

Technical appendix tables for 2025 long-term trend reading and mathematics Assessments At Ages 9 and 13

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National Center for Education Statistics

2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Student sample sizes and target populations in NAEP long-term trend reading, by age group: 2025

Age Group	Sample size	Target population
Age 9		
Nation	7,900	3,487,000
Public	7,300	3,229,000
Private	600	257,000
Age 13		
Nation	8,600	3,727,000
Public	7,900	3,448,000
Private	600	277,000

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 sample size is rounded to the nearest hundred. The target population is rounded to the nearest thousand.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2025 Long-Term Trend Reading Assessment.

National Center for Education Statistics

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Student sample sizes and target populations in NAEP long-term trend mathematics, by age group: 2025

Age Group	Sample size	Target population
Age 9		
Nation	7,900	3,527,000
Public	7,300	3,261,000
Private	600	264,000
Age 13		
Nation	8,500	3,733,000
Public	7,900	3,442,000
Private	700	289,000

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 sample size is rounded to the nearest hundred. The target population is rounded to the nearest thousand.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2025 Long-Term Trend Mathematics Assessment.

National Center for Education Statistics

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School and student participation rates at age 9 in NAEP long-term trend reading, by type of school: 2025

Type of school	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation	89	77	400	91	7,400
Public	93	93	350	91	6,800
Private	37	29	50	92	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 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), 2025 Long-Term Trend Reading Assessment.

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School and student participation rates at age 13 in NAEP long-term trend reading, by type of school: 2025

Type of school	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation	85	68	440	89	8,200
Public	89	87	380	89	7,600
Private	35	29	60	89	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 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), 2025 Long-Term Trend Reading Assessment.

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School and student participation rates at age 9 in NAEP long-term trend mathematics, by type of school: 2025

Type of school	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation	89	77	410	91	7,600
Public	93	93	350	91	7,000
Private	37	29	60	92	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 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), 2025 Long-Term Trend Mathematics Assessment.

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School and student participation rates at age 13 in NAEP long-term trend mathematics, by type of school: 2025

Type of school	School participation			Student participation	
	Student-weighted percent	School-weighted percent	Number of schools participating	Student-weighted percent	Number of students assessed
Nation	85	68	440	89	8,200
Public	89	87	380	88	7,600
Private	35	29	60	93	700

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 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), 2025 Long-Term Trend Mathematics Assessment.

National Center for Education Statistics

2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage of students identified as students with disabilities and/or English learners excluded in NAEP long-term trend reading, as a percentage of all students, by subject and age group: Various years, 1990–2025

Age group	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2022	2023	2025
Age 9	6	7	7	8	8	8	5	4	2	2	2	—	5
Age 13	5	6	6	7	6	8	5	4	2	2	—	3	4

— Not available.

¹ Original assessment format. Results prior to 2004 are also from the original assessment format.

² Revised assessment format. Results after 2004 are also from the revised assessment format.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Various years, 1990–2025 Long-Term Trend Reading Assessments.

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Percentage of students identified as students with disabilities and/or English learners excluded in NAEP long-term trend mathematics, as a percentage of all students, by subject and age group: Various years, 1990–2025

Age group	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2022	2023	2025
Age 9	5	7	8	8	7	7	3	3	1	2	2	—	4
Age 13	5	6	6	7	6	8	3	3	1	2	—	2	3

— Not available.

¹ Original assessment format. Results prior to 2004 are also from the original assessment format.

² Revised assessment format. Results after 2004 are also from the revised assessment format.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Various years, 1990–2025 Long-Term Trend Mathematics Assessments.

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2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage of 9- and 13-year-old students with disabilities (SD) and/or English learners (EL) identified, excluded, and assessed in NAEP long-term trend reading, as a percentage of all students, by SD/EL category: 2025

SD/EL category	Age 9	Age 13
SD and/or EL		
Identified	28	24
Excluded	5	4
Assessed	23	21
Without accommodations	10	7
With accommodations	13	13
SD		
Identified	16	16
Excluded	3	3
Assessed	13	13
Without accommodations	4	3
With accommodations	9	10
EL		
Identified	13	10
Excluded	2	1
Assessed	11	9
Without accommodations	6	5
With accommodations	5	4

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), 2025 Long-Term Trend Reading Assessment.

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2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage of 9- and 13-year-old students with disabilities (SD) and/or English learners (EL) identified, excluded, and assessed in NAEP long-term trend mathematics, as a percentage of all students, by SD/EL category: 2025

SD/EL category	Age 9	Age 13
SD and/or EL		
Identified	29	25
Excluded	4	3
Assessed	26	21
Without accommodations	10	7
With accommodations	16	14
SD		
Identified	17	16
Excluded	3	3
Assessed	15	13
Without accommodations	4	3
With accommodations	11	11
EL		
Identified	14	10
Excluded	1	1
Assessed	13	9
Without accommodations	6	5
With accommodations	6	4

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), 2025 Long-Term Trend Mathematics Assessment.

