

**Technical appendix tables for 2022 long-term trend reading and mathematics
Assessments At Age 9**

Table of Contents

Page

School and student participation rates at age 9 in NAEP long-term trend reading, by type of school: 2022	1
School and student participation rates at age 9 in NAEP long-term trend mathematics, by type of school: 2022	2
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, 1990–2022	3
Percentage of 9-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: 2022	4
Percentage of 9-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: 2022	5
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: 2022	6
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: 2022	7
Percentage distribution of students at age 9 in NAEP long-term trend reading, by selected characteristics: Various years, 1971–2022	8
Percentage distribution of students at age 9 in NAEP long-term trend mathematics, by selected characteristics: Various years, 1978–2022	9
Average score results at age 9 in NAEP long-term trend reading, by selected characteristics: Various years, 1971–2022	10
Average score results at age 9 in NAEP long-term trend mathematics, by selected characteristics: Various years, 1978–2022	11

National Center for Education Statistics

2022 Long-Term Trend Reading and Mathematics Assessments At Age 9: 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 9 in NAEP long-term trend reading, by type of school: 2022

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	73	410	87	7,400
Public	90	89	370	87	7,000
Private	32	29	50	91	400

NOTE: The national totals for schools include Department of Defense Education Activity (overseas and domestic schools) and Bureau of Indian Education schools, which are not included in either the public or private school totals. The 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), 2022 Long-Term Trend Reading Assessment.

National Center for Education Statistics

2022 Long-Term Trend Reading and Mathematics Assessments At Age 9: 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 9 in NAEP long-term trend mathematics, by type of school: 2022

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	73	410	87	7,400
Public	90	89	370	87	7,000
Private	32	29	50	90	400

NOTE: The national totals for schools include Department of Defense Education Activity (overseas and domestic schools) and Bureau of Indian Education schools, which are not included in either the public or private school totals. The 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), 2022 Long-Term Trend Mathematics Assessment.

National Center for Education Statistics

2022 Long-Term Trend Reading and Mathematics Assessments At Age 9: 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, 1990–2022

Subject and age group	1990	1992	1994	1996	1999	2004 ¹	2004 ²	2008	2012	2020	2022
Reading											
Age 9	6	7	7	8	8	8	5	4	2	2	2
Mathematics											
Age 9	5	7	8	8	7	7	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, 1990–2022 Long-Term Trend Reading and Mathematics Assessments.

National Center for Education Statistics

2022 Long-Term Trend Reading and Mathematics Assessments At Age 9: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage of 9-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: 2022

SD/EL category	Age 9
SD and/or EL	
Identified	27
Excluded	2
Assessed	25
Without accommodations	11
With accommodations	14
SD	
Identified	15
Excluded	2
Assessed	13
Without accommodations	3
With accommodations	10
EL	
Identified	15
Excluded	1
Assessed	14
Without accommodations	8
With accommodations	6

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), 2022 Long-Term Trend Reading Assessment.

National Center for Education Statistics

2022 Long-Term Trend Reading and Mathematics Assessments At Age 9: Summary Data Tables for National Participation Rates, Proportions of SD and EL Students Identified, Accommodation Types, Demographics, and Performance Results

Percentage of 9-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: 2022

SD/EL category	Age 9
SD and/or EL	
Identified	27
Excluded	2
Assessed	25
Without accommodations	10
With accommodations	15
SD	
Identified	15
Excluded	2
Assessed	13
Without accommodations	3
With accommodations	10
EL	
Identified	14
Excluded	1
Assessed	14
Without accommodations	8
With accommodations	6

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), 2022 Long-Term Trend Mathematics Assessment.

National Center for Education Statistics

2022 Long-Term Trend Reading and Mathematics Assessments At Age 9: 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 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: 2022

Type of accommodation	SD and/or EL	SD	EL
Braille version of the test	0.01	0.01	#
Breaks during test	4.06	3.77	0.68
Cueing to stay on task	2.04	1.88	0.54
Directions only presented in Sign Language	#	#	#
Directions read aloud in English	6.85	5.07	2.54
Directions read aloud in Spanish	0.33	0.03	0.33
Extended time	10.87	7.64	4.29
Large-print booklet	0.03	0.03	#
Magnification equipment	0.02	0.02	#
One-on-one	0.42	0.39	0.11
Other	0.17	0.15	0.04
Preferential seating	1.78	1.69	0.34
Responds orally to scribe	0.13	0.13	0.01
Response in Sign Language	#	#	#
School staff administers/Aide present	0.91	0.77	0.28
Small group	7.25	6.68	1.53
Special equipment	0.28	0.27	0.08
Uses computer or typewriter to respond	#	#	#
Uses template	0.26	0.24	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), 2022 Reading Assessment.

National Center for Education Statistics

2022 Long-Term Trend Reading and Mathematics Assessments At Age 9: 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 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: 2022

Type of accommodation	SD and/or EL	SD	EL
Bilingual booklet	0.42	0.03	0.42
Bilingual dictionary	0.45	#	0.45
Braille version of the test	#	#	#
Breaks during test	3.40	3.12	0.65
Cueing to stay on task	2.10	2.02	0.48
Directions only presented in Sign Language	0.02	0.02	#
Directions read aloud in English	2.23	1.39	0.99
Directions read aloud in Spanish	0.11	0.01	0.11
Extended time	11.34	8.03	4.40
Large-print booklet	0.10	0.10	0.03
Magnification equipment	0.07	0.07	0.03
One-on-one	0.23	0.20	0.08
Other	0.16	0.14	0.03
Preferential seating	1.84	1.73	0.35
Presentation in Sign Language	#	#	#
Read aloud in English (all)	5.83	4.47	1.98
Read aloud in English (occasional)	0.89	0.49	0.47
Read aloud in Spanish	0.42	0.03	0.42
Responds orally to scribe	0.14	0.14	0.01
Response in Sign Language	#	#	#
School staff administers/Aide present	0.87	0.80	0.16
Small group	7.35	6.62	1.60
Special equipment	0.21	0.21	0.04
Uses computer or typewriter to respond	#	#	#
Uses template	0.28	0.28	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), 2022 Mathematics Assessment.

National Center for Education Statistics

2022 Long-Term Trend Reading and Mathematics Assessments At Age 9: 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 reading, by selected characteristics: Various years, 1971–2022

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

— Not available.

Rounds to zero.

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

* Significantly different ($p < .05$) from 2022.

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. 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, 1971–2022 Long-Term Trend Reading Assessments.

National Center for Education Statistics

2022 Long-Term Trend Reading and Mathematics Assessments At Age 9: 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, 1978–2022

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

— Not available.

Rounds to zero.

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

* Significantly different ($p < .05$) from 2022.

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. 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, 1978–2022 Long-Term Trend Mathematics Assessments.

National Center for Education Statistics

2022 Long-Term Trend Reading and Mathematics Assessments At Age 9: 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, 1971–2022

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

— Not available.

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

* Significantly different ($p < .05$) from 2022.

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. 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, 1971–2022 Long-Term Trend Reading Assessments.

National Center for Education Statistics

2022 Long-Term Trend Reading and Mathematics Assessments At Age 9: 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, 1978–2022

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

— Not available.

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

* Significantly different ($p < .05$) from 2022.

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