

Appendix table 1-2

**Students in grades 4, 8, and 12 scoring at or above NAEP's proficient level in mathematics for their grade, by student and school characteristics: 1990–2009**

(Percent)

Grade/student and school characteristic	1990	1992	1996	2000	2003	2005	2007	2009
All grade 4 students	12.7	17.9	20.8	23.8	32.5	36.3	39.4	39.1
Sex								
Male	13.2	19.5	21.5	25.9	34.9	38.4	41.5	40.9
Female	12.2	16.2	20.0	21.6	29.9	34.2	37.3	37.2
Race/ethnicity								
White, non-Hispanic	15.9	22.4	27.0	31.3	42.9	47.2	50.9	50.7
Black, non-Hispanic	1.1	2.5	3.1	4.7	9.9	12.8	15.4	15.9
Hispanic	4.8	5.6	7.2	7.2	15.6	19.5	22.0	21.6
Asian/Pacific Islander	22.4	27.7	27.2	S	48.3	54.6	58.4	60.3
American Indian/Alaska Native	S	S	10.1	8.2	16.8	20.9	24.8	21.2
Free/reduced-price lunch <sup>a</sup>								
Eligible	NA	NA	7.5	7.6	15.2	19.1	21.5	21.7
Not eligible	NA	NA	27.5	32.0	44.7	49.4	52.8	53.9
English language learner (ELL) status <sup>b</sup>								
ELL	NA	NA	4.2	3.8	9.3	11.4	12.9	12.0
Not ELL	NA	NA	21.6	25.0	34.7	38.7	42.2	41.9
Student disability status <sup>b</sup>								
Has a disability	NA	NA	5.1	6.4	12.6	16.0	19.3	19.1
Does not have a disability	NA	NA	22.1	25.5	34.8	38.8	41.8	41.6
School type								
Public	11.8	17.3	19.4	22.5	31.2	35.3	38.6	38.4
Charter school	NA	NA	NA	NA	25.3	29.1	31.9	28.3
Noncharter school	NA	NA	NA	NA	31.0	35.0	39.0	39.0
Private	20.1	22.5	31.5	35.2	44.4	S	47.9	47.2
All grade 8 students	15.3	20.9	23.3	25.7	28.8	29.8	32.2	33.9
Sex								
Male	16.8	21.3	24.7	27.4	30.3	31.1	34.2	35.6
Female	13.7	20.6	21.8	23.9	27.1	28.4	30.2	32.1
Race/ethnicity								
White, non-Hispanic	18.2	26.0	30.2	33.8	37.5	38.6	41.8	43.6
Black, non-Hispanic	4.7	2.5	3.8	5.2	7.3	8.7	11.0	12.3
Hispanic	7.0	6.8	7.8	8.4	11.7	13.4	15.4	17.2
Asian/Pacific Islander	28.9	43.3	S	40.6	43.0	47.3	49.6	53.8
American Indian/Alaska Native	S	S	S	9.8	14.6	13.9	16.3	18.2
Free/reduced-price lunch <sup>a</sup>								
Eligible	NA	NA	8.5	9.4	12.1	13.4	15.4	16.7
Not eligible	NA	NA	28.3	33.7	37.2	38.8	42.1	44.8
English language learner (ELL) status <sup>b</sup>								
ELL	NA	NA	1.5	2.0	4.7	5.9	7.0	5.0
Not ELL	NA	NA	23.8	26.4	30.0	31.1	33.7	35.4
Student disability status <sup>b</sup>								
Has a disability	NA	NA	2.6	4.1	6.2	7.2	8.1	9.2
Does not have a disability	NA	NA	24.8	27.3	31.4	32.2	34.5	36.5
School type								
Public	15.1	19.7	22.1	24.7	27.3	28.5	31.0	32.6
Charter school	NA	NA	NA	NA	NA	20.8	25.3	26.2
Noncharter school	NA	NA	NA	NA	NA	29.0	31.0	33.0
Private	S	30.9	33.8	36.0	42.7	S	44.7	47.4
All grade 12 students	NA	NA	NA	NA	NA	23.0	NA	25.9
Sex								
Male	NA	NA	NA	NA	NA	25.1	NA	28.3
Female	NA	NA	NA	NA	NA	21.1	NA	23.5

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**Students in grades 4, 8, and 12 scoring at or above NAEP's proficient level in mathematics for their grade, by student and school characteristics: 1990–2009**

(Percent)

Grade/student and school characteristic	1990	1992	1996	2000	2003	2005	2007	2009
<b>Race/ethnicity</b>								
White, non-Hispanic	NA	NA	NA	NA	NA	28.9	NA	32.7
Black, non-Hispanic	NA	NA	NA	NA	NA	5.6	NA	6.2
Hispanic	NA	NA	NA	NA	NA	8.1	NA	11.0
Asian/Pacific Islander	NA	NA	NA	NA	NA	36.0	NA	51.8
American Indian/Alaska Native	NA	NA	NA	NA	NA	6.1	NA	11.6
<b>Free/reduced-price lunch<sup>a</sup></b>								
Eligible	NA	NA	NA	NA	NA	7.7	NA	10.2
Not eligible	NA	NA	NA	NA	NA	26.7	NA	31.9
<b>English language learner (ELL) status<sup>b</sup></b>								
ELL	NA	NA	NA	NA	NA	3.1	NA	4.0
Not ELL	NA	NA	NA	NA	NA	23.8	NA	26.6
<b>Student disability status<sup>b</sup></b>								
Has a disability	NA	NA	NA	NA	NA	4.5	NA	6.6
Does not have a disability	NA	NA	NA	NA	NA	24.4	NA	27.5
<b>School type</b>								
Public	NA	NA	NA	NA	NA	21.5	NA	24.8
Charter school	NA	11.7						
Noncharter school	NA	26.2						
Private <sup>c</sup>	NA	NA	NA	NA	NA	36.7	NA	NA

S = suppressed (unreliable estimate); NA = not available

NAEP = National Assessment of Educational Progress

<sup>a</sup>Students' eligibility for free/reduced-price lunch is a measure of family poverty.<sup>b</sup>From 1996 on, students with a disability and English language learners were allowed to use testing accommodations (e.g., extended time, one-on-one testing, bilingual dictionary). Variations in exclusion and accommodation rates due to differences in policies and practices for identifying and including students with disabilities and English language learners should be considered when comparing these students' performance over time. More information about inclusion and accommodation rates for these students is available at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.<sup>c</sup>Results for private school students in grade 12 in 2009 cannot be reported separately due to low school participation rate.

NOTES: From 1996 on, data shown here are for students allowed to use testing accommodations. Grade 12 mathematics trend data are presented for 2005 and 2009 only because the mathematics framework was revised in 2005, making prior assessment results not comparable with those in or after 2005. Mathematics assessment was not conducted in 2007 for grade 12.

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2010) of NAEP 1990, 1992, 1996, 2000, 2003, 2005, 2007, and 2009 mathematics assessments, National Center for Education Statistics.