

National Center for Education Statistics

2013 Reading Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, and Proportions of SD and ELL Students Identified

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Student sample sizes and target populations in NAEP reading at grade 12, by state/jurisdiction: 2013

State/jurisdiction	Sample size	Target population
Nation	47,200	3,259,000
Public	45,600	2,985,000
Private	1,600	275,000
Arkansas	2,500	28,000
Connecticut	2,500	37,000
Florida	2,300	154,000
Idaho	2,400	16,000
Illinois	2,500	123,000
Iowa	2,400	30,000
Massachusetts	2,400	64,000
Michigan	3,100	109,000
New Hampshire	3,100	13,000
New Jersey	2,700	93,000
South Dakota	2,500	8,000
Tennessee	3,100	58,000
West Virginia	2,600	17,000

NOTE: 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. Data for the District of Columbia public schools are counted, along with the states, in the national public school totals. National data are representative of all states, while state specific data are representative of only those states that participated in the grade 12 state pilot program. 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), 2013 Reading Assessment.

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Public and nonpublic school and student participation rates in NAEP reading at grade 12, by state/jurisdiction: 2013

State/jurisdiction	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation	90	83	1,970	84	45,900
Public	93	93	1,880	84	44,300
Private	53	55	80	86	1,600
Arkansas	100	100	100	90	2,400
Connecticut	99	99	100	80	2,500
Florida	99	99	100	77	2,100
Idaho	100	100	90	89	2,300
Illinois	90	94	110	84	2,500
Iowa	100	100	120	84	2,400
Massachusetts	99	99	110	80	2,400
Michigan	100	100	130	87	2,900
New Hampshire	100	100	80	77	3,000
New Jersey	98	99	110	85	2,700
South Dakota	100	99	130	86	2,500
Tennessee	100	100	120	89	3,000
West Virginia	100	100	90	84	2,500

NOTE: 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. National data are representative of all states, while state specific data are representative of only those states that participated in the grade 12 state pilot program. 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), 2013 Reading Assessment.

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Inclusion rate and confidence interval in NAEP reading for twelfth-grade public school students, as a percentage of all students, by state/jurisdiction: 2013

State/jurisdiction	Inclusion rate	95% confidence interval	
		Lower	Upper
Nation (public)	97¹	97.1	97.7
Arkansas	97 ¹	96.6	98.1
Connecticut	98 ¹	97.0	98.2
Florida	96 ¹	95.4	97.3
Idaho	98 ¹	97.7	98.8
Illinois	98 ¹	97.0	98.2
Iowa	98 ¹	97.9	98.9
Massachusetts	98 ¹	97.1	98.8
Michigan	96 ¹	95.0	96.8
New Hampshire	97 ¹	96.9	97.9
New Jersey	98 ¹	97.5	98.7
South Dakota	98 ¹	97.9	98.8
Tennessee	97 ¹	96.3	97.8
West Virginia	98 ¹	96.9	98.2

¹ The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 95 percent.

NOTE: National data are representative of all states, while state specific data are representative of only those states that participated in the grade 12 state pilot program.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

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Inclusion rate and standard error (SE) in NAEP reading for twelfth-grade public school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2013

State/jurisdiction	Percentage of identified SD or ELL students			
	SD		ELL	
	Inclusion rate	SE	Inclusion rate	SE
Nation (public)	78	1.1	90 ¹	1.7
Arkansas	75	3.1	94 ¹	2.2
Connecticut	74	2.9	89 ¹	4.1
Florida	73	2.9	83 ¹	5.3
Idaho	79	3.5	‡	†
Illinois	80	2.6	‡	†
Iowa	86 ¹	2.4	‡	†
Massachusetts	87 ¹	2.7	87 ¹	3.9
Michigan	61	3.5	‡	†
New Hampshire	83 ¹	1.5	‡	†
New Jersey	89 ¹	2.1	‡	†
South Dakota	78	2.9	‡	†
Tennessee	70	3.2	‡	†
West Virginia	81	2.3	‡	†

† Not applicable. Standard error estimate cannot be accurately determined.

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

¹ The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.