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Percentage of students at age 9 identified as students with disabilities (SD) and/or English learners (EL) assessed in NAEP long-term trend reading with accommodations, by SD/EL category and type of accommodation: 2025

Type of accommodation	SD and/or EL	SD	EL
Braille version of the test	#	#	#
Breaks during test	4.96	4.32	1.11
Cueing to stay on task	1.95	1.90	0.27
Directions only presented in Sign Language	0.03	0.03	#
Directions read aloud in English	5.64	4.10	2.14
Directions read aloud in Spanish	0.40	0.04	0.40
Extended time	9.85	6.93	3.75
Large-print booklet	0.04	0.04	0.01
Magnification equipment	0.01	0.01	#
One-on-one	0.43	0.43	0.05
Other	0.15	0.15	0.03
Preferential seating	2.60	2.56	0.22
Responds orally to scribe	0.26	0.26	0.05
Response in Sign Language	#	#	#
School staff administers/Aide present	0.89	0.79	0.15
Small group	7.57	6.37	1.97
Special equipment	0.37	0.37	0.03
Uses computer or typewriter to respond	0.10	0.10	0.01
Uses template	0.05	0.05	0.01

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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2025 Reading Assessment.

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2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage of students at age 13 identified as students with disabilities (SD) and/or English learners (EL) assessed in NAEP long-term trend reading with accommodations, by SD/EL category and type of accommodation: 2025

Type of accommodation	SD and/or EL	SD	EL
Braille version of the test	#	#	#
Breaks during test	3.63	3.42	0.52
Cueing to stay on task	1.18	1.12	0.19
Directions only presented in Sign Language	#	#	#
Directions read aloud in English	4.83	3.93	1.23
Directions read aloud in Spanish	0.50	0.02	0.50
Extended time	10.20	7.61	3.20
Large-print booklet	0.05	0.05	#
Magnification equipment	0.01	0.01	#
One-on-one	0.24	0.22	0.06
Other	0.04	0.04	#
Preferential seating	1.99	1.91	0.24
Responds orally to scribe	0.22	0.22	0.04
Response in Sign Language	#	#	#
School staff administers/Aide present	0.63	0.56	0.12
Small group	7.04	6.41	1.12
Special equipment	0.42	0.42	#
Uses computer or typewriter to respond	0.07	0.07	0.03
Uses template	0.15	0.15	#

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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2025 Reading Assessment.

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Percentage of students at age 9 identified as students with disabilities (SD) and/or English learners (EL) assessed in NAEP long-term trend mathematics with accommodations, by SD/EL category and type of accommodation: 2025

Type of accommodation	SD and/or EL	SD	EL
Bilingual booklet	0.54	0.07	0.54
Bilingual dictionary	0.82	0.05	0.82
Braille version of the test	#	#	#
Breaks during test	5.57	4.95	1.16
Cueing to stay on task	2.14	2.06	0.32
Directions only presented in Sign Language	#	#	#
Directions read aloud in English	2.00	1.24	1.00
Directions read aloud in Spanish	0.30	0.03	0.30
Extended time	10.79	7.54	4.16
Large-print booklet	0.03	0.03	#
Magnification equipment	0.03	0.03	#
One-on-one	0.43	0.42	0.06
Other	0.08	0.08	#
Preferential seating	2.83	2.74	0.32
Presentation in Sign Language	0.01	0.01	#
Read aloud in English (all)	6.47	5.07	2.17
Read aloud in English (occasional)	1.20	0.71	0.62
Read aloud in Spanish	0.10	0.04	0.10
Responds orally to scribe	0.31	0.31	0.05
Response in Sign Language	0.01	0.01	0.01
School staff administers/Aide present	1.14	0.92	0.33
Small group	8.35	7.02	2.25
Special equipment	0.21	0.21	#
Uses computer or typewriter to respond	0.07	0.07	#
Uses template	0.05	0.05	0.03

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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2025 Mathematics Assessment.

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Percentage of students at age 13 identified as students with disabilities (SD) and/or English learners (EL) assessed in NAEP long-term trend mathematics with accommodations, by SD/EL category and type of accommodation: 2025

Type of accommodation	SD and/or EL	SD	EL
Bilingual booklet	0.31	#	0.31
Bilingual dictionary	1.29	0.17	1.29
Braille version of the test	#	#	#
Breaks during test	4.33	4.17	0.63
Cueing to stay on task	1.09	1.07	0.15
Directions only presented in Sign Language	#	#	#
Directions read aloud in English	1.43	1.08	0.55
Directions read aloud in Spanish	0.18	#	0.18
Extended time	10.68	8.16	3.36
Large-print booklet	0.07	0.07	0.01
Magnification equipment	#	#	#
One-on-one	0.13	0.13	0.04
Other	0.07	0.03	0.04
Preferential seating	2.34	2.33	0.18
Presentation in Sign Language	0.01	0.01	#
Read aloud in English (all)	4.00	3.49	0.89
Read aloud in English (occasional)	1.42	1.02	0.48
Read aloud in Spanish	0.03	#	0.03
Responds orally to scribe	0.17	0.17	0.04
Response in Sign Language	#	#	#
School staff administers/Aide present	0.65	0.56	0.12
Small group	7.73	7.13	1.27
Special equipment	0.50	0.50	0.03
Uses computer or typewriter to respond	0.13	0.13	#
Uses template	0.16	0.16	0.01

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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2025 Mathematics Assessment.

