

Technical appendix tables for 2023 long-term trend reading and mathematics Assessments At Age 13

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National Center for Education Statistics

2023 Long-Term Trend Reading and Mathematics Assessments At Age 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

School and student participation rates at age 13 in NAEP long-term trend reading, by type of school: 2023

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	86	71	460	89	8,700
Public	90	91	400	89	8,100
Private	40	33	60	88	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), 2023 Long-Term Trend Reading Assessment.

National Center for Education Statistics

2023 Long-Term Trend Reading and Mathematics Assessments At Age 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

School and student participation rates at age 13 in NAEP long-term trend mathematics, by type of school: 2023

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	86	71	460	89	8,700
Public	90	91	400	89	8,100
Private	40	33	60	86	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), 2023 Long-Term Trend Mathematics Assessment.

National Center for Education Statistics

2023 Long-Term Trend Reading and Mathematics Assessments At Age 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 and mathematics, as a percentage of all students, by subject and age group: Various years, 1990–2023

Subject and age group	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2023
Reading											
Age 13	5	6	6	7	6	8	5	4	2	2	3
Mathematics											
Age 13	5	6	6	7	6	8	3	3	1	2	2

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, 1990–2023 Long-Term Trend Reading and Mathematics Assessments.

National Center for Education Statistics

2023 Long-Term Trend Reading and Mathematics Assessments At Age 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage of 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: 2023

SD/EL category	Age 13
SD and/or EL	
Identified	24
Excluded	3
Assessed	20
Without accommodations	7
With accommodations	13
SD	
Identified	15
Excluded	2
Assessed	12
Without accommodations	2
With accommodations	11
EL	
Identified	10
Excluded	1
Assessed	9
Without accommodations	6
With accommodations	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), 2023 Long-Term Trend Reading Assessment.

National Center for Education Statistics

2023 Long-Term Trend Reading and Mathematics Assessments At Age 13: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage of 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: 2023

SD/EL category	Age 13
SD and/or EL	
Identified	23
Excluded	2
Assessed	21
Without accommodations	7
With accommodations	14
SD	
Identified	15
Excluded	2
Assessed	13
Without accommodations	2
With accommodations	11
EL	
Identified	10
Excluded	1
Assessed	10
Without accommodations	5
With accommodations	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), 2023 Long-Term Trend Mathematics Assessment.

National Center for Education Statistics

2023 Long-Term Trend Reading and Mathematics Assessments At Age 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: 2023

Type of accommodation	SD and/or EL	SD	EL
Braille version of the test	#	#	#
Breaks during test	2.56	2.46	0.27
Cueing to stay on task	1.40	1.29	0.29
Directions only presented in Sign Language	0.01	0.01	#
Directions read aloud in English	5.27	4.50	1.35
Directions read aloud in Spanish	0.17	0.01	0.17
Extended time	10.50	8.33	3.08
Large-print booklet	0.02	0.02	0.01
Magnification equipment	0.01	0.01	#
One-on-one	0.23	0.21	0.06
Other	0.13	0.13	0.03
Preferential seating	1.36	1.33	0.22
Responds orally to scribe	0.11	0.11	#
Response in Sign Language	#	#	#
School staff administers/Aide present	0.37	0.37	0.01
Small group	6.94	6.24	1.33
Special equipment	0.16	0.16	#
Uses computer or typewriter to respond	0.06	0.05	0.01
Uses template	0.07	0.07	0.02

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), 2023 Reading Assessment.

National Center for Education Statistics

2023 Long-Term Trend Reading and Mathematics Assessments At Age 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 mathematics with accommodations, by SD/EL category and type of accommodation: 2023

Type of accommodation	SD and/or EL	SD	EL
Bilingual booklet	0.30	0.04	0.30
Bilingual dictionary	1.30	0.06	1.30
Braille version of the test	#	#	#
Breaks during test	3.13	3.04	0.44
Cueing to stay on task	1.41	1.34	0.27
Directions only presented in Sign Language	#	#	#
Directions read aloud in English	1.68	1.41	0.55
Directions read aloud in Spanish	0.13	0.01	0.13
Extended time	10.43	8.39	3.29
Large-print booklet	0.05	0.05	#
Magnification equipment	0.01	0.01	#
One-on-one	0.21	0.20	0.03
Other	0.09	0.09	0.01
Preferential seating	1.41	1.37	0.29
Presentation in Sign Language	0.01	0.01	#
Read aloud in English (all)	4.92	4.34	1.36
Read aloud in English (occasional)	1.65	1.31	0.52
Read aloud in Spanish	0.30	0.04	0.30
Responds orally to scribe	0.08	0.08	0.01
Response in Sign Language	#	#	#
School staff administers/Aide present	0.42	0.41	0.03
Small group	7.89	7.22	1.60
Special equipment	0.20	0.20	0.01
Uses computer or typewriter to respond	0.11	0.11	#
Uses template	0.10	0.10	0.04

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), 2023 Mathematics Assessment.

National Center for Education Statistics

2023 Long-Term Trend Reading and Mathematics Assessments At Age 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, 1971–2023

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

— Not available.

Rounds to zero.

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

* Significantly different ($p < .05$) from 2023.

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, 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. Results are not available for eligibility for the National School Lunch Program (NSLP) prior to 2004 in NAEP long-term trend assessments. The information about NSLP variable is based on available school records. If school records were not available, the student was classified as "Information not available." 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, 1971–2023 Long-Term Trend Reading Assessments.

National Center for Education Statistics

2023 Long-Term Trend Reading and Mathematics Assessments At Age 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, 1978–2023

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

— Not available.

Rounds to zero.

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

‡ Significantly different ($p < .05$) from 2023.

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, 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. Results are not available for eligibility for the National School Lunch Program (NSLP) prior to 2004 in NAEP long-term trend assessments. The information about NSLP variable is based on available school records. If school records were not available, the student was classified as "Information not available." 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, 1978–2023 Long-Term Trend Mathematics Assessments.

National Center for Education Statistics

2023 Long-Term Trend Reading and Mathematics Assessments At Age 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, 1971–2023

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

— Not available.

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

* Significantly different ($p < .05$) from 2023.

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, 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. Results are not available for eligibility for the National School Lunch Program (NSLP) prior to 2004 in NAEP long-term trend assessments. The information about NSLP variable is based on available school records. If school records were not available, the student was classified as "Information not available." 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, 1971–2023 Long-Term Trend Reading Assessments.

National Center for Education Statistics

2023 Long-Term Trend Reading and Mathematics Assessments At Age 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, 1978–2023

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

— Not available.

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