NOTE: SD includes students identified as having an Individualized Education Program but excludes other students protected under Section 504 of the Rehabilitation Act of 1973. National data are representative of all states, while state specific data are representative of only those states that participated in the grade 12 state pilot program.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

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2013 Reading Grade 12 Assessment Report Card: Summary Data Tables for National and Pilot State Sample Sizes, Participation Rates, and Proportions of SD and ELL Students Identified

Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of all students, by SD/ELL category: Various years, 1992–2013

SD/ELL category	1992 ¹	1994 ¹	1998 ¹	1998	2002	2005	2009	2013
SD and/or ELL								
Identified	7	9	7	7	12	14	13	14
Excluded	5	5	3	2	4	4	4	2
Assessed	2	5	4	5	8	10	9	11
Without accommodations	2	5	4	4	6	5	4	3
With accommodations	—	—	—	1	2	4	6	9
SD								
Identified	5	7	6	6	9	10	10	11
Excluded	4	4	3	2	3	3	3	2
Assessed	1	3	3	4	6	7	7	9
Without accommodations	1	3	3	3	4	3	2	1
With accommodations	—	—	—	1	2	4	5	8
ELL								
Identified	2	2	2	2	3	4	3	3
Excluded	1	1	#	#	1	1	1	#
Assessed	1	1	2	2	3	3	2	3
Without accommodations	1	1	2	2	2	3	2	2
With accommodations	—	—	—	#	#	1	1	1

— Not available.

Rounds to zero.

¹ Accommodations not permitted.

NOTE: 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. 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, 1992–2013 Reading Assessments.

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Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or ELL students, by SD/ELL category: 2013

SD/ELL category	Percentage of identified SD and/or ELL students			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
SD and/or ELL	17	83	21	62
SD	20	80	12	68
ELL	10	90	48	42

NOTE: 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. 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), 2013 Reading Assessment.

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Percentage of twelfth-grade public school students with disabilities and/or English language learners excluded and assessed in NAEP reading, as a percentage of all students, by state/jurisdiction: 2009 and 2013

State/jurisdiction	2009					2013				
	Identified	Excluded	Assessed	Assessed without accom- modations	Assessed with accom- modations	Identified	Excluded	Assessed	Assessed without accom- modations	Assessed with accom- modations
Nation (public)	14	4	10	4	6	14	3	12	3	9
Arkansas	15	3	13	3	9	14	3	12	4	8
Connecticut	13	3	10	2	8	12	2	10	1	9
Florida	16	6	10	1	10	16	4	13	#	12
Idaho	10	2	7	4	4	10	2	9	2	6
Illinois	14	5	9	2	7	13	2	11	1	10
Iowa	12	3	9	2	7	13	2	11	1	11
Massachusetts	16	5	12	3	9	17	2	15	4	11
Michigan	—	—	—	—	—	12	4	8	2	6
New Hampshire	17	3	14	7	7	15	3	12	2	10
New Jersey	16	4	12	2	10	17	2	16	1	15
South Dakota	10	3	7	3	4	10	2	8	3	5
Tennessee	—	—	—	—	—	11	3	8	1	7
West Virginia	15	3	12	6	7	13	2	10	4	7

— Not available.

Rounds to zero.

NOTE: National data are representative of all states, while state specific data are representative of only those states that participated in the grade 12 state pilot program. 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 and 2013 Reading Assessments.

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Percentage of twelfth-grade public school students with disabilities excluded and assessed in NAEP reading, as a percentage of all students, by state/jurisdiction: 2009 and 2013

State/jurisdiction	2009					2013				
	Identified	Excluded	Assessed	Assessed without accom- modations	Assessed with accom- modations	Identified	Excluded	Assessed	Assessed without accom- modations	Assessed with accom- modations
Nation (public)	11	4	7	2	5	11	2	9	1	8
Arkansas	13	2	10	3	8	11	2	9	2	7
Connecticut	11	2	9	1	7	11	2	8	1	7
Florida	13	4	8	#	8	12	3	9	#	9
Idaho	8	2	6	3	3	8	2	7	1	5
Illinois	12	5	8	1	6	12	2	9	#	9
Iowa	11	3	8	1	7	11	1	10	1	9
Massachusetts	15	4	10	2	8	14	2	12	2	11
Michigan	—	—	—	—	—	11	4	7	1	6
New Hampshire	16	3	13	6	7	14	2	12	2	10
New Jersey	14	3	11	1	10	16	2	14	1	14
South Dakota	9	3	6	3	3	8	2	6	2	5
Tennessee	—	—	—	—	—	10	3	7	1	7
West Virginia	15	3	12	5	7	12	2	10	3	7

— Not available.