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Percentage distribution of students at age 9 in NAEP long-term trend reading, by selected characteristics: Various years, 1971–2025

Characteristics	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2022	2025	
Race/ethnicity																		
White	84*	80*	79*	75*	75*	74*	74*	76*	71*	69*	59*	59*	56*	53	46	47	48	
Black	14	13	14	16*	16*	16*	16*	15	17*	18*	17*	16	16	14	15	14	13	
Hispanic	—	5*	6*	7*	6*	6*	7*	6*	8*	9*	17*	17*	20*	25	28	28	27	
Other	—	2*	1*	2*	3*	4*	3*	4*	4*	4*	7*	7*	7*	9*	11	12	12	
Sex																		
Male	50	50	50	50	50	51	51	50	49	49	50	51	50	50	51	50	50	
Female	50	50	50	50	50	49	49	50	51	51	50	49	50	50	49	50	50	
Economically disadvantaged status																		
Economically disadvantaged	—	—	—	—	—	—	—	—	—	—	40*	40*	41	51*	49	50	45	
Not economically disadvantaged	—	—	—	—	—	—	—	—	—	—	50	49	51	42*	45	41*	49	
Information not available	—	—	—	—	—	—	—	—	—	—	11*	11*	8	7	6	9	7	
Type of school																		
Public	—	—	89	88*	88	92	88	89	86*	88	89*	89*	90*	92	92	92	92	
Private: Catholic	—	—	9*	9*	8	5	9*	6	7*	6	6*	6*	5*	3	3	‡	3	
Grade attended																		
3rd grade or below	24*	23*	28*	34*	37	42*	43*	40	33*	30*	35	36	38	37	38	39	39	
4th grade	75*	76*	72*	66*	63	58*	57*	60	67*	69*	65	63	62	63	61	61	61	
5th grade or above	1*	1*	#*	#*	1	#	#	#	#	#	#	#	#	#	#	#	#	
School location																		
City	—	—	—	—	—	—	—	—	—	—	—	—	29	31	31	30	28	
Suburb	—	—	—	—	—	—	—	—	—	—	—	—	39	34	43	42	39	
Town	—	—	—	—	—	—	—	—	—	—	—	—	11	11	10	10	9	
Rural	—	—	—	—	—	—	—	—	—	—	—	—	21	24	17*	19	24	
Region of the country																		
Northeast	—	—	—	—	—	—	—	—	—	—	21	19	19	16	16	15	16	
Midwest	—	—	—	—	—	—	—	—	—	—	21	22	21	22	21	22	21	
South	—	—	—	—	—	—	—	—	—	—	33	32	37	37	39	39	39	
West	—	—	—	—	—	—	—	—	—	—	26	27	23	24	24	24	24	
Status as students with disabilities (SD)																		
SD	—	—	—	—	—	—	—	—	—	—	‡	8*	9*	10*	14	13	14	
Not SD	—	—	—	—	—	—	—	—	—	—	‡	92*	91*	90*	86	87	86	
Status as English learners (EL)																		
EL	—	—	—	—	—	—	—	—	—	—	‡	8*	9*	11	12	14	12	
Not EL	—	—	—	—	—	—	—	—	—	—	‡	92*	91*	89	88	86	88	

— Not available.

Rounds to zero.

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

* Significantly different ($p < .05$) from 2025.

¹ Original assessment format. Results prior to 2004 are also from the original assessment format.

² Revised assessment format. Results after 2004 are also from the revised assessment format.

NOTE: Black includes African American, Hispanic includes Latino, and "Other" includes Asian/Pacific Islander, American Indian/Alaska Native, and unclassified, which was used in the NAEP long-term trend assessment prior to 2012 and was classified as Two or More Races in 2012 and later assessment years. Race categories exclude Hispanic origin. For the grade attended variable, fourth grade is the typical grade for 9-year-old students and eighth grade is the typical grade for 13-year-old students. For students at age 9, results are not shown for the parental education level category because research indicates that these students are less likely to report this information accurately. Results are not shown for private schools under the type of school category because the participation rate for private schools did not meet the minimum participation guidelines for reporting in 2020. Beginning with the 2024 assessment, the variable previously reported as "eligibility for the National School Lunch Program" is relabeled as "economically disadvantaged status" to better reflect the data collecting procedure for this variable. The results for "economically disadvantaged status" are available for 2003 and later NAEP assessment years. NAEP aims to include all students sampled for the assessments including students with disabilities and English learners. This goal is accomplished by allowing many of the same accommodations that students use on other tests such as extra testing time or individual administration. Traditionally, the long-term trend assessments have not provided such accommodations. Accommodations were first made available in the long-term trend assessments in 2004 as part of the changes made to the assessment. The category "students with disabilities" 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, 1971–2025 Long-Term Trend Reading Assessments.

National Center for Education Statistics

2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage distribution of students at age 13 in NAEP long-term trend reading, by selected characteristics: Various years, 1971–2025

