

National Center for Education Statistics

2013 Mathematics 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 mathematics at grade 12, by state/jurisdiction: 2013

State/jurisdiction	Sample size	Target population
Nation	47,500	3,268,000
Public	46,000	2,986,000
Private	1,500	282,000
Arkansas	2,400	28,000
Connecticut	2,400	37,000
Florida	2,300	154,000
Idaho	2,300	16,000
Illinois	2,600	123,000
Iowa	2,300	30,000
Massachusetts	2,500	64,000
Michigan	3,200	109,000
New Hampshire	3,000	13,000
New Jersey	2,700	93,000
South Dakota	2,400	8,000
Tennessee	3,300	58,000
West Virginia	2,400	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 Mathematics Assessment.

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Public and nonpublic school and student participation rates in NAEP mathematics 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	46,500
Public	93	93	1,880	84	44,900
Private	53	55	80	87	1,500
Arkansas	100	100	100	92	2,400
Connecticut	99	99	100	81	2,400
Florida	99	99	100	77	2,200
Idaho	100	100	90	89	2,300
Illinois	90	94	110	85	2,500
Iowa	100	100	110	83	2,200
Massachusetts	99	99	110	82	2,400
Michigan	100	100	130	87	3,100
New Hampshire	100	100	80	77	2,900
New Jersey	98	99	110	84	2,600
South Dakota	100	99	130	87	2,400
Tennessee	100	100	120	88	3,200
West Virginia	100	100	90	84	2,400

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 Mathematics Assessment.

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2013 Mathematics 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

Inclusion rate and confidence interval in NAEP mathematics 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)	98¹	97.4	98.0
Arkansas	97 ¹	96.3	97.9
Connecticut	98 ¹	97.6	98.7
Florida	97 ¹	96.0	97.4
Idaho	98 ¹	97.5	98.9
Illinois	98 ¹	97.5	98.6
Iowa	99 ¹	98.2	99.3
Massachusetts	98 ¹	96.3	98.7
Michigan	98 ¹	97.5	98.6
New Hampshire	98 ¹	97.9	98.8
New Jersey	98 ¹	97.4	98.6
South Dakota	98 ¹	98.0	98.8
Tennessee	97 ¹	97.0	97.9
West Virginia	98 ¹	97.5	98.4

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 Mathematics Assessment.

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Inclusion rate and standard error (SE) in NAEP mathematics 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)	79	1.1	93 ¹	1.3
Arkansas	73	3.3	93 ¹	2.8
Connecticut	81 ¹	2.7	‡	†
Florida	74	2.7	93 ¹	2.2
Idaho	78	3.7	‡	†
Illinois	83 ¹	2.6	‡	†
Iowa	89 ¹	2.3	‡	†
Massachusetts	83 ¹	3.5	87 ¹	6.9
Michigan	82 ¹	2.6	‡	†
New Hampshire	88 ¹	1.7	‡	†
New Jersey	90 ¹	1.7	‡	†
South Dakota	81 ¹	2.6	‡	†
Tennessee	75	2.2	‡	†
West Virginia	84 ¹	1.9	‡	†

† 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 Mathematics Assessment.

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2013 Mathematics 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 mathematics, as a percentage of all students, by SD/ELL category: 2005, 2009, and 2013

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

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. 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), 2005, 2009, and 2013 Mathematics Assessments.

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Percentage of twelfth-grade students with disabilities (SD) and/or English language learners (ELL) excluded and assessed in NAEP mathematics, as a percentage of identified SD and/or ELL students, 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	16	84	20	64
SD	19	81	12	69
ELL	7	93	46	47

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 Mathematics Assessment.

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Percentage of twelfth-grade public school students with disabilities and/or English language learners excluded and assessed in NAEP mathematics, 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	2	12	3	9
Arkansas	15	3	12	3	9	14	3	12	3	9
Connecticut	13	3	10	2	8	12	2	11	2	9
Florida	16	5	11	1	11	16	3	13	#	13
Idaho	10	2	8	3	5	10	2	9	2	7
Illinois	14	4	10	2	8	13	2	11	1	10
Iowa	12	3	9	3	7	13	1	12	1	11
Massachusetts	16	5	12	3	9	17	2	15	4	11
Michigan	—	—	—	—	—	12	2	11	2	9
New Hampshire	17	3	14	6	8	15	2	13	2	11
New Jersey	16	3	13	2	11	17	2	15	1	14
South Dakota	10	2	7	3	5	10	2	8	2	6
Tennessee	—	—	—	—	—	11	3	8	1	8
West Virginia	15	2	13	4	9	13	2	11	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 Mathematics Assessments.

