without accommodations	2	2	2	2
With accommodations	9	9	10	10
<b>EL</b>				
Identified	5	6	6	7
Excluded	#	#	1	#
Assessed	5	5	6	7
Without accommodations	3	3	3	4
With accommodations	2	2	3	3

# Rounds to zero.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2009–2019 Science Assessments.

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## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

### Percentage of twelfth-grade students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP science, as a percentage of all students, by SD/EL category: 2009, 2015, and 2019

SD/EL category	2009	2015	2019
<b>SD and/or EL</b>			
Identified	13	15	16
Excluded	3	2	2
Assessed	11	13	14
Without accommodations	4	3	4
With accommodations	7	9	10
<b>SD</b>			
Identified	11	12	13
Excluded	2	2	2
Assessed	8	10	11
Without accommodations	2	1	2
With accommodations	6	8	9
<b>EL</b>			
Identified	3	4	5
Excluded	#	#	#
Assessed	3	3	4
Without accommodations	2	2	2
With accommodations	1	1	2

# Rounds to zero.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2015, and 2019 Science Assessments.

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## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

**Percentage of fourth-grade students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP science, as a percentage of identified SD and/or EL students, by SD/EL category: 2019**

SD/EL category	Percentage of identified SD and/or EL students			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>SD and/or EL</b>	6	94	34	59
<b>SD</b>	8	92	19	72
<b>EL</b>	4	96	50	46

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Science Assessment.

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**Percentage of eighth-grade students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP science, as a percentage of identified SD and/or EL students, by SD/EL category: 2019**

SD/EL category	Percentage of identified SD and/or EL students			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>SD and/or EL</b>	8	92	29	64
<b>SD</b>	8	92	17	75
<b>EL</b>	7	93	49	44

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Science Assessment.

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### Percentage of twelfth-grade students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP science, as a percentage of identified SD and/or EL students, by SD/EL category: 2019

SD/EL category	Percentage of identified SD and/or EL students			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
<b>SD and/or EL</b>	13	87	23	64
<b>SD</b>	16	84	15	69
<b>EL</b>	6	94	47	47

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

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Percentage of fourth-grade public and nonpublic school students identified as students with disabilities (SD) and/or English learners (EL) assessed in NAEP science with accommodations, by SD/EL category and type of accommodation: 2019

Type of accommodation	SD and/or EL	SD	EL
Bilingual booklet	0.43	0.04	0.43
Bilingual dictionary	1.42	0.12	1.42
Braille	#	#	#
Breaks during test	4.20	3.81	0.82
Cueing to stay on task	2.52	2.33	0.43
Directions only presented in Sign Language	0.01	0.01	#
Directions only translated into Spanish	0.13	0.01	0.13
Directions read aloud in English	0.64	0.41	0.31
Directions read aloud in Spanish	0.05	0.01	0.05
Extended time	11.83	8.50	4.54
Hearing impaired version of test	0.04	0.04	0.01
High contrast for visually impaired	0.04	0.04	#
Large-print booklet	0.03	0.03	0.01
Low mobility version of test	0.03	0.03	#
Magnification equipment	0.10	0.10	0.01
Must be tested in a separate session	3.27	2.98	0.65
One-on-one	0.18	0.18	0.03
Other	0.18	0.14	0.04
Preferential seating	2.96	2.76	0.52
Presentation in Sign Language	0.01	0.01	#
Read aloud in English (all)	2.45	2.00	0.74
Read aloud in English (occasional)	0.24	0.15	0.12
Read aloud in Spanish	0.02	0.01	0.02
Responds orally to scribe	0.35	0.35	0.05
Response in Sign Language	#	#	#
School staff administers	1.12	1.03	0.21
Small group	2.36	2.02	0.56
Special equipment	0.39	0.35	0.10
Text to speech in Spanish	0.35	0.04	0.35
Uses computer or typewriter to respond	0.05	0.05	0.01
Uses template	0.27	0.24	0.07

# Percentage less than .005.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Science Assessment.

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Percentage of eighth-grade public and nonpublic school students identified as students with disabilities (SD) and/or English learners (EL) assessed in NAEP science with accommodations, by SD/EL category and type of accommodation: 2019