Characteristics	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2023	2025
Race/ethnicity																	
White	84*	81*	80*	77*	76*	73*	73*	74*	71*	70*	64*	63*	57*	55	46	46	49
Black	15	13	13	14	15	15	16	15	15	16	15	16	16	14	14	14	14
Hispanic	—	5*	6*	7*	6*	8*	7*	8*	9*	10*	16*	16*	21*	22	29	29	26
Other	—	2*	1*	2*	2*	3*	3*	3*	5*	3*	5*	5*	7*	9	10	11	11
Sex																	
Male	50*	50*	49*	51	50*	50	49*	51	49*	49*	49*	51	51	51	51	51	51
Female	50*	50*	51*	49	50*	50	51*	49	51*	51*	51*	49	49	49	49	49	49
Economically disadvantaged status																	
Economically disadvantaged	—	—	—	—	—	—	—	—	—	—	37*	36*	35*	44	46	48	46
Not economically disadvantaged	—	—	—	—	—	—	—	—	—	—	55*	56*	56*	49	47	43	49
Information not available	—	—	—	—	—	—	—	—	—	—	8	9	9	7	7	9	5
Parents' highest education level																	
Did not finish high school	—	—	—	—	—	—	—	—	‡	—	—	6*	6*	6	6	6*	5
Graduated from high school	—	—	—	—	—	—	—	—	‡	—	—	18*	17*	14	15	13	13
Some education after high school	—	—	—	—	—	—	—	—	‡	—	—	16*	15*	13*	13	14*	12
Graduated from college	—	—	—	—	—	—	—	—	‡	—	—	47*	48*	53	53	52	55
Unknown	—	—	—	—	—	—	—	—	‡	—	—	13*	14	13*	14	15	15
Type of school																	
Public	—	—	88*	89*	89	88	86*	89	88	87	92	90*	90	91	93	92	92
Private: Catholic	—	—	9*	9*	9	7*	7*	9*	6*	7	5*	5*	5*	4	3	3	3
Grade attended																	
7rd grade or below	28*	28*	28*	35*	39	39	43*	44*	38	38	38	38	41	39	36*	39	40
8th grade	71*	72*	71*	64*	61	60	56*	56*	61	62	62	62	59	60	64*	61	60
9th grade or above	1*	1*	1*	#*	1	#	1	#	#	#	#	#	#	1	#	#	#
School location																	
City	—	—	—	—	—	—	—	—	—	—	—	—	31	29	31	30	32
Suburb	—	—	—	—	—	—	—	—	—	—	—	—	37	37	42*	42	36
Town	—	—	—	—	—	—	—	—	—	—	—	—	13	11	11	12	9
Rural	—	—	—	—	—	—	—	—	—	—	—	—	19	23	16*	17	22
Region of the country																	
Northeast	—	—	—	—	—	—	—	—	—	—	19*	20*	17	16	15	14	15
Midwest	—	—	—	—	—	—	—	—	—	—	20	20	23	24	21	22	23
South	—	—	—	—	—	—	—	—	—	—	35	36	35	37	39	41	38
West	—	—	—	—	—	—	—	—	—	—	25	24	25	23	25	22	24
Status as students with disabilities (SD)																	
SD	—	—	—	—	—	—	—	—	—	—	‡	8*	10*	11*	13	13	13
Not SD	—	—	—	—	—	—	—	—	—	—	‡	92*	90*	89*	87	87	87
Status as English learners (EL)																	
EL	—	—	—	—	—	—	—	—	—	—	‡	4*	6*	4*	8*	10	9
Not EL	—	—	—	—	—	—	—	—	—	—	‡	96*	94*	96*	92*	90	91

— Not available.

Rounds to zero.

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

* Significantly different ($p < .05$) from 2025.

¹ Original assessment format. Results prior to 2004 are also from the original assessment format.

² Revised assessment format. Results after 2004 are also from the revised assessment format.

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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), various years, 1971–2025 Long-Term Trend Reading Assessments.

National Center for Education Statistics

2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage distribution of students at age 9 in NAEP long-term trend mathematics, by selected characteristics: Various years, 1978–2025

Characteristics	1978	1982	1986	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2022	2025
Race/ethnicity															
White	79*	79*	77*	74*	75*	75*	72*	70*	60*	59*	54*	52	46	46	48
Black	14	14	15	16	16	15	16	18*	15	16	16	13	15	14	14
Hispanic	5*	5*	6*	5*	6*	6*	8*	8*	18*	18*	23	26	29	29	26
Other	1*	2*	2*	4*	3*	4*	5*	4*	7*	7*	7*	9*	10	11	12
Sex															
Male	50	49	50	49	49*	49	50	49	49*	50	50	50	50	51	51
Female	50	51	50	51	51*	51	50	51	51*	50	50	50	50	49	49
Economically disadvantaged status															
Economically disadvantaged	—	—	—	—	—	—	—	—	39*	41*	42	51*	50*	51*	45
Not economically disadvantaged	—	—	—	—	—	—	—	—	49	49	50	42*	44	39*	48
Information not available	—	—	—	—	—	—	—	—	11*	10*	8	7	6	9	6
Type of school															
Public	89	86*	84*	89	87*	88	87*	88	88*	90*	90	92	93	92	92
Private: Catholic	10*	9*	12*	7	9*	7*	9*	8*	6*	5*	5*	3	3	‡	3
Grade attended															
3rd grade or below	26*	31*	34*	35*	38	33*	33*	35*	35*	36*	39	37*	40	38	41
4th grade	73*	69*	66*	65*	62	66*	66*	65*	64*	64*	61	63*	60	61	59
5th grade or above	1*	1*	#*	#*	#	#	#	#	#*	#*	#	#	#	#	#
School location															
City	—	—	—	—	—	—	—	—	—	—	29	31	31	30	29
Suburb	—	—	—	—	—	—	—	—	—	—	39	34	43	42	39
Town	—	—	—	—	—	—	—	—	—	—	11	12	10	9	9
Rural	—	—	—	—	—	—	—	—	—	—	21	24	17*	18	24
Region of the country															
Northeast	—	—	—	—	—	—	—	—	19	19	18	16	16	15	16
Midwest	—	—	—	—	—	—	—	—	22	22	20	22	21	22	21
South	—	—	—	—	—	—	—	—	31*	32	38	38	39	39	40
West	—	—	—	—	—	—	—	—	28	27	23	25	24	24	23
Status as students with disabilities (SD)															
SD	—	—	—	—	—	—	—	—	‡	9*	9*	10*	13	14	15
Not SD	—	—	—	—	—	—	—	—	‡	91*	91*	90*	87	86	85
Status as English learners (EL)															
EL	—	—	—	—	—	—	—	—	‡	8*	10*	12	13	14	13
Not EL	—	—	—	—	—	—	—	—	‡	92*	90*	88	87	86	87

— Not available.

