

**Technical appendix tables for 2024  
mathematics report card**

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## National Center for Education Statistics

2024 Mathematics Grades 4 and 8 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

### School and student participation rates at grade 4 in NAEP mathematics, by type of school: 2024

Type of school	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
<b>Nation</b>	<b>95</b>	<b>83</b>	<b>5,780</b>	<b>92</b>	<b>116,200</b>
Public	100	100	5,550	92	112,100
Private	45	39	150	93	1,600

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. 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), 2024 Mathematics Assessment.

## National Center for Education Statistics

2024 Mathematics Grades 4 and 8 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

### School and student participation rates at grade 8 in NAEP mathematics, by type of school: 2024

Type of school	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
<b>Nation</b>	<b>95</b>	<b>73</b>	<b>5,190</b>	<b>89</b>	<b>111,000</b>
Public	100	100	5,010	89	107,700
Private	34	28	130	91	1,500

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. 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), 2024 Mathematics Assessment.

# National Center for Education Statistics

## 2024 Mathematics Grades 4 and 8 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

Percentage of fourth-grade students with disabilities (SD) and/or English learners (EL) identified, excluded, and assessed in NAEP mathematics, as a percentage of all students, by SD/EL category: Various years, 1992–2024

SD/EL category	1996 <sup>1</sup>	2000 <sup>1</sup>	1992	1996	2000	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022	2024
<b>SD and/or EL</b>																
Identified	14	15	†	15	18	21	21	21	21	22	22	23	24	25	27	28
Excluded	6	7	†	4	4	4	3	3	2	2	1	2	2	2	2	2
Assessed	8	8	†	11	14	17	18	19	19	20	20	22	22	24	25	26
Without accommodations	8	8	†	7	9	9	9	9	8	8	7	8	9	9	11	12
With accommodations	†	†	†	5	5	8	9	10	10	12	13	14	12	14	14	14
<b>SD</b>																
Identified	11	11	†	10	12	13	13	13	13	13	13	14	14	15	16	17
Excluded	5	5	†	3	3	3	2	2	2	2	1	1	1	1	1	2
Assessed	6	5	†	7	9	10	10	10	11	11	12	13	12	14	14	15
Without accommodations	6	5	†	4	5	4	3	3	3	2	2	2	3	3	4	4
With accommodations	†	†	†	4	4	6	7	7	8	8	10	10	9	10	11	11
<b>EL</b>																
Identified	3	5	†	6	7	10	10	10	10	11	10	11	12	12	14	13
Excluded	1	2	†	1	1	1	1	1	1	#	#	1	1	1	1	1
Assessed	2	3	†	5	6	8	8	9	9	10	10	10	11	12	13	13
Without accommodations	2	3	†	3	4	6	6	6	6	6	5	6	6	7	8	8
With accommodations	†	†	†	2	1	2	2	3	3	4	5	5	4	5	5	4

† Not applicable. Accommodations were not permitted in this assessment year.

# Rounds to zero.

<sup>1</sup> Accommodations not permitted.

NOTE: 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, 1992–2024 Mathematics Assessments.

# National Center for Education Statistics

## 2024 Mathematics Grades 4 and 8 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

Percentage of eighth-grade students with disabilities (SD) and/or English learners (EL) identified, excluded, and assessed in NAEP mathematics, as a percentage of all students, by SD/EL category: Various years, 1992–2024

SD/EL category	1996 <sup>1</sup>	2000 <sup>1</sup>	1992	1996	2000	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022	2024
<b>SD and/or EL</b>																
Identified	11	14	†	12	13	17	17	17	17	17	16	18	19	20	22	23
Excluded	4	7	†	3	4	3	3	4	3	2	1	2	2	1	2	2
Assessed	6	8	†	8	10	14	14	13	14	14	15	16	17	18	21	21
Without accommodations	6	8	†	6	7	7	6	6	5	4	3	4	5	6	7	8
With accommodations	†	†	†	3	3	6	8	7	9	10	12	12	12	13	14	13
<b>SD</b>																
Identified	9	11	†	9	10	13	12	12	12	12	12	13	13	14	15	15
Excluded	4	6	†	3	3	3	3	3	3	2	1	1	1	1	1	1
Assessed	5	5	†	6	7	10	10	8	9	10	11	12	12	13	14	13
Without accommodations	5	5	†	4	5	4	3	2	2	2	1	1	2	2	2	2
With accommodations	†	†	†	2	2	6	7	6	8	8	10	10	10	11	11	11
<b>EL</b>																
Identified	3	4	†	3	4	6	6	6	5	6	5	6	7	7	9	10
Excluded	1	1	†	1	1	1	1	1	#	#	#	#	1	#	1	1
Assessed	2	2	†	2	3	5	5	5	5	5	5	6	6	7	9	10
Without accommodations	2	2	†	2	2	4	4	4	3	3	2	3	3	4	5	6
With accommodations	†	†	†	#	1	1	1	2	2	2	3	3	3	3	3	4

† Not applicable. Accommodations were not permitted in this assessment year.