Type of accommodation	SD and/or EL	SD	EL
Bilingual booklet	0.33	0.07	0.33
Bilingual dictionary	1.09	0.06	1.09
Braille	#	#	#
Breaks during test	2.34	2.22	0.32
Cueing to stay on task	1.26	1.20	0.17
Directions only presented in Sign Language	0.02	0.02	#
Directions only translated into Spanish	0.06	0.01	0.06
Directions read aloud in English	0.44	0.38	0.08
Directions read aloud in Spanish	0.03	#	0.03
Extended time	10.31	8.46	2.65
Hearing impaired version of test	0.02	0.02	#
High contrast for visually impaired	0.02	0.02	#
Large-print booklet	0.04	0.04	#
Low mobility version of test	#	#	#
Magnification equipment	0.12	0.12	0.01
Must be tested in a separate session	2.53	2.37	0.35
One-on-one	0.10	0.09	#
Other	0.13	0.10	0.05
Preferential seating	2.36	2.26	0.26
Presentation in Sign Language	0.02	0.02	#
Read aloud in English (all)	1.43	1.29	0.29
Read aloud in English (occasional)	0.40	0.33	0.15
Read aloud in Spanish	0.05	0.02	0.05
Responds orally to scribe	0.17	0.17	0.01
Response in Sign Language	#	#	#
School staff administers	0.35	0.33	0.05
Small group	1.75	1.62	0.25
Special equipment	0.17	0.17	0.01
Text to speech in Spanish	0.23	0.05	0.23
Uses computer or typewriter to respond	0.12	0.11	0.02
Uses template	0.13	0.07	0.08

# Percentage less than .005.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Science Assessment.

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## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage of twelfth-grade public and nonpublic school students identified as students with disabilities (SD) and/or English learners (EL) assessed in NAEP science with accommodations, by SD/EL category and type of accommodation: 2019

Type of accommodation	SD and/or EL	SD	EL
Bilingual dictionary	1.26	0.06	1.26
Braille	0.01	0.01	#
Breaks during test	1.37	1.33	0.09
Cueing to stay on task	0.43	0.41	0.03
Directions only presented in Sign Language	#	#	#
Directions only translated into Spanish	#	#	#
Directions read aloud in English	0.26	0.21	0.06
Directions read aloud in Spanish	0.07	#	0.07
Extended time	9.19	7.82	1.84
Hearing impaired version of test	0.09	0.09	#
High contrast for visually impaired	0.03	0.03	#
Large-print booklet	0.03	0.03	#
Low mobility version of test	0.01	0.01	#
Magnification equipment	0.08	0.08	#
Must be tested in a separate session	1.55	1.44	0.19
One-on-one	0.06	0.06	0.01
Other	0.05	0.05	0.01
Preferential seating	1.69	1.63	0.17
Presentation in Sign Language	0.03	0.03	#
Read aloud in English (all)	0.69	0.63	0.10
Read aloud in English (occasional)	0.26	0.22	0.07
Responds orally to scribe	0.07	0.07	0.01
Response in Sign Language	#	#	#
School staff administers	0.28	0.23	0.05
Small group	1.33	1.26	0.16
Special equipment	0.09	0.09	0.01
Uses computer or typewriter to respond	0.06	0.06	0.01
Uses template	0.05	0.04	0.01

# Percentage less than .005.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Students identified as both SD and EL were counted only once under the combined SD and/or EL category, but were counted separately under the SD and EL categories. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Science Assessment.