Rounds to zero.

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

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National Center for Education Statistics

2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage distribution of students at age 13 in NAEP long-term trend mathematics, by selected characteristics: Various years, 1978–2025

Characteristics	1978	1982	1986	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2023	2025
Race/ethnicity															
White	80*	79*	77*	73*	74*	73*	71*	71*	66*	62*	58*	56*	46	46	48
Black	13	14	14	16	16	15	15	15	15	16	15	15	14	15	14
Hispanic	6*	5*	7*	7*	7*	8*	9*	10*	15*	17*	21*	21*	29	29	26
Other	1*	2*	2*	4*	3*	4*	4*	4*	4*	5*	6*	8*	10	11	11
Sex															
Male	50*	50*	50	50*	50	49*	48*	50	48*	49*	50*	51	52	51	51
Female	50*	50*	50	50*	50	51*	52*	50	52*	51*	50*	49	48	49	49
Economically disadvantaged status															
Economically disadvantaged	—	—	—	—	—	—	—	—	35*	36*	36*	43	46	48	46
Not economically disadvantaged	—	—	—	—	—	—	—	—	58*	56*	55*	49	47	43*	49
Information not available	—	—	—	—	—	—	—	—	7	8	9	8	7	9	5
Parents' highest education level															
Did not finish high school	12*	11*	8	8*	6	6	6	6	7*	7*	7*	5	6	6	5
Graduated from high school	33*	34*	31*	27*	23*	23*	23*	21*	19*	18*	17*	15	13	14	13
Some education after high school	14*	14*	16*	17*	18*	17*	17*	17*	15*	15*	14*	13	12	12	12
Graduated from college	26*	32*	38*	41*	44*	46*	45*	48*	47*	47*	48*	54	53	53	55
Unknown	15	9*	8*	8*	8*	8*	10*	9*	12*	13*	14	12*	15	16	15
Type of school															
Public	91	89	96	90	88	88	89	88	91	92	90	91	92	92	92
Private: Catholic	9*	8*	3	7*	8*	9*	7*	7	6*	4*	5	4	3	3	3
Grade attended															
7rd grade or below	28*	28*	33*	36	37	38	36	39	38	38	40	39	36*	39	39
8th grade	72*	70*	67*	63	62	62	63	61	62	62	60	60	64*	61	61
9th grade or above	1*	1*	#	1	#	1	1	#	#	#	#	#	#	#	#
School location															
City	—	—	—	—	—	—	—	—	—	—	31	29	31	29	32
Suburb	—	—	—	—	—	—	—	—	—	—	36	36	42*	42	36
Town	—	—	—	—	—	—	—	—	—	—	14	11	12	12	10
Rural	—	—	—	—	—	—	—	—	—	—	19	23	16*	17	22
Region of the country															
Northeast	—	—	—	—	—	—	—	—	18	20*	17	16	15	15	15
Midwest	—	—	—	—	—	—	—	—	21	20	23	24	21	22	23
South	—	—	—	—	—	—	—	—	35	36	35	37	39	41	38
West	—	—	—	—	—	—	—	—	25	24	25	23	25	23	24
Status as students with disabilities (SD)															
SD	—	—	—	—	—	—	—	—	‡	9*	10*	11*	13	14	14
Not SD	—	—	—	—	—	—	—	—	‡	91*	90*	89*	87	86	86
Status as English learners (EL)															
EL	—	—	—	—	—	—	—	—	‡	5*	6*	4*	8	10	10
Not EL	—	—	—	—	—	—	—	—	‡	95*	94*	96*	92	90	90

— Not available.

Rounds to zero.

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National Center for Education Statistics

2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Average score results at age 9 in NAEP long-term trend reading, by selected characteristics: Various years, 1971–2025