Rounds to zero.

NOTE: National data are representative of all states, while state specific data are representative of only those states that participated in the grade 12 state pilot program. Detail may not sum to totals because of rounding.

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Percentage of twelfth-grade public school English language learners excluded and assessed in NAEP reading, as a percentage of all students, by state/jurisdiction: 2009 and 2013

State/jurisdiction	2009					2013				
	Identified	Excluded	Assessed	Assessed without accom- modations	Assessed with accom- modations	Identified	Excluded	Assessed	Assessed without accom- modations	Assessed with accom- modations
Nation (public)	3	1	3	2	1	3	#	3	2	1
Arkansas	3	#	3	1	2	4	#	3	2	1
Connecticut	2	1	1	1	1	2	#	2	#	2
Florida	4	2	2	#	2	4	1	3	#	3
Idaho	2	#	2	1	1	2	#	2	1	2
Illinois	2	#	2	1	1	2	#	1	#	1
Iowa	1	#	1	#	#	2	#	2	#	2
Massachusetts	2	1	1	1	#	3	#	3	2	1
Michigan	—	—	—	—	—	2	#	2	1	1
New Hampshire	1	#	1	#	#	1	#	1	#	#
New Jersey	2	1	1	#	1	2	#	1	#	1
South Dakota	1	#	1	#	#	2	#	2	1	#
Tennessee	—	—	—	—	—	1	#	1	#	1
West Virginia	1	#	1	1	#	#	#	#	#	#

— Not available.

Rounds to zero.

NOTE: National data are representative of all states, while state specific data are representative of only those states that participated in the grade 12 state pilot program. Detail may not sum to totals because of rounding.

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Percentage of twelfth-grade public school students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP reading, as a percentage of identified SD and/or ELL students, by state/jurisdiction: 2013

State/jurisdiction	Percentage of identified SD and/or ELL students											
	SD and/or ELL				SD				ELL			
	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	18	82	21	61	21	79	12	67	10	90	48	42
Arkansas	18	82	25	58	22	78	14	64	6	94	57	38
Connecticut	19	81	11	70	22	78	11	68	11	89	9	80
Florida	22	78	2	76	24	76	1	75	17	83	6	77
Idaho	16	84	21	63	19	81	18	62	‡	‡	‡	‡
Illinois	18	82	5	77	19	81	3	77	‡	‡	‡	‡
Iowa	12	88	6	83	13	87	5	82	‡	‡	‡	‡
Massachusetts	11	89	23	66	12	88	13	75	13	87	62	25
Michigan	32	68	18	50	38	62	9	54	‡	‡	‡	‡
New Hampshire	17	83	15	68	15	85	13	71	‡	‡	‡	‡
New Jersey	10	90	4	85	10	90	4	86	‡	‡	‡	‡
South Dakota	17	83	29	54	20	80	20	60	‡	‡	‡	‡
Tennessee	26	74	9	65	28	72	8	64	‡	‡	‡	‡
West Virginia	19	81	28	54	19	81	27	54	‡	‡	‡	‡

‡ Reporting standards not met.

NOTE: 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. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973. National data are representative of all states, while state specific data are representative of only those states that participated in the grade 12 state pilot program. Detail may not sum to totals because of rounding.

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Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) assessed in NAEP reading with accommodations, by SD/ELL category and type of accommodation: 2013

Type of accommodation	SD and/or ELL	SD	ELL
Braille presentation	#	#	#
Braille response	#	#	#
Breaks	1.3	1.2	0.2
Cue to stay on task	0.3	0.3	#
Directions read aloud in English	2.3	2.1	0.3
Directions read aloud in Spanish	#	#	#
Extended time	7.5	6.5	1.3
Large-print booklet	0.1	0.1	#
Magnification device	#	#	#
One-on-one	0.1	0.1	#
Other	0.2	0.2	#
School staff administers	0.1	0.1	#
Scribe	0.2	0.2	#
Sign language response	#	#	#
Small group	5.5	5.1	0.7
Special equipment	0.3	0.3	#

Rounds to zero.

NOTE: 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. SD includes students identified as having either an Individualized Education Program or protection under Section 504 of the Rehabilitation Act of 1973.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.