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### Percentage of students in fourth-grade NAEP science, by selected characteristics: 2009, 2015, and 2019

Characteristic	Percentage of students		
	2009	2015	2019
<b>Race/ethnicity</b>			
White	56*	51*	48
Black	16*	14	15
Hispanic	21*	25*	27
Asian/Pacific Islander	5*	6	5
Asian	—	5	5
Native Hawaiian/Other Pacific Islander	—	#	#
American Indian/Alaska Native	1*	1	1
Two or more races	2*	3*	4
<b>Gender</b>			
Male	51	51	51
Female	49	49	49
<b>Eligibility for National School Lunch Program</b>			
Eligible	45*	52	50
Not eligible	49*	42	44
Information not available	6	6	6
<b>Type of school</b>			
Public	91*	92	93
Private: Catholic	4*	3	3
<b>Charter school</b>			
Charter	2*	5	5
Public, noncharter	98*	95	95
<b>School location</b>			
City	31	31	30
Suburb	36*	41	41
Town	11	11	10
Rural	21*	17	19
<b>Region of the country</b>			
Northeast	17*	16	15
Midwest	22*	21	21
South	37*	38*	40
West	24	25*	23
<b>Status as students with disabilities (SD)</b>			
SD	11*	13*	14
Not SD	89*	87*	86
<b>Status as English learners (EL)</b>			
EL	9*	11*	12
Not EL	91*	89*	88

— Not available.

# Rounds to zero.

\* Significantly different ( $p < .05$ ) from 2019.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "Two or More Races" category were categorized as "unclassified." For the National School Lunch Program (NSLP) eligibility category, results have been reported since 2003 when the quality of the data on students' eligibility for the program improved. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2015, and 2019 Science Assessments.

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### Overall average scores and selected percentile scores in fourth-grade NAEP science: 2009, 2015, and 2019

Type of score	2009	2015	2019
<b>Overall average score</b>	150*	154*	151
<b>10th percentile score</b>	104	108*	103
<b>25th percentile score</b>	128	132*	129
<b>50th percentile score</b>	153	157*	154
<b>75th percentile score</b>	175*	178	177
<b>90th percentile score</b>	192*	196	196

\* Significantly different ( $p < .05$ ) from 2019.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2015, and 2019 Science Assessments.

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## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

### Average scores and achievement-level results in NAEP science for fourth-grade students, by selected characteristics: 2009, 2015, and 2019

Characteristic	Average scale score			Percentage of students											
				Below NAEP Basic			At or above NAEP Basic			At or above NAEP Proficient			At NAEP Advanced		
	2009	2015	2019	2009	2015	2019	2009	2015	2019	2009	2015	2019	2009	2015	2019
<b>Race/ethnicity</b>															
White	163	166*	163	13*	12*	15	87*	88*	85	47	51	48	1	1	1
Black	127*	133*	130	53*	46	49	47*	54	51	11*	15	14	#	#	#
Hispanic	131*	139	138	47*	38	39	53*	62	61	14*	21	21	#	#	#
Asian/Pacific Islander	160*	167	166	19	14	16	81	86	84	45*	53	53	2	3	4
Asian	—	169	168	—	13	15	—	87	85	—	55	55	—	3	4
Native Hawaiian/Other Pacific Islander	—	143	142	—	34	37	—	66	63	—	27	26	—	#	1
American Indian/Alaska Native	135*	139	141	43*	38	36	57*	62	64	17	20	24	#	#	1
Two or more races	154*	158	159	22	19	21	78	81	79	35*	41	43	1	1	2
<b>Gender</b>															
Male	151	154*	151	27	24*	27	73	76*	73	35	39*	36	1	1	1
Female	149*	154*	151	28	24*	27	72	76*	73	32*	37*	35	1*	1	1
<b>Eligibility for National School Lunch Program</b>															
Eligible	134*	140*	137	44*	37*	40	56*	63*	60	16*	22*	20	#	#	#
Not eligible	163*	169*	166	14	10*	13	86	90*	87	48*	55*	52	1	2	2
Information not available	162	165	163	15	13	15	85	87	85	47	51	46	1	2	2
<b>Type of school</b>															
Public	149*	153*	150	29	25*	28	71	75*	72	32*	37*	35	1	1	1
Private: Catholic	164	167	164	14	11	13	86	89	87	50	52	48	1	2	1
<b>Charter school</b>															
Charter	139	151*	143	38	27*	36	62	73*	64	22	34	27	#	1	1
Public, noncharter	149*	153*	151	29	25*	27	71	75*	73	33*	37	35	1*	1	1
<b>School location</b>															
City	142	148*	144	37	31*	34	63	69*	66	27	32	29	1	1	1
Suburb	154	157	155	24	21*	23	76	79*	77	38	41	40	1	1	1
Town	150	153	151	26	24	26	74	76	74	33	36	34	#	1	#
Rural	155	157*	154	21	19*	23	79	81*	77	37	41	38	#	1	1
<b>Region of the country</b>															
Northeast	154	156	153	24	23	25	76	77	75	38	40	38	1	1	1
Midwest	155	157*	153	22	20*	24	78	80*	76	40	41	39	1	1	1
South	150	155*	151	28	23*	27	72	77*	73	32*	39*	35	1*	1	1
West	143*	147	148	35*	30	30	65*	70	70	28*	31	32	1	1	1
<b>Status as students with disabilities (SD)</b>															
SD	129*	131*	124	49*	47*	56	51*	53*	44	17	18*	15	#	#	#
Not SD	153*	157	156	25*	21*	22	75*	79*	78	36*	41	39	1*	1	1
<b>Status as English learners (EL)</b>															
EL	114*	121	122	67*	59	59	33*	41	41	5*	9	9	#	#	#
Not EL	154*	158*	155	24	20*	23	76	80*	77	37*	41	39	1*	1	1