Characteristics	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2022	2025
Overall average score	208*	210*	215*	211*	212*	209*	211*	211*	212*	212*	219	216*	220	221	220	215*	218
Race/ethnicity																	
White	214*	217*	221*	218*	218*	217*	218*	218*	220*	221	226	224	228	229*	228	223	225
Black	170*	181*	189*	186*	189*	182*	185*	185*	191*	186*	200	197*	204	206	205	199	205
Hispanic	—	183*	190*	187*	194*	189*	192*	186*	195*	193*	205	199*	207	208	210	204	208
Other	—	208*	218*	222*	228	206*	208*	211*	214*	215*	230	225	231	230	229	227	232
Sex																	
Male	201*	204*	210*	207*	207*	204*	206*	207*	207*	209*	216	212*	216	218	217	212*	219
Female	214*	216*	220	214*	216	215*	215*	215*	218	215	221	219	224*	223*	222*	217	218
Economically disadvantaged status																	
Economically disadvantaged	—	—	—	—	—	—	—	—	—	—	205	199*	204	207	207	200*	205
Not economically disadvantaged	—	—	—	—	—	—	—	—	—	—	227	227	230	235*	232	229	229
Information not available	—	—	—	—	—	—	—	—	—	—	229	227	237	237	231	228	225
Type of school																	
Public	—	—	214*	209*	210*	208*	209*	209*	210*	210*	217	214*	218	220	219	213*	218
Private: Catholic	—	—	226*	221*	223*	225	223*	223*	227	225	228	230	235	231	229	‡	232
Grade attended																	
3rd grade or below	178*	183*	189*	187*	193*	189*	192*	194*	196*	195*	203	201*	207	207	206	203	205
4th grade	217*	218*	225	223*	223*	224	224	222*	221*	219*	227	224	228	229	228	222*	227
5th grade or above	232	226	243	254	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
School location																	
City	—	—	—	—	—	—	—	—	—	—	—	—	215	216	213	213	214
Suburb	—	—	—	—	—	—	—	—	—	—	—	—	225	226	225	217	222
Town	—	—	—	—	—	—	—	—	—	—	—	—	215	218	219	210	216
Rural	—	—	—	—	—	—	—	—	—	—	—	—	220	220	219	214	218
Region of the country																	
Northeast	—	—	—	—	—	—	—	—	—	—	223	221	226	227	226	219	227
Midwest	—	—	—	—	—	—	—	—	—	—	221	217	218	219	221	214	220
South	—	—	—	—	—	—	—	—	—	—	217	214	221	222*	220	214	216
West	—	—	—	—	—	—	—	—	—	—	215	212	216	217	215	214	215
Status as students with disabilities (SD)																	
SD	—	—	—	—	—	—	—	—	—	—	‡	178*	182	183	187	180*	188
Not SD	—	—	—	—	—	—	—	—	—	—	‡	219*	224	225	225	220*	223
Status as English learners (EL)																	
EL	—	—	—	—	—	—	—	—	—	—	‡	187	193	191	193*	191	188
Not EL	—	—	—	—	—	—	—	—	—	—	‡	218*	223	225	223	218*	222

— Not available.

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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), various years, 1971–2025 Long-Term Trend Reading Assessments.

National Center for Education Statistics

2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Average score results at age 13 in NAEP long-term trend reading, by selected characteristics: Various years, 1971–2025

Characteristics	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2023	2025	
Overall average score	255	256	258	257	257	257	260*	258	258	259*	259	257	260*	263*	260*	256	256	
Race/ethnicity																		
White	261	262	264	263	261	262	266	265	266	267	266	265	268*	270*	269*	264	263	
Black	222*	226*	233*	236*	243	241	238	234*	234*	238	244	239	247	247	244	237	242	
Hispanic	—	232*	237*	240	240	238*	239	235*	238	244	242	241	242	249*	250*	247	244	
Other	—	256*	254	261	269	253*	268	257*	253*	258	265	264	270	280	273	267	270	
Sex																		
Male	250	250*	254	253	252	251	254	251	251	254	254	252	256	259*	255	251	253	
Female	261	262*	263*	262	263*	263*	265*	266*	264*	265*	264*	262	264*	267*	265*	261	259	
Economically disadvantaged status																		
Economically disadvantaged	—	—	—	—	—	—	—	—	—	—	—	245	241	244	247*	247*	243	243
Not economically disadvantaged	—	—	—	—	—	—	—	—	—	—	—	266	264	268	274*	273*	268	267
Information not available	—	—	—	—	—	—	—	—	—	—	—	273	274	271	282	264	266	274
Parents' highest education level																		
Did not finish high school	—	—	—	—	—	—	—	—	‡	—	—	238	239	248	249*	243	241	
Graduated from high school	—	—	—	—	—	—	—	—	‡	—	—	249*	251*	248	246	242	243	
Some education after high school	—	—	—	—	—	—	—	—	‡	—	—	261*	265*	264*	260*	256	254	
Graduated from college	—	—	—	—	—	—	—	—	‡	—	—	266	270	273*	272*	268	269	
Unknown	—	—	—	—	—	—	—	—	‡	—	—	238	241	243	241	239	239	
Type of school																		
Public	—	—	257	255	256	255	257	256	256	257	257	255	258	261*	260*	254	255	
Private: Catholic	—	—	270	270	266*	273	275	273	275	279	278	276	275	277	277	275	276	
Grade attended																		
7rd grade or below	230*	232*	240*	239*	243*	243*	243*	244*	245	247	249	246	250	251	250	248	249	
8th grade	265*	265*	266*	267*	267*	266*	272*	269*	266*	267*	265	263	266*	270*	266*	261	261	
9th grade or above	278	278	274	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	
School location																		
City	—	—	—	—	—	—	—	—	—	—	—	—	254	260	256	252	254	
Suburb	—	—	—	—	—	—	—	—	—	—	—	—	265*	268*	265*	261	259	
Town	—	—	—	—	—	—	—	—	—	—	—	—	258*	256*	255	250	247	
Rural	—	—	—	—	—	—	—	—	—	—	—	—	260	261	258	253	259	
Region of the country																		
Northeast	—	—	—	—	—	—	—	—	—	—	265	264	264	270*	262	254	260	
Midwest	—	—	—	—	—	—	—	—	—	—	260	259	262	263*	263	255	255	
South	—	—	—	—	—	—	—	—	—	—	257	254	261	261*	259	257	255	
West	—	—	—	—	—	—	—	—	—	—	255	252	253	261	258	255	258	
Status as students with disabilities (SD)																		
SD	—	—	—	—	—	—	—	—	—	—	‡	216	224	224	225	223	224	
Not SD	—	—	—	—	—	—	—	—	—	—	‡	260	264	267*	265*	261	261	
Status as English learners (EL)																		
EL	—	—	—	—	—	—	—	—	—	—	‡	217	217	217	221	223	220	
Not EL	—	—	—	—	—	—	—	—	—	—	‡	258	262	265*	263*	259	260	

— Not available.