# Rounds to zero.

<sup>1</sup> Accommodations not permitted.

NOTE: 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, 1992–2024 Mathematics Assessments.

## National Center for Education Statistics

2024 Mathematics Grades 4 and 8 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

### Percentage of fourth-grade students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP mathematics, as a percentage of identified SD and/or EL students, by SD/EL category: 2024

SD/EL category	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
SD and/or EL	8	92	42	50
SD	10	90	25	65
EL	7	93	60	33

NOTE: 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), 2024 Mathematics Assessment.

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2024 Mathematics Grades 4 and 8 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

### Percentage of eighth-grade students identified as students with disabilities (SD) and/or English learners (EL) excluded and assessed in NAEP mathematics, as a percentage of identified SD and/or EL students, by SD/EL category: 2024

SD/EL category	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
SD and/or EL	8	92	35	57
SD	9	91	17	74
EL	7	93	58	35

NOTE: 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), 2024 Mathematics Assessment.



## National Center for Education Statistics

2024 Mathematics Grades 4 and 8 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

### Percentage of fourth-grade students identified as students with disabilities (SD) and/or English learners (EL) assessed in NAEP mathematics with accommodations, by SD/EL category and type of accommodation: 2024

Type of accommodation	SD and/or EL	SD	EL
Bilingual booklet	0.49	0.07	0.49
Bilingual dictionary	0.91	0.11	0.91
Braille version of the test	#	#	#
Breaks during test	0.14	0.13	0.02
Cueing to stay on task	2.28	2.16	0.33
Directions read aloud in English	0.06	0.06	0.02
Directions read aloud in Spanish	1.12	1.12	0.17
Extended time	0.36	0.36	0.04
Large-print booklet	10.62	8.12	3.42
Magnification equipment	0.22	0.22	0.02
Must be tested in a separate session	#	#	#
One-on-one	0.10	0.10	0.02
Other	#	#	#
Presentation in Sign Language	0.16	0.02	0.16
Read aloud in English (all)	0.89	0.79	0.22
Read aloud in English (occasional)	#	#	#
Read aloud in Spanish	0.01	0.01	#
Responds orally to scribe	1.11	1.03	0.19
Response in Sign Language	0.49	0.07	0.49
School staff administers/Aide present	2.73	2.64	0.38
Small group	4.99	4.50	0.99
Special equipment	0.02	0.02	#
Uses template	6.49	5.84	1.33

# Percentages less than .005.

NOTE: 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), 2024 Mathematics Assessment.

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2024 Mathematics Grades 4 and 8 Assessment Report Card: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types

### Percentage of eighth-grade students identified as students with disabilities (SD) and/or English learners (EL) assessed in NAEP mathematics with accommodations, by SD/EL category and type of accommodation: 2024

Type of accommodation	SD and/or EL	SD	EL
Bilingual booklet	0.32	0.02	0.32
Bilingual dictionary	1.03	0.09	1.03
Braille version of the test	0.02	0.02	#
Breaks during test	0.12	0.12	0.02
Cueing to stay on task	2.03	1.95	0.24
Directions read aloud in English	0.06	0.06	#
Directions read aloud in Spanish	3.01	3.01	0.41
Extended time	0.12	0.12	0.01
Large-print booklet	10.01	8.06	2.77
Magnification equipment	0.13	0.13	0.01
Must be tested in a separate session	0.01	0.01	#
One-on-one	0.10	0.10	0.01
Other	#	#	#
Presentation in Sign Language	0.18	0.01	0.18
Read aloud in English (all)	0.71	0.62	0.16
Read aloud in English (occasional)	#	#	#
Read aloud in Spanish	#	#	#
Responds orally to scribe	0.59	0.49	0.15
Response in Sign Language	0.32	0.02	0.32
School staff administers/Aide present	1.53	1.46	0.23
Small group	3.33	3.08	0.56
Special equipment	0.04	0.04	0.01
Uses template	5.47	5.16	0.82

# Percentages less than .005.

NOTE: 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), 2024 Mathematics Assessment.