— Not available.

# Rounds to zero.

\* Significantly different ( $p < .05$ ) from 2019.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "Two or More Races" category were categorized as "unclassified." For the National School Lunch Program (NSLP) eligibility category, results have been reported since 2003 when the quality of the data on students' eligibility for the program improved. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2015, and 2019 Science Assessments.

# National Center for Education Statistics

## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

### Percentage of students in eighth-grade NAEP science, by selected characteristics: 2009, 2015, and 2019

Characteristic	Percentage of students		
	2009	2015	2019
<b>Race/ethnicity</b>			
White	58*	52*	49
Black	15*	15	14
Hispanic	20*	24*	26
Asian/Pacific Islander	5*	6	6
Asian	—	5	6
Native Hawaiian/Other Pacific Islander	—	#*	#
American Indian/Alaska Native	1*	1	1
Two or more races	1*	3*	3
<b>Gender</b>			
Male	50*	51	51
Female	50*	49	49
<b>Eligibility for National School Lunch Program</b>			
Eligible	40*	48	47
Not eligible	54*	45	46
Information not available	6	7	7
<b>Highest level of parental education</b>			
Did not finish high school	7*	7	7
Graduated from high school	17*	15*	14
Some education after high school	16*	15*	14
Graduated from college	49*	52*	54
<b>Type of school</b>			
Public	91	92	92
Private: Catholic	4	3	4
<b>Charter school</b>			
Charter	3*	5	5
Public, noncharter	97*	95	95
<b>School location</b>			
City	29*	30	30
Suburb	37*	41	40
Town	13*	11	10
Rural	22*	18	19
<b>Region of the country</b>			
Northeast	17*	16	16
Midwest	22	21	21
South	37*	38	38
West	24	25	24
<b>Status as students with disabilities (SD)</b>			
SD	11*	12*	13
Not SD	89*	88*	87
<b>Status as English learners (EL)</b>			
EL	5*	6*	7
Not EL	95*	94*	93

— Not available.

# Rounds to zero.

\* Significantly different ( $p < .05$ ) from 2019.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "Two or More Races" category were categorized as "unclassified." For the National School Lunch Program (NSLP) eligibility category, results have been reported since 2003 when the quality of the data on students' eligibility for the program improved. Results are not shown for students who reported that they did not know the highest education level for either of their parents. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2015, and 2019 Science Assessments.

## National Center for Education Statistics

### 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

#### Overall average scores and selected percentile scores in eighth-grade NAEP science: Various years, 2009–2019

Type of score	2009	2011	2015	2019
<b>Overall average score</b>	150*	152*	154	154
<b>10th percentile score</b>	103*	106	109*	106
<b>25th percentile score</b>	128*	131	133	132
<b>50th percentile score</b>	153*	155*	157	157
<b>75th percentile score</b>	175*	176*	178	179
<b>90th percentile score</b>	192*	193*	195	196

\* Significantly different ( $p < .05$ ) from 2019.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2009–2019 Science Assessments.