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

* Significantly different ($p < .05$) from 2025.

¹ Original assessment format. Results prior to 2004 are also from the original assessment format.

² Revised assessment format. Results after 2004 are also from the revised assessment format.

NOTE: Black includes African American, Hispanic includes Latino, and "Other" includes Asian/Pacific Islander, American Indian/Alaska Native, and unclassified, which was used in the NAEP long-term trend assessment prior to 2012 and was classified as Two or More Races in 2012 and later assessment years. Race categories exclude Hispanic origin. For the grade attended variable, fourth grade is the typical grade for 9-year-old students and eighth grade is the typical grade for 13-year-old students. Results are not available for parents' highest education level prior to 2004 in NAEP long-term trend reading assessments because the wording of the survey question for this variable in the revised format of the reading assessments administered in 2004 and later was different from previous years. Results are not shown for private schools under the type of school category because the participation rate for private schools did not meet the minimum participation guidelines for reporting in 2020. Beginning with the 2024 assessment, the variable previously reported as "eligibility for the National School Lunch Program" is relabeled as "economically disadvantaged status" to better reflect the data collecting procedure for this variable. The results for "economically disadvantaged status" are available for 2003 and later NAEP assessment years. NAEP aims to include all students sampled for the assessments including students with disabilities and English learners. This goal is accomplished by allowing many of the same accommodations that students use on other tests such as extra testing time or individual administration. Traditionally, the long-term trend assessments have not provided such accommodations. Accommodations were first made available in the long-term trend assessments in 2004 as part of the changes made to the assessment. The category "students with disabilities" 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, 1971–2025 Long-Term Trend Reading Assessments.

National Center for Education Statistics

2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Average score results at age 9 in NAEP long-term trend mathematics, by selected characteristics: Various years, 1973–2025

Characteristics	1973	1978	1982	1986	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2022	2025
Overall average score	219*	219*	219*	222*	230*	230*	231*	231*	232*	241*	239	243*	244*	241*	234*	238
Race/ethnicity																
White	—	224*	224*	227*	235*	235*	237*	237*	239*	247	245	250*	252*	250*	244	246
Black	—	192*	195*	202*	208*	208*	212*	212*	211*	224	221	224	226*	225	212*	220
Hispanic	—	203*	204*	205*	214*	212*	210*	215*	213*	230	229	234*	234*	232*	223	226
Other	—	227*	239*	222*	235*	239*	231*	232*	243	256	253	256	254	253	247	250
Sex																
Male	—	217*	217*	222*	229*	231*	232*	233*	233*	243	239	242	244	243	236*	241
Female	—	220*	221*	222*	230*	228*	230*	229*	231	240*	240*	243*	244*	239*	231	234
Economically disadvantaged status																
Economically disadvantaged	—	—	—	—	—	—	—	—	—	229	225	229*	232*	229*	221*	225
Not economically disadvantaged	—	—	—	—	—	—	—	—	—	250	249	253*	257*	254*	249	249
Information not available	—	—	—	—	—	—	—	—	—	248	249	252	255*	251	245	243
Type of school																
Public	—	217*	217*	220*	229*	228*	229*	230*	231*	241*	239	242*	243*	241*	233*	237
Private: Catholic	—	230*	232*	233*	235*	241	243	239	241	242	247	251*	251	248	‡	246
Grade attended																
3rd grade or below	—	191*	193*	198*	207*	208*	211*	211*	214*	223	221	226	226	225	219*	223
4th grade	—	228*	230*	234*	242*	242*	241*	241*	242*	251*	250	253*	254*	252*	243*	248
5th grade or above	—	240	258	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
School location																
City	—	—	—	—	—	—	—	—	—	—	—	239*	239*	236	229	233
Suburb	—	—	—	—	—	—	—	—	—	—	—	247*	250*	245	236	241
Town	—	—	—	—	—	—	—	—	—	—	—	238	238	242	236	236
Rural	—	—	—	—	—	—	—	—	—	—	—	243*	244*	242	237	238
Region of the country																
Northeast	—	—	—	—	—	—	—	—	—	245	244	250*	248	248	240	244
Midwest	—	—	—	—	—	—	—	—	—	240	240	244	242	243	234	240
South	—	—	—	—	—	—	—	—	—	240	236	239	244*	241	233	236
West	—	—	—	—	—	—	—	—	—	240	239	242*	244*	236	231	235
Status as students with disabilities (SD)																
SD	—	—	—	—	—	—	—	—	—	‡	209	214	216	215	206	212
Not SD	—	—	—	—	—	—	—	—	—	‡	243	246*	247*	245*	238*	242
Status as English learners (EL)																
EL	—	—	—	—	—	—	—	—	—	‡	222	224*	225*	222	215	217
Not EL	—	—	—	—	—	—	—	—	—	‡	241	245*	247*	244*	237*	241

— Not available.

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

* Significantly different ($p < .05$) from 2025.