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Percentage of twelfth-grade public school students with disabilities excluded and assessed in NAEP mathematics, 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	3	8	2	6	11	2	9	1	8
Arkansas	13	3	10	2	7	11	3	8	1	7
Connecticut	11	3	8	1	7	11	2	9	1	8
Florida	13	5	8	#	7	12	3	9	#	9
Idaho	8	2	6	2	4	8	2	6	1	5
Illinois	12	4	8	2	7	12	2	10	1	9
Iowa	11	3	8	2	6	11	1	10	1	9
Massachusetts	15	5	10	2	8	14	2	12	2	10
Michigan	—	—	—	—	—	11	2	9	1	8
New Hampshire	16	3	13	6	7	14	2	13	2	11
New Jersey	14	3	11	2	10	16	2	14	1	13
South Dakota	9	2	7	2	5	8	1	7	1	5
Tennessee	—	—	—	—	—	10	2	8	1	7
West Virginia	15	2	13	4	9	13	2	11	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.

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Percentage of twelfth-grade public school English language learners excluded and assessed in NAEP mathematics, 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	#	3	2	1	3	#	3	1	2
Arkansas	3	#	3	1	2	4	#	4	2	2
Connecticut	2	#	2	#	1	2	#	2	1	1
Florida	4	#	4	#	4	4	#	4	#	4
Idaho	2	#	2	1	1	2	#	2	1	2
Illinois	2	#	1	#	1	2	#	2	#	1
Iowa	1	#	1	1	#	2	#	2	#	2
Massachusetts	2	#	2	1	1	4	#	3	2	1
Michigan	—	—	—	—	—	2	#	2	1	1
New Hampshire	1	#	1	#	#	1	#	1	#	1
New Jersey	2	#	1	#	1	1	#	1	#	1
South Dakota	1	#	1	#	#	2	#	2	1	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 mathematics, 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)	17	83	21	63	20	80	13	68	7	93	46	48
Arkansas	19	81	20	60	25	75	9	66	7	93	48	45
Connecticut	14	86	15	71	15	85	12	73	‡	‡	‡	‡
Florida	20	80	1	79	24	76	2	74	7	93	#	93
Idaho	16	84	18	66	20	80	12	68	‡	‡	‡	‡
Illinois	14	86	10	76	16	84	7	77	‡	‡	‡	‡
Iowa	9	91	7	84	10	90	6	83	‡	‡	‡	‡
Massachusetts	13	87	22	65	15	85	13	72	13	87	56	31
Michigan	15	85	14	70	17	83	5	77	‡	‡	‡	‡
New Hampshire	11	89	15	75	11	89	13	76	‡	‡	‡	‡
New Jersey	11	89	7	83	10	90	6	84	‡	‡	‡	‡
South Dakota	16	84	24	61	18	82	17	64	‡	‡	‡	‡
Tennessee	23	77	5	72	24	76	5	71	‡	‡	‡	‡
West Virginia	16	84	29	55	16	84	29	55	‡	‡	‡	‡

Rounds to zero.

‡ 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 mathematics with accommodations, by SD/ELL category and type of accommodation: 2013

Type of accommodation	SD and/or ELL	SD	ELL
Bilingual dictionary	0.6	#	0.6
Braille presentation	#	#	#
Braille response	#	#	#
Breaks	1.3	1.1	0.2
Calculator	1.4	1.4	0.1
Cue to stay on task	0.3	0.3	#
Directions read aloud in English	1.6	1.4	0.2
Directions read aloud in Spanish	0.1	#	0.1
Extended time	7.7	6.7	1.2
Large-print booklet	#	#	#
Magnification device	#	#	#
One-on-one	0.2	0.2	#
Other	0.1	0.1	#
Read aloud (all)	1.6	1.5	0.2
Read aloud (occasional)	0.7	0.6	0.1
School staff administers	0.1	0.1	#
Scribe	0.1	0.1	#
Sign language presentation	#	#	#
Sign language response	#	#	#
Small group	5.4	4.9	0.7
Special equipment	0.2	0.2	#

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.

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