# National Center for Education Statistics

## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

### Average scores and achievement-level results in NAEP science for eighth-grade students, by selected characteristics: Various years, 2009–2019

Characteristic	Average scale score				Percentage of students															
					Below NAEP Basic				At or above NAEP Basic				At or above NAEP Proficient				At NAEP Advanced			
	2009	2011	2015	2019	2009	2011	2015	2019	2009	2011	2015	2019	2009	2011	2015	2019	2009	2011	2015	2019
<b>Race/ethnicity</b>																				
White	162*	163*	166	165	22*	20	18*	20	78*	80	82*	80	42*	43*	47	46	2*	2*	3	3
Black	126*	129*	132	133	67*	63*	59	58	33*	37*	41	42	8*	10*	12	14	#	#	#	#
Hispanic	132*	137*	140	141	57*	52*	48	47	43*	48*	52	53	12*	16*	18	20	#*	#	1	1
Asian/Pacific Islander	160*	159*	164	167	27*	26*	21	19	73*	74*	79	81	41*	41*	47	50	3*	3*	4	6
Asian	—	161*	166	168	—	24*	19	18	—	76*	81	82	—	43*	49	52	—	3*	5	6
Native Hawaiian/Other Pacific Islander	—	139	138	139	—	48	52	46	—	52	48	54	—	17	18	21	—	#	1	#
American Indian/Alaska Native	137*	141	139	144	52	49	48	46	48	51	52	54	17	20	16	20	#	1	#	1
Two or more races	151*	156	159	159	35*	31	26	28	65*	69	74	72	29*	35	38	39	2	2	3	3
<b>Gender</b>																				
Male	152*	154	155	154	35*	32	31*	33	65*	68	69*	67	34*	35	37	36	2	2	2	3
Female	148*	149*	152	153	38*	37*	33	33	62*	63*	67	67	27*	28*	31	33	1*	1*	1	2
<b>Eligibility for National School Lunch Program</b>																				
Eligible	133*	137*	140	140	57*	52*	48	48	43*	48*	52	52	14*	16*	18	20	#	#	#	1
Not eligible	161*	164*	167	166	24*	20	17*	19	76*	80	83*	81	41*	45*	49	48	2*	3*	3	4
Information not available	164	164	166	165	20	22	17	19	80	78	83	81	45	43	48	46	3	3	3	3
<b>Highest level of parental education</b>																				
Did not finish high school	131*	132*	137	137	59*	58*	52	52	41*	42*	48	48	11*	12*	15	16	#	#	#	#
Graduated from high school	139	140	142	140	49	47	46	48	51	53	54	52	18*	18	19	20	#	#	#	1
Some education after high school	152*	153	155	154	33*	31	30	31	67*	69	70	69	29	30	32	31	1	1	1	1
Graduated from college	161*	162	165	163	24*	23	20*	22	76*	77	80*	78	42*	44	47	46	3	3	3	3
<b>Type of school</b>																				
Public	149*	151*	153	153	38*	36	33	34	62*	64	67	66	29*	31*	33	33	1*	2*	2	2
Private: Catholic	163	162*	167	167	20	23	15	18	80	77	85	82	42*	41	49	48	2	3	2	3
<b>Charter school</b>																				
Charter	141	146	149	148	48	42	38	41	52	58	62	59	21	24	29	27	1	1	1	1
Public, noncharter	149*	151*	153	153	38*	35	33	34	62*	65	67	66	29*	31*	33	34	1*	2*	2	2
<b>School location</b>																				
City	142*	144*	148	147	46*	44*	40	41	54*	56*	60	59	24*	25*	29	29	1	1	2	2
Suburb	154*	155*	158	158	33*	30	28	29	67*	70	72	71	34*	36*	38	39	2	2	2	3
Town	149*	153	154	153	37	33	31	33	63	67	69	67	28*	32	32	32	1	1	1	2
Rural	154	156	156	156	31	29	28	30	69	71	72	70	33	35	36	35	1	1	1	2
<b>Region of the country</b>																				
Northeast	154	153	156	155	32	33	30	31	68	67	70	69	35	34	36	37	2	2	2	3
Midwest	155*	156	157	157	30	29	28	29	70	71	72	71	36*	36	37	38	2	2*	2	3
South	148*	151*	154	154	39*	35	32	33	61*	65	68	67	28*	31*	34	34	1	2	2	2
West	144*	147	150	150	43*	40	36	37	57*	60	64	63	26*	28	31	30	1	1	2	2
<b>Status as students with disabilities (SD)</b>																				
SD	123*	124	124	125	66	66	66	65	34	34	34	35	11	11	11	13	#	#	#	#
Not SD	153*	155*	158	158	33*	31*	28	28	67*	69*	72	72	33*	34*	37	38	2*	2*	2	2
<b>Status as English learners (EL)</b>																				
EL	103*	106*	110	111	86*	83	81	81	14*	17	19	19	2	3	4	4	#	#	#	#
Not EL	153*	154*	157	157	34*	32*	29	29	66*	68*	71	71	32*	34*	36	37	2*	2*	2	2