¹ Original assessment format. Results prior to 2004 are also from the original assessment format.

² Revised assessment format. Results after 2004 are also from the revised assessment format.

NOTE: Black includes African American, Hispanic includes Latino, and "Other" includes Asian/Pacific Islander, American Indian/Alaska Native, and unclassified, which was used in the NAEP long-term trend assessment prior to 2012 and was classified as Two or More Races in 2012 and later assessment years. Race categories exclude Hispanic origin. For the grade attended variable, fourth grade is the typical grade for 9-year-old students and eighth grade is the typical grade for 13-year-old students. For students at age 9, results are not shown for the parental education level category because research indicates that these students are less likely to report this information accurately. Results are not shown for private schools under the type of school category because the participation rate for private schools did not meet the minimum participation guidelines for reporting in 2020. Beginning with the 2024 assessment, the variable previously reported as "eligibility for the National School Lunch Program" is relabeled as "economically disadvantaged status" to better reflect the data collecting procedure for this variable. The results for "economically disadvantaged status" are available for 2003 and later NAEP assessment years. NAEP aims to include all students sampled for the assessments including students with disabilities and English learners. This goal is accomplished by allowing many of the same accommodations that students use on other tests such as extra testing time or individual administration. Traditionally, the long-term trend assessments have not provided such accommodations. Accommodations were first made available in the long-term trend assessments in 2004 as part of the changes made to the assessment. The category "students with disabilities" 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.

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National Center for Education Statistics

2025 Long-Term Trend Reading and Mathematics Assessments At Ages 9 and 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Average score results at age 13 in NAEP long-term trend mathematics, by selected characteristics: Various years, 1973–2025

Characteristics	1973	1978	1982	1986	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2023	2025
Overall average score	266*	264*	269	269	270	273	274*	274*	276*	281*	279*	281*	285*	280*	271	270
Race/ethnicity																
White	—	272*	274*	274*	276*	279	281	281	283	288*	287*	290*	293*	291*	285	282
Black	—	230*	240*	249	249	250	252	252	251	262*	257*	262*	264*	256*	243	247
Hispanic	—	238*	252	254	255	259	256	256	259	265*	264*	268*	271*	267*	257	254
Other	—	273*	275	283	274	282	284	280	283	292	290	296*	305*	298*	287	286
Sex																
Male	—	264*	269*	270*	271	274	276	276	277	283*	279*	284*	286*	281*	274	275
Female	—	265	268	268	270*	272*	273*	272*	274*	279*	278*	279*	284*	278*	267	265
Economically disadvantaged status																
Economically disadvantaged	—	—	—	—	—	—	—	—	—	265*	262*	266*	269*	264*	253	253
Not economically disadvantaged	—	—	—	—	—	—	—	—	—	289*	288	290*	296*	294*	287	284
Information not available	—	—	—	—	—	—	—	—	—	293	294	291	301	287	287	287
Parents' highest education level																
Did not finish high school	—	245	251	252	253*	256*	255*	254*	256*	262*	263*	268*	266*	261*	250	246
Graduated from high school	—	263*	263*	263*	263*	263*	266*	267*	264*	271*	270*	272*	270*	264*	254	253
Some education after high school	—	273*	275*	274*	277*	278*	277*	277*	279*	283*	282*	285*	286*	281*	268	268
Graduated from college	—	284	282	280*	280*	283	285	283	286	292*	289	291*	296*	292*	285	285
Unknown	—	240*	252	247	248	253	252	259*	258*	263*	262*	264*	266*	261*	252	251
Type of school																
Public	—	263*	267	269	269	272	273	273*	274*	280*	278*	280*	284*	279*	269	269
Private: Catholic	—	279*	280*	273*	279*	280*	283	285	288	289	289	293	295	293	289	291
Grade attended																
7rd grade or below	—	240*	247*	251*	253*	258*	259*	263	265	271*	268	272*	274*	271*	263	265
8th grade	—	274	277	278*	280*	282*	283*	280*	283*	287*	285*	288*	292*	285*	276	273
9th grade or above	—	298	304	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
School location																
City	—	—	—	—	—	—	—	—	—	—	—	277*	282*	273*	263	264
Suburb	—	—	—	—	—	—	—	—	—	—	—	286*	291*	285*	277	275
Town	—	—	—	—	—	—	—	—	—	—	—	282*	276*	274*	268	263
Rural	—	—	—	—	—	—	—	—	—	—	—	280	283*	281	270	276
Region of the country																
Northeast	—	—	—	—	—	—	—	—	—	285*	282	285*	291*	284*	273	275
Midwest	—	—	—	—	—	—	—	—	—	283*	281*	284*	285*	284*	273	271
South	—	—	—	—	—	—	—	—	—	277*	276*	281*	282*	276*	269	267
West	—	—	—	—	—	—	—	—	—	281*	278*	278*	285*	279*	270	271
Status as students with disabilities (SD)																
SD	—	—	—	—	—	—	—	—	—	‡	243*	246*	249*	242*	234	236
Not SD	—	—	—	—	—	—	—	—	—	‡	282*	285*	289*	285*	276	276
Status as English learners (EL)																
EL	—	—	—	—	—	—	—	—	—	‡	245*	252*	250*	242*	236	232
Not EL	—	—	—	—	—	—	—	—	—	‡	280*	283*	287*	283*	274	274

— Not available.

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

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² Revised assessment format. Results after 2004 are also from the revised assessment format.

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