— Not available.

# Rounds to zero.

\* Significantly different ( $p < .05$ ) from 2019.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "Two or More Races" category were categorized as "unclassified." For the National School Lunch Program (NSLP) eligibility category, results have been reported since 2003 when the quality of the data on students' eligibility for the program improved. Results are not shown for students who reported that they did not know the highest education level for either of their parents. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 2009–2019 Science Assessments.

# National Center for Education Statistics

## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

### Percentage of students in twelfth-grade NAEP science, by selected characteristics: 2009, 2015, and 2019

Characteristic	Percentage of students		
	2009	2015	2019
<b>Race/ethnicity</b>			
White	60*	56*	52
Black	15*	14	13
Hispanic	17*	21*	25
Asian/Pacific Islander	7	6	6
Asian	—	5	6
Native Hawaiian/Other Pacific Islander	—	#	#
American Indian/Alaska Native	1	1	1
Two or more races	1*	2*	3
<b>Gender</b>			
Male	50	51	50
Female	50	49	50
<b>Eligibility for National School Lunch Program</b>			
Eligible	28*	39	40
Not eligible	64*	53	53
Information not available	8	8	7
<b>Highest level of parental education</b>			
Did not finish high school	8*	9	9
Graduated from high school	18*	17	16
Some education after high school	22*	21*	19
Graduated from college	49*	49*	51
<b>Type of school</b>			
Public	91	92	92
Private: Catholic	‡	4	‡
<b>Charter school</b>			
Charter	2*	3	4
Public, noncharter	98*	97	96
<b>School location</b>			
City	30	29	29
Suburb	36*	41	40
Town	11	11	11
Rural	22*	19	20
<b>Region of the country</b>			
Northeast	‡	18	17
Midwest	‡	21	21
South	‡	37	38
West	‡	25	24
<b>Status as students with disabilities (SD)</b>			
SD	8*	10	11
Not SD	92*	90	89
<b>Status as English learners (EL)</b>			
EL	3*	3*	4
Not EL	97*	97*	96

— Not available.

# Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

\* Significantly different ( $p < .05$ ) from 2019.

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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2015, and 2019 Science Assessments.

# National Center for Education Statistics

## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

### Overall average scores and selected percentile scores in twelfth-grade NAEP science: 2009, 2015, and 2019

Type of score	2009	2015	2019
<b>Overall average score</b>	150	150	150
<b>10th percentile score</b>	104*	103	100
<b>25th percentile score</b>	126	126	125
<b>50th percentile score</b>	151	151	151
<b>75th percentile score</b>	174	176	176
<b>90th percentile score</b>	194	196	197

\* Significantly different ( $p < .05$ ) from 2019.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2015, and 2019 Science Assessments.

# National Center for Education Statistics

## 2019 Science Grades 4, 8, and 12 Assessment Report Card: Summary Data Tables for National Sample Sizes, Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

### Average scores and achievement-level results in NAEP science for twelfth-grade students, by selected characteristics: 2009, 2015, and 2019

Characteristic	Average scale score			Percentage of students											
				Below NAEP Basic			At or above NAEP Basic			At or above NAEP Proficient			At NAEP Advanced		
	2009	2015	2019	2009	2015	2019	2009	2015	2019	2009	2015	2019	2009	2015	2019
<b>Race/ethnicity</b>															
White	159	160	161	28	28	28	72	72	72	27*	29	30	2	2	3
Black	125	125	125	71	70	69	29	30	31	4	6	6	#	#	#
Hispanic	134	136	136	58	56	56	42	44	44	8	9	10	#	#	#
Asian/Pacific Islander	164	166	164	27	26	28	73	74	72	36	38	39	4	5	6
Asian	—	167	166	—	25	27	—	75	73	—	39	40	—	5	6
Native Hawaiian/Other Pacific Islander	—	‡	137	—	‡	58	—	‡	42	—	‡	14	—	‡	1
American Indian/Alaska Native	144	135	142	47	58	51	53	42	49	13	11	13	#	#	1
Two or more races	151	156	156	37	32	34	63	68	66	22	25	28	1	2	2
<b>Gender</b>															
Male	153	153	151	37	38	39	63	62	61	24	25	25	2	2	2
Female	147	148	148	42	42	42	58	58	58	18	19	19	1	1	1
<b>Highest level of parental education</b>															
Did not finish high school	131	131	132	62	62	59	38	38	41	6	6	8	#	#	#
Graduated from high school	138	136	135	53	55	56	47	45	44	10	11	10	#	#	#
Some education after high school	147	148	147	43	41	43	57	59	57	15	17	17	1	1	1
Graduated from college	161	162	161	27	27	29	73	73	71	31	33	32	2	3	3
<b>Type of school</b>															
Public	149	149	149	41	41	41	59	59	59	20	21	22	1	2	2
Private: Catholic	‡	167	‡	‡	22	‡	‡	78	‡	‡	37	‡	‡	4	‡
<b>Charter school</b>															
Charter	137	131	137	54	62	57	46	38	43	11	11	14	#	1	1
Public, noncharter	149	150	149	41	40	41	59	60	59	20	21	22	1	2	2
<b>School location</b>															
City	146	145	146	45	46	45	55	54	55	19	19	20	2	2	2
Suburb	154	153	153	36	37	37	64	63	63	25	25	26	2	2	2
Town	150	150	148	39	39	41	61	61	59	19	18	19	1	1	1
Rural	150	152	148	39	37	41	61	63	59	19	21	19	1	1	1
<b>Region of the country</b>															
Northeast	‡	153	151	‡	37	40	‡	63	60	‡	26	25	‡	2	2
Midwest	‡	156	153	‡	33	36	‡	67	64	‡	26	25	‡	2	2
South	‡	147	147	‡	44	44	‡	56	56	‡	19	20	‡	1	1
West	‡	148	149	‡	42	41	‡	58	59	‡	20	21	‡	1	2
<b>Status as students with disabilities (SD)</b>															
SD	121	124	122	70	71	71	30	29	29	6	9	8	#	1	1
Not SD	153	153	153	37	36	37	63	64	63	22	23	24	2	2	2
<b>Status as English learners (EL)</b>															
EL	104	105	99	88	86	91	12	14	9	1	2	1	#	#	#
Not EL	151	152	152	38	38	38	62	62	62	21	23	23	1	2	2

— Not available.

# Rounds to zero.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

\* Significantly different ( $p < .05$ ) from 2019.

NOTE: In 2019, the digitally based NAEP science assessment was administered for the first time. The 2019 science results include results from students who took the digitally based assessment (DBA) and students who took the paper-based assessment (PBA). Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Prior to 2011, students in the "Two or More Races" category were categorized as "unclassified." Because students' eligibility for NSLP may be underreported at grade 12, the NSLP results at grade 12 are not included in this table. Results are not shown for students who reported that they did not know the highest education level for either of their parents. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. The results for students with disabilities and English learners are based on students who were assessed and cannot be generalized to the total population of such students. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009, 2015, and 2019 Science